

# Mavisbank Special School



## Handbook 2020-21





We Aspire:

Articulate

Sensitive

Proactive

Inspiring

Realistic

Evaluate

## Contents

	page
• North Lanarkshire Council Education and Families Motto	
• Welcome.....	4
• Mission Statement.....	5
• School Aims.....	6
• School Information.....	7
• Staff.....	8
• School Hours.....	13
• The School Year.....	14
• Enrolment.....	15
• Equal Opportunities and Social Inclusion.....	16
• Spiritual Moral and Cultural Values .....	16
• Curriculum for Excellence.....	17
• Personal Support.....	17
• Assessment .....	19
• Transfer From Primary To Secondary.....	22
• Additional Support Needs.....	23
• Getting It Right For Me Plans.....	25
• Dispute Resolution.....	26
• Home School Links.....	26
• Homework .....	27
• Parent Forum .....	28
• Parent Council.....	28
• Resources and Facilities.....	30
• School Ethos.....	32
• Our School in the Community .....	32
• School Improvement Plan.....	33
• Freedom Of Information.....	33
• General Data Protection Regulation .....	33
• Child Protection.....	38
• Adult Protection.....	39
• Attendance.....	39
• Clothing, Uniform, Meals.....	42
• Placing Requests.....	44
• Transport Arrangements .....	44
• Emergency Procedures.....	45
• Medical and Healthcare.....	46
• Food Allergies.....	46
• Oxygen Storage.....	47
• Important Contacts.....	47
• Qualifying Statements.....	53

## Welcome to Mavisbank School

We welcome you to Mavisbank School. Education Scotland have previously 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 aspirations, 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 do our utmost to be of assistance to you.

Eileen McDonnell

Acting 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.



**Eileen McDonnell**

**Acting 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.





## School Information

Ms Eileen McDonnell  
Acting Head Teacher

Ms Shona Aiken  
Principal Teacher

Name of School: Mavisbank School

Address: Mitchell Street, Airdrie, ML6 OEB

Telephone Number: 01236 632108

e-mail Address: [ht@mavisbank.n-lanark.sch.uk](mailto:ht@mavisbank.n-lanark.sch.uk)

Twitter: @MavisbankSchool

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

Present Roll: 31

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

Acting Head Teacher  
Principal Teacher

Eileen McDonnell  
Shona Aitken

### CLASSROOM STAFF

#### ROOM 1

Teacher	Simon Linton	Classroom Leader
Enhanced Support Assistant	Isobel Boyle	
ASN Assistants	Lorna Robertson	
	Leanne More / Linda Gallacher (M)	

#### ROOM 2

Teacher	Angela Mitchell	Classroom Leader
Enhanced Support Assistant	Libby Gilchrist	
ASN Assistants	Claire Hannaway/Angela Findlay/Liz Millar (F)	
	Denise Mooney	

#### ROOM 3

Teacher	Steven Colquhoun	Classroom Leader
Enhanced Support Assistant	Liz Reid	
ASN Assistants	Jean Morrison (M, T,Th) /Linda Gallagher(W, F)	
	Josie Bonnar	

#### ROOM 4

Teacher	Mary Linden	Classroom Leader
Enhanced Support Assistant	Hazel Ruxton	
ASN Assistants	Lorraine Fisher	
	Diane Grant	
	June Johnston	

Additional Teacher – Irina Wishart

Total number of teaching staff: 7

Total number of non teaching staff: 13





## **NHS Lanarkshire Staff**

### **MEDICAL STAFF**

The school is supported by staff from the Integrated Community Children's Nursing Service based at Wishaw General Hospital including Morag Alexander

### **DENTAL STAFF**

Oral Health Educator

Kay Reid

### **THERAPY STAFF**

Physiotherapists

Ruth Telfer  
Gillian Taylor

Occupational Therapist

Diane Sloan

Speech & Language Therapist    Jacqueline Cairney

### **Visiting Specialists**

School Psychologist  
Visual Impairment Specialist  
Music Development Officer

Dr Essie Tough  
Mary Anne Williams  
Allan McKeown

### **APT & C Staff**

Bus Escorts

Jean Morrison  
Lorraine Fisher  
Lorna Robertson  
Lorna O'Donohue  
Diane Grant

Senior Clerical Assistant

Pauline Tighe

### **Catering**

Cook

Margaret Fyfe

### **Janitorial/Cleaning staff**

Janitor  
Cleaning Supervisor

Gail Bryson  
Barbara McSherry

## **Inter-agency staff**

### **The School Nurse**

#### **AIM OF SERVICE**

The Integrated Community Children's 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 relating to individual pupils 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
- linking with staff from local hospitals or health boards in order to ensure that school staff have all the relevant and up to date information required to meet the health care needs of the child or young person



## **The Physiotherapist**

Pupils in school who require support from the physiotherapy service will transfer to the school team on enrolment. The school physiotherapist co-ordinates physiotherapy management in school and at home.

Physiotherapists 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 e.g. Bobath Centre, Robin and Rachel House



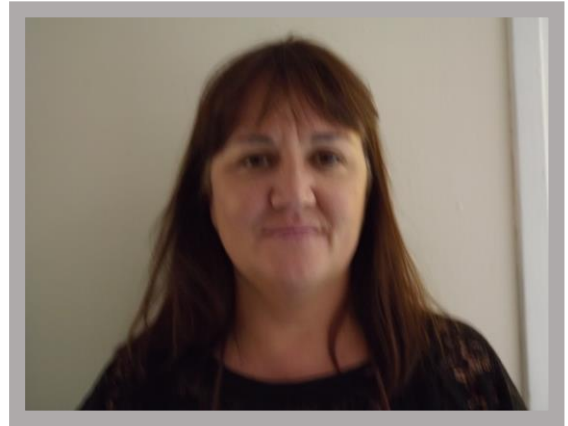
## **The Speech & Language Therapist**

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:

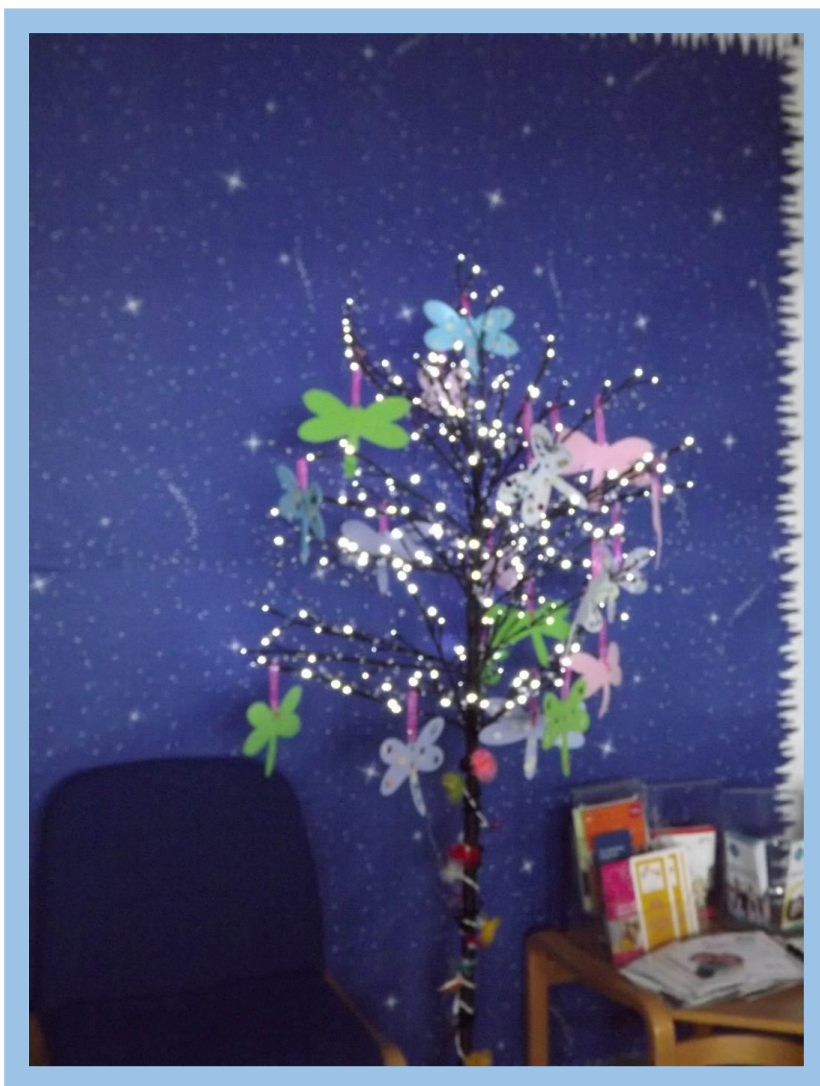
- Classroom seating
- Gross motor skills
- Fine motor skills
- Interaction with the environment
- Play skills
- Sensory skills

## School Hours

### Primary & Secondary Classes

09:00	Pupils arrive in school
12:00-12:45	Pupils' lunch
12:45-1:15	Staff lunch breaks
1.15-1.45	Staff lunch breaks
15:00	Pupils leave by bus or taxi for home

All P1 pupils will be required to attend full time from first day of school session in August



# The School Year

## Session 2019/2020

### **First Term – August 2019**

Teachers Return	Monday	12 <sup>th</sup> August	2019
Pupils Return	Wednesday	14 <sup>th</sup> August	2019

September Weekend                      Friday 27<sup>th</sup> Sep and Monday 30<sup>th</sup> Sep 2019

Close for October Break	Friday	11 <sup>th</sup> October	2019
Re-open	Monday	21 <sup>st</sup> October	2019

In – Service day	Monday	18 <sup>th</sup> November	2019
In - Service day	Tuesday	19 <sup>th</sup> November	2019
Christmas/New Year – close 2pm	Thursday	19 <sup>th</sup> December	2019

### **Second Term - January 2020**

Re-open	Monday	7 <sup>th</sup> January	2020
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Close Mid-Term	Monday	10 <sup>th</sup> February	2020
	Tuesday	11 <sup>th</sup> February	2020
In – Service day	Wednesday	12 <sup>th</sup> February	2020
In – Service Day	Thursday	13 <sup>th</sup> February	2020
Re-open	Friday	14 <sup>th</sup> February	2020

Close for Spring break	Friday	3 <sup>rd</sup> April	2020
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Re-open	Monday	20 <sup>th</sup> April	2020
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### **Third Term - April 2020**

May Day	Friday	8 <sup>th</sup> May	2020
In – service day	Monday	11 <sup>th</sup> May	2020

May Weekend	Friday 22 <sup>nd</sup> & Monday 25 <sup>th</sup> May	2020
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Summer - Close	Wednesday	24 <sup>th</sup> June	2020
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## **Enrolment**

North Lanarkshire Council has an allocation process for placement in all Additional Support Needs Schools. Application for a place at Mavisbank is made by the child's current establishment in partnership with parents, educational psychology and partner agencies. Parents of possible new entrants can 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 as well as 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.

## **Equal Opportunities and Social Inclusion**

Care is taken to ensure that the curriculum at Mavisbank promotes equal opportunities to enable all pupils to participate in all activities in line with the Equality Act 2010, the Service's Promoting Equality and Diversity Circular Gen 155-10 and the Council's Equality and Diversity Policy and Equality Strategy 2019 -2024.

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 ensuring its policies and practices do not impact adversely on any particular group(s) of people and opportunities to promote equality are actively pursued.

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

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

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

Mavisbank is a non-denominational school. Throughout the year our pupils experience the sensory aspects of many World Religions through collegiately planned lessons. This is complemented with whole school monthly assemblies. Pupils are supported in their spiritual development and ceremonies as appropriate. The school undertakes trips to SPRED ( Special Religious Education Development ) sessions in Carfin.

The school has two chaplains:

Rev MacDonald  
Airdrie High Church  
North Bridge Street  
Airdrie  
01236 620107

Father Desmond Keegan  
St Edward's RC Church  
Lady Anne Crescent  
Airdrie  
01236 897557

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

# Curriculum for Excellence



## *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 areas in Curriculum for Excellence?***

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

Further information on Curriculum for Excellence can be found on the Education Scotland website: [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

## **Personal Support/Post School 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 positive and sustained destinations beyond school. As part of developing skills for learning and life, young people and their families will be offered information advice and guidance to ensure they leave school and enter a positive post-school destination.

## **How Will My Child's Learning Be Assessed?**

Assessment is an important part of the Curriculum for Excellence and pupils' progress is closely monitored by teachers and staff. Pupils are working at the pre early level and staff use Curriculum for Excellence milestones to assess learning. 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.

A variety of teaching methods are used depending on the needs of the child for example individual teaching, group teaching, intensive 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.

Your child's progress will be reported to you in June so that you know how well your child is doing. Parents and Carers are welcome to discuss their child's progress at any time. Those wishing to do so should contact the school to arrange a mutually convenient time





In Mavisbank we recognise that as a school for pupils with complex additional support needs we require an educational environment which includes a wide range of approaches, activities and experiences.

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 within which the curriculum is delivered 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.





## **Transfer from Primary School to Secondary School**

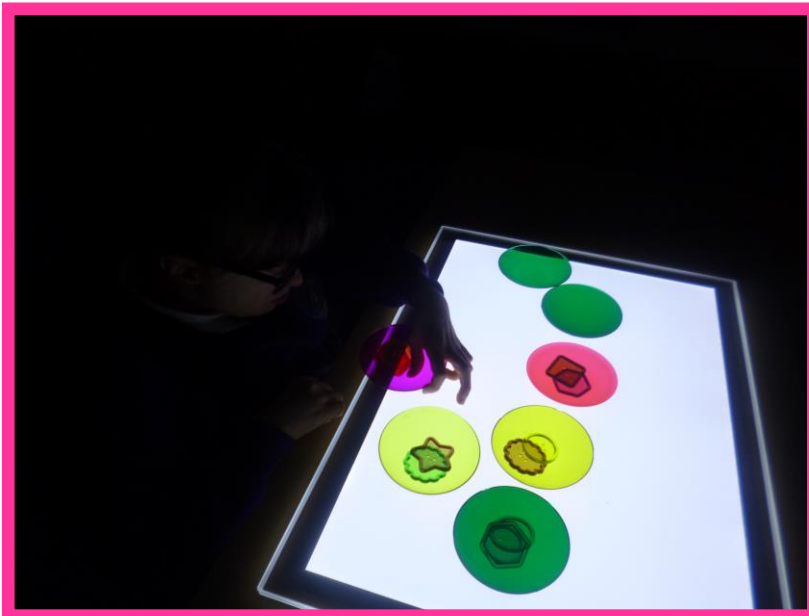
Pupils normally transfer between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. The majority of pupils remain at Mavisbank for secondary education.

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.

As with entry into school at primary one transition to secondary is done through the allocation process with applications made as part of ongoing multi-agency planning.

In Room 4, pupils will progress to a choice-based curriculum and will have the opportunity to achieve external accreditation through the SQA framework.

Through the transition planning process the school will consider all post school options in conjunction with parents and partner agencies with the support of the social work transition team. This process starts in S4 when the school will begin to engage with all agencies who deliver services to young people once they leave school.



## **Additional Support Needs**

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

Our policy in relation to pupils with additional support needs reflect the staged intervention process, that is **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 focused approach to resolving issues early and at the least level of intrusive intervention
- A structured monitoring and review cycle

Level 1 – Internal support , where education staff identify that a child or young person needs support or planning which can be met within the existing classroom setting

Level 2 – Internal support, where education staff identify that a child or young person needs support or planning from within the establishment e.g. Educational Psychologist, Community Learning and Development

Level 3- External support where education staff identify that the child or young person requires support or planning from beyond school. Joint working will be evidenced within the child's 'Getting it Right for Me' Plan. This will detail involvement with partners such as Speech and Language Therapy, Physiotherapy or Occupational Therapy.

Level 4 – This level refers to integrated and/or compulsory working with agencies such as health, social work and / or voluntary services and these supports will last more than one year

Targeted interventions required to promote the wellbeing of the child would be identified by the child's network of support and these would be detailed in a Child's Plan.

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 will have this detailed within their individualised planning. If deemed appropriate this may take the form of a CSP.

All services and agencies involved with the child/young person will play a part in the drawing up 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.

The Head Teacher has responsibility for managing support for learning and deals with any requests for assessment by a parent / carer to establish if the child requires a Co-ordinated Support Plan.

For families with English as an additional language support is provided by the bilingual support services as required

Looked After Children i.e. children who are cared for directly or whose care is supervised by the local authority are deemed to have Additional Support Needs unless assessment determines otherwise.

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 an assessment at any time to establish whether a child has additional support needs and/or requires a Co-ordinated Support Plan.



## **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 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, placing requests and post school transition. 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.

## Home / School Links

At Mavisbank we recognise and value the fact that parents / carers have a major role to play in the overall education of their children. In order to achieve parental co-operation and assistance we welcome as many links as possible between home and school

There are parents' meetings planned across the year to discuss children's individual plans and progress. A report is sent out annually and parents are invited in to discuss their child's progress.

We are always happy to see parents in school. If you wish to talk to a member of staff please 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, text messages, Twitter, PIOTA app, school website 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 at an appropriate time. 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 review meeting to discuss educational targets, to share their own parental targets and discuss therapy plans and input.

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, interagency 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.



## **Homework**

We recognise that learning can happen anywhere. We welcome parent partnership through learning at home and in school. Ways that we do so include activities cards and story boxes for families to use at home. A valuable link between the school and home are the daily recorded messages that go back and forth on each pupils BIGmack switch which are shared during daily lessons

## **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.
- improving home school partnership and facilitating parental engagement

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**

Advisor	Eileen McDonnell Acting Head Teacher
Chairperson	Yvonne MacFarlane
Secretary	Fiona Francis McMillan
Parent member	Jean King
Parent member	Suzanne Greenan
Parent member	Kassi McLellan

Any parent / guardian of a child at the school can volunteer to be a member of the Parent Council



## 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.

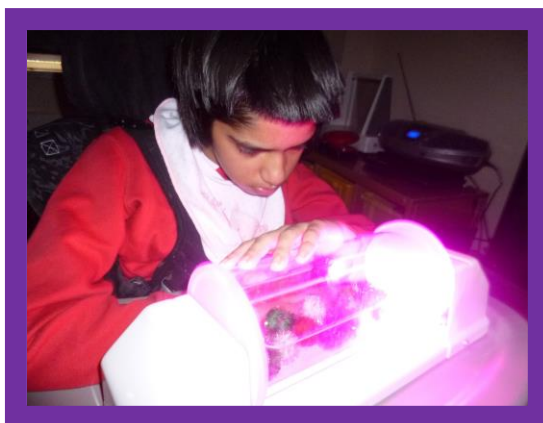


### Mobility Equipment

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, eye gaze technology, interactive projector 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 minibus is 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.



## **Soft Play and Sensory Room**

Our soft play room allows pupils to practice motor skills whilst our sensory area provides a particularly peaceful environment in which to practice visual skills.

## School Ethos

A positive, happy and supportive ethos strongly exists within our school. Pupil achievement no matter incremental is celebrated through immediate feedback, BIGmack messages and individual Profiles of Achievement. We have regular Ethos Assemblies where we celebrate each pupil's achievement within a particular curricular area. At each Assembly we chose a Shining Star who receives a shining star to take home and has the Mavisbank Rap sung in their honour.

## Our School in the Community



We take every opportunity to extend our highly positive ethos within 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 schools, religious bodies, organisations and businesses.



## School Improvement Plan

All schools in Scotland are required to devise an improvement plan as a tool for managing change and implementing authority and national initiatives. This yearly plan is constructed as a result of consultation with staff and parents and submitted on an annual basis to North Lanarkshire Council, Education and Families 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.

### **Our Improvement Plan Priorities are:**

To continue to develop B Squared as a curricular planning tool to improve the quality of learning and teaching and provide a more standardised framework within which to ensure effective planning, moderation and reporting.

To audit, write, review and update, as appropriate, the school's Numeracy and Mathematics Curriculum, in line with Curriculum for Excellence significant aspects of learning, experiences, outcomes and milestones, to ensure our pupils experience appropriate breadth, depth and challenge across all learning

To enhance the consistency of the communication environment of the school by working towards a silver award for communication friendly schools

## Freedom of Information

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

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

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

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

**Who are we?**

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

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

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

**Legal basis for using your information**

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

**Your personal information**

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

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

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

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

**How will we use this information?**

Your personal information will be used:

- to enrol your child or young person in nursery or school
- to provide your child or young person with an appropriate education
- for teaching, assessment and planning purposes and to monitor educational progress of children and young people
- to support pupil learning, improve outcomes and identify where additional support is needed to help children and young people
- to provide appropriate pastoral care to support health and wellbeing of children and young people
- to keep children and young people safe

- to maintain records e.g. of attendance, absence, attainment and behaviour of children and young people (including exclusions)
- to support children and young people during transitions when moving on each year from nursery to primary, primary to secondary and when they move or leave school
- to enable schools and establishments to process personal data in support of SQA and Further Education
- to monitor and report on pupil attainment and achievement in relation to the national improvement framework issued by the Scottish Government
- to assure the quality of our education services in line with national expectations from Education Scotland
- when we require to contact you by post, email, telephone or text.

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

To support your child or young person's access to appropriate education and meet our legal obligations, personal information may be shared internally between Services of the Council. From time to time, education staff may also need to share information about you, your child or young person with another person from another agency or service, e.g. Social Work, Health.

We also share information with Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland and other organisations that support children and young people's learning.

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

Only identified staff and those who require to have the information to enable them to carry out their job, will have access to you, your child or young person's information.

We care about the information we hold in respect to the education of children and young people. We will keep this information safe and secure.

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

We only keep personal information for the minimum period of time necessary. Sometimes this is set out in law, but in most cases it is based on what we need to fulfil our function. We maintain a 'records retention and disposal schedule' which sets out how long we hold different types of information for. You can view this on our website at

<http://www.northlanarkshire.gov.uk/index.aspx?articleid=15003> or you can request a hardcopy of this from Education, and Families, Kildonan Street, Coatbridge ML5 3BT.

#### ***Your rights under GDPR***

You can:

- Request access to your information – you have the right to request a copy of the personal information that we hold about you, your child or young person. You can ask us to confirm what personal information is being used and with whom it has been shared with.

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

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

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 <a href="mailto:AlTeam@northlan.gov.uk">AlTeam@northlan.gov.uk</a>	

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	
<a href="mailto:casework@ico.org.uk">casework@ico.org.uk</a>	

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

Education authorities and the Scottish Government

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

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

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

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

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

plan and deliver better policies for the benefit of all pupils,  
plan and deliver better policies for the benefit of specific groups of pupils,  
better understand some of the factors that influence pupil attainment and achievement,  
target resources better.

#### ***Your GDPR rights***

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

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

Further details are available on:

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

### ***Any Concerns***

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

***The ScotXed Support Office, SEGP, Area 1B, Victoria Quay, Leith, EH6 6QQ.***

***Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.***

***Want more information?***

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



## **Child Protection**

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

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

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

Child Protection Co-ordinator is: Eileen McDonnell

Telephone Number: 01236 632108

The council also has a responsibility under the Adult Support and Protection (Scotland) Act 2007 for the protection and support of adults at risk of harm.

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



## **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: Eileen McDonnell, Tel: 01236 632108



## **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 investigates unexplained absence, and that the authority has the power to write to, interview or prosecute parents, or to refer pupils to the Reporter of the Children's Panel, if necessary.

Parents / Carers are informed in writing if attendance is causing concern and in some cases , will be invited to meet with the Head Teacher to discuss and set targets for improving attendance at school



## **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 and staff were fully consulted. It is the expectation of Education and Families 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 clothing grant from the Council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the Executive Director of Education and Families. Information and application forms may be obtained from any school or First Stop Shops. Or downloaded from [www.northlan.gov.uk](http://www.northlan.gov.uk) Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers allowance (income based), Employment and Support Allowance (income related)

Universal Credit (with an income below £610 per month, housing benefit, council tax reduction

Whilst in general terms it would not normally be the policy of the authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code may be deemed as 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 / 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**

All P1-P3 pupils are entitled to a free school meal. 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.

All children who eat orally receive a meal without charge

For those children who require food to be adapted to an appropriate texture or consistency the school will liaise with the Speech and Language therapist. An eating and drinking profile will be completed outlining the child's requirements and staff will receive training individual to that particular child and their needs.

Children with medically prescribed diets will receive a prescription from their GP or dietician detailing the requirements. Parents will then provide school with everything that the child requires and staff will receive appropriate training from the school nurse.

Pupils in Room3 and Room 4 take turns to dine in the hall. All other pupils remain within their class for meal times



## **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 Arrangements**

The Council has a policy of providing free transport to primary pupils who live more than one mile from their catchment school by the shortest suitable walking route. This policy is more generous than the law requires. This provision may be reviewed at any time.

Parents/carers who consider they are eligible should obtain an application form from the school or from Education and Families. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

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



### Placing Requests

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

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

Transport for all pupils attending Mavisbank School is provided by North Lanarkshire Council. All children are supported by an escort during transit and the escort will follow NLC procedures in the event of an incident in transit. For the very few children who have been assessed by NHS as requiring specialist medical intervention during transit escorts will be trained appropriately. This will be discussed as part of Transition Planning or if there are any changes to a child's health. Details of any interventions required will be contained within the Child's Health Care Plan Information sheet.

## Information in Emergencies

We make every effort to maintain a full educational service, but on some occasion's 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

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.

On occasions it may be necessary for a child to be taken home due to ill health. In all cases the school will make every effort to contact a parent in the first instance. If a parent is not available, the school will contact the child's emergency contact for the necessary arrangements to be made. It is essential for the school to have an emergency contact who can be reached to take the child home if necessary.



## Food Allergy Policy

Some foods pose problems for children and young people with allergies. 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, oil-based creams or aerosols are permitted.

### **Important Addresses**

Chief Executive ; Des Murray Tel: 01698 403200

Executive Director Education and Families Derek Brown

Education and Families Manager : Jackie Cahill

Councillors for Airdrie Central: Jim Logue, Nancy Pettigrew, David Stocks,

Trevor Douglas All Tel: 01698 4302222

All of the above are based at Civic Centre, Windmillhill Street, Motherwell ML1 1 AB

Community Learning and Development Officer Raymond McCabe

Chapelside Community Centre Waddell Street Airdrie 01136 751538

E mail:mccaber@northlan.gov.uk

### **Contacts In relation to Support for Learning:**

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

Carol McShane Central Area

Karen Clarkson Central Area

**Additional Support Manager**

Central Locality Support Base

c/o Caldervale High School

01236 632233

Carol McShane / Karen Clarkson 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,

0345 123 2303

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

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

[www.enquireorg.uk/yp](http://www.enquireorg.uk/yp) for children and young people

**Resolve**

0131 313 8844

(Independent Adjudicator)

Scottish Independent Advocacy Alliance

Mansfield Traquair Centre

15 mansfield Place

Edinburgh

EH3 6BB

[enquiry@siaa.org.uk](mailto:enquiry@siaa.org.uk)

[www.siaa.org.uk](http://www.siaa.org.uk)

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

**ASNTS**

Health and Education Chambers

First Tier Tribunal for Scotland

Glasgow Tribunals Centre

20 York Street

Glasgow G2 8GT tel : 0141 302 5860

E-mail: [ASNTSinquiries@scotland.gsi.gov.uk](mailto:ASNTSinquiries@scotland.gsi.gov.uk) [www.asntscotland.gov.uk](http://www.asntscotland.gov.uk)

## NHS Lanarkshire Health Centres

Airdrie Health Centre	01236 772200
Bellshill Health Centre	01698 575700
Coatbridge Health Centre	01236 432200
Cumbernauld - Kildrum Health Centre	01236 721354
Cumbernauld - Condorrat Health Centre	01236 723 383
Kilsyth Health Centre	01236 801677
Motherwell Health Centre	01698 242610
Wishaw Health Centre	01698 355511



**Social Work Offices:**

<b>Airdrie</b> Coats House Gartlea Road Airdrie ML6 9JA	01236 757000
<b>Bellshill</b> 303 Main Street Bellshill ML4 1AW	01698 346666
<b>Coatbridge</b> Municipal Buildings Kildonan Street Coatbridge ML5 3BT	01236 622100
<b>Cumbernauld/Chryston</b> Bron Way Town Centre Cumbernauld G67 1DZ	01236 638700
<b>Motherwell</b> Scott House 73/77 Merry Street Motherwell ML11 1JE	01698 332100
<b>Wishaw/Shotts</b> Kings House King Street Wishaw ML2 8BS	01698 348200



## Community Learning and Development

Airdrie CLD Locality Office Chapelside Community Centre Waddell Street Airdrie ML6 6DL	Tel: 01236 638538 E: <a href="mailto:CLD-Airdrie@northlan.gov.uk">CLD-Airdrie@northlan.gov.uk</a>
Bellshill CLD Locality Office Orbiston Business Centre Babylon Drive Orbiston Bellshill ML4 2DN	Tel: 01698 274685 E: <a href="mailto:CLD-Bellshill@northlan.gov.uk">CLD-Bellshill@northlan.gov.uk</a>
Coatbridge CLD Locality Office 9 Old Monkland Road Coatbridge ML5 5EA	01236 638470 E: <a href="mailto:CLD-Coatbridge@northlan.gov.uk">CLD-Coatbridge@northlan.gov.uk</a>
North CLD Area Office Baird Memorial Primary School 6 Avonhead Road Condorrat Cumbernauld G67 4RA	Tel: 01236 638384 E: <a href="mailto:CLD-North@northlan.gov.uk">CLD-North@northlan.gov.uk</a>
Motherwell CLD Locality Office Our Lady's High School Dalziel Drive Motherwell ML1 2DG	Tel: 01698 403838 E: <a href="mailto:CLD-Motherwell@northlan.gov.uk">CLD-Motherwell@northlan.gov.uk</a>
Wishaw/Shotts CLD Locality Office Coltness High School Mossland Drive Wishaw ML2 8LY	Tel: 01698 274331 E: <a href="mailto:CLD-Wishaw@northlan.gov.uk">CLD-Wishaw@northlan.gov.uk</a>

## USEFUL PHONE NUMBERS

School 01236 632108

Physiotherapists 01236 707743

Occupational Therapist 01236 772262

Speech & Language Therapist 01236 772280

Judi Pollock  
Education Officer 01236 812291

Dr Essie Tough  
School Psychologist 01236 856200

Sandra Love  
School Transport 01236 812261

Westmarc (wheelchair repairs) 03007900129

### 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.

## Qualifying Statements

Although this information is accurate at time of printing, there could be changes affecting any of the matters dealt within the document

- a) before the commencement or during the course of the school year in question.
- b) in relation to subsequent school years.

Education Authorities are required by law to issue a copy of the school handbook to certain parents/carers in December each year.

It details the current policies and practices of both the council and the school.