



School Handbook

About Us

Redburn School is located in the Kildrum area of Cumbernauld and services the North Lanarkshire community providing education to children and young people who encounter complex learning needs.



The school is a stand-alone provision catering for pupils from age 5-18 and its role is currently 128 increasing to 135 in August 2022

All pupils attending the school have been through NLC needs based pathway review process.

The school is currently expanding and through North Lanarkshire Council, grants and fundraising the school has facilities and equipment to support each pupil to realise and fulfil their potential. Over the past 3 years the school has embarked on an ambitious project to increase experiences linked to the outdoors.

We now have an outdoor bounce, swing and spin playground, cycle and wheelchair track, polytunnel, designated forest schools area, sensory garden, playground markings, activities to develop Literacy and Numeracy and a Bothy. All of these support our children and young people to learn vital skills associated with learning, life and work in an environment which is motivating, stimulating and promotes achievement.

This year we developed our playground further by having a MUGA (Multi Use Games Area) and bespoke activity tower and adding additional swing sets.

The school also has a Café to support our senior phase pupils prepare for positive and sustained destinations post school. The school community is continually examining a wide range of initiatives to allow pupils to develop a depth of learning whilst in the environment where the learning is taking place.

The current management structure comprises of Head teacher, 2 Depute Head teachers, 2 Principal teachers and 24 Full Time Equivalent teachers. There is a team of Additional Support Needs Assistants in school and the school is also supported by a multi professional team including Speech and Language Therapists, Physiotherapists, Occupational Therapists, CAMHS and the School Nursing Team. These staff provide input to identified pupils and support school staff by providing advice and training. There are a wide network of business partners associated with the school who support our community to excel and currently the school provides placements to nursing, social care and teaching students.

The school values the partner agencies who support achievement of positive outcomes for pupils and families. The Speech and Language therapist works alongside teachers and ASNA staff in a holistic approach to communication. The school nursing team is fully involved in supporting our Health and Wellbeing agenda. The Physiotherapists and PE staff have implemented a joint programme for identified pupils working on core stability and mobility. The occupational therapist has provided support and training to staff and parents regarding sensory processing and works to support individual pupils overcome physical barriers within our learning environment. CAMHS support us to develop skill and expertise in relation to identified pupils and engage in professional dialogue regarding topical local and national issues. Our business partners enrich the experiences offered to our pupils and support the school to achieve its priorities.



Oatridge College are supporting the implementation of a Horticulture programme.

Lanarkshire Catering are supporting the schools Hospitality curriculum.

Our school values

Respect: we embrace

Inclusion: we respect people, value diversity and are committed to equality

Compassion

Commitment: We are dedicated to reducing barriers, giving our time and energies to this on a daily basis

Integrity: we follow a moral and ethical code throughout all our interactions

Honesty: We are committed to a culture of teamwork and collaboration

Responsibility: We value and recognise the contribution of all our partners within the school community

Our school vision

Every child is a successful learner, confident individual, responsible citizen and effective contributor

Our young people have enquiring minds and are innovative learners

Our school community is valued at home, in school and in the local area

All our pupils have access to opportunities to participate in meaningful experiences

All our pupils will access positive and sustained post school destinations

Our school aims

Communication, Independence and Social Skills

Contact details:	<p>Redburn School Kildrum Ring Road Cumbernauld G67 2EL</p> <p>01236 632236</p> <p>nlenquiriesatredburn@northlan.org.uk</p>										
School hours:	<p>Primary 09:00 - 15:00 Secondary 09:00 – 15:30</p> <table> <thead> <tr> <th>Primary</th> <th>Secondary</th> </tr> </thead> <tbody> <tr> <td>Opening: 9.00 a.m.</td> <td>Opening: 9.00 a.m.</td> </tr> <tr> <td>Interval: 10.30 – 10.45 a.m.</td> <td>Interval: 10.50 – 11.05</td> </tr> <tr> <td>Lunch: 12.00 – 1.15 p.m.</td> <td>Lunch: 12.30 – 1.40 p.m.</td> </tr> <tr> <td>Close: 3.00 p.m.</td> <td>Close: 3.30 p.m.</td> </tr> </tbody> </table>	Primary	Secondary	Opening: 9.00 a.m.	Opening: 9.00 a.m.	Interval: 10.30 – 10.45 a.m.	Interval: 10.50 – 11.05	Lunch: 12.00 – 1.15 p.m.	Lunch: 12.30 – 1.40 p.m.	Close: 3.00 p.m.	Close: 3.30 p.m.
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Denomination	Inter-denominational										
Status	Co-educational										
Stages	5-11, 11-16, Post-16										
Current Roll	<p>128</p> <p>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</p>										
Accommodation	<p>The school is well equipped to cater for pupils with Additional Support Needs including classrooms where pupils undertake their general education, a P.E hall which has a tracking hoist, Home-Economics room and Café and personal presentation area to increase pupils independence in relation to skills for life, a sen-sory room, light room and soft play area.</p> <p>There are excellent outdoor facilities including a STEM, Polytunnel, Sensory garden, sensory tunnel, 2 self-contained playgrounds, an outdoor adventure playground, trim trail and cycle track.</p>										
Toileting facilities	The school has facilities to cater for all children including designated boys and girls toilets and disabled facilities which include plinths and tracking hoists.										
Safety and Security	We have a security system at the main entrance to the school. To gain entry, all visitors should press the silver button on the speaker to the left of the door, then report to the office before they go to any other part of the school.										
Parent Council	The school has a very active parent council who meet regularly. The current chairperson is Fiona Gartland and she can be contacted through the school office on 01236 736904										

Staffing

There are currently 29 full time equivalent teachers employed within Redburn

Head Teacher: Helen Delaney

Depute Head: Susan Baird Primary
Martin Burns - Secondary

2 Principal Teachers: Anne Marie Bennett
Iain Pirie

Class Teachers:

Ann Marie Storar
Anne Paterson (3 days)
Claire Law
Desponia Sarikou
Diana O'Shaughnessy
Fiona McNab
Hannah McAree
Heather Stevens-Brown
Jacqueline Rocha
Jennifer Helmbolt (3 days)
Jenny Stewart
Joanne Beck
Marianne McMullan
Michelle Beaumont (3 days)
Michelle Ritche
Olivia Brooks
Raquel Anguita
Scott Fraser
Sheryl Lamb (2.5 days)
Sue Hackshaw
Susan Frost (3 days)
Svetlana Sinitsyna
William Nolan
Yvonne Creaney

There are a team of Additional Support Needs Assistant's working to support our pu-pils access the curriculum and develop skills for learning, life and work

School Clerical Staff: Lorraine Caw, Dawn Smith

Janitor: Alan

School Year 2022/23

August 2022

Teachers return and in-service day: Monday 15 August 2022

In-service day: Tuesday 16 August 2022

Pupils return: Wednesday 17 August 2022

September 2022

September weekend: Friday 23 September to Monday 26 September 2022 (inclusive)

October 2022

October week: Monday 17 to Friday 21 October 2022 (inclusive)

November 2022

In-service day: Monday 14 November 2022

December 2022 - January 2023

Schools close: Thursday 22 December 2022 at 2.30pm

Christmas and New Year holidays: Friday 23 December 2022 to Friday 6 January 2023 (inclusive)

Schools return: Monday 9 January 2023

February 2023

Mid-term break: Monday 13 February 2023 and Tuesday 14 February 2023

In-service day: Wednesday 15 February 2023

April 2023

Schools close: Friday 31 March 2023 at 2.30pm

Spring holiday (Easter): Monday 3 April to Friday 14 April (inclusive)

Good Friday: 7 April 2023

Easter Monday: 10 April 2023

Schools return: Monday 17 April 2023

May 2023

May holiday: Monday 1 May 2023

In-service day: Tuesday 2 May 2023

May weekend: Friday 26 May 2023 to Monday 29 May 2023 (inclusive)

June 2023

Schools close: Wednesday 28 June 2023 at 1pm

Admissions

For children with an additional support need the authority operates a Needs Based Pathway Review, which takes account of Additional Support Legislation and is directly linked to individual need. It ensures transparency and clarity in the appropriate placement of pupils in North Lanarkshire schools.

More information about this process can be sought from Inclusion or Continuous Improvement officer linked to the school.

Placements are reviewed annually to determine whether they are still meeting a pupils individual needs.

Once a placement has been allocated parents can make an appointment to visit the school. At that time visitors can see the learning environment and more detailed information is made available.

A comprehensive transition programme is implemented in the summer term to support the pupils move into Redburn School.

A post-placement review is also arranged for approximately six to eight weeks after the start date.

Equal opportunities and social justice

We seek to promote equal opportunities and social justice by implementing North Lanarkshire's equal opportunity policy. We ensure the content of the curriculum and resources promote a positive image of men and women who are disadvantaged, of minority religious, racial and cultural groups, or who have additional support needs.

The school ethos reflects Equal Opportunity and Social Justice in our aim to make sure no pupil will be disadvantaged by their disability, level of financial support, gender, race or religion.

We ensure that, within the school, access to the whole breadth of the balanced curriculum is given to all pupils regardless of the extent of their physical or learning disability at an appropriate level to meet their needs.

Awareness of the rights of the older pupils to experience the world of work is given a high priority which includes access to SQA units of work and careers support.

We recognise the importance for advocacy for parents and children at this time in their lives and will support them when asked. Our well established consultative and reporting process is at the heart of our success developing strong links and support from parents.

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

The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland is the essential guide for the school community to promote equality. This information can be accessed at: <http://www.equalityhumanrights.com/news/2013/june/commission-publishes-equality-guidance-for-schools>

GIRFEC

In Redburn our pupils are in small classes with a high staff ratio. School staff meet our pupils at the door every morning and ensure they are safe and secure as they enter the school.



Each pupil has a named person in the management team who is responsible for first line communication, supporting parents with raised concerns, leading reviews and developing a positive relationship with parents and family members

As part of our commitment to pupil's education, care and welfare regular opportunities are provided yearly to discuss all aspects of development and progress at a review where the pupil's network of support are all invited to participate.

In line with the Additional Support for Learning Act and the GIRFEC agenda pupils are planned for using a staged intervention model. The level of planning in place for a child will be determined on an individual basis.

Curriculum for Excellence

The school provides at all ages a curriculum that is in line with Scottish Government policy. There is a different emphasis in the curriculum for each stage, all of which interlink and allow for progression.

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	Religious and Moral Education
Health and Well Being	Science
Languages (literacy)	Social Studies
Mathematics (numeracy)	Technologies

Importantly 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 and Health & Well-being.

Within the schools context for learning communication, independence and social skill development are extremely important and as such the school provides a wide range of experiences for pupils in their immediate, local and wider communities. This is enhanced through strategies such as PECs and Makaton and the use of Alternative Augmentative Communication devices including iPads, a range of switches and eye gaze.

Learning is divided into two phases.

The Broad Education (BGE) is from Primary to the end of Secondary School Year 3. Learning is divided into levels. The levels are as follows:-

Level	Stage
Early	P1 or later for some
First Second	to the end of P4 but earlier or later for some to
Third & Forth	the end of P7 but earlier or later for some S1-
Senior Phase	S3 but earlier for some S4-S6 and college or other means of study

The Senior Phase from Secondary 4 to Secondary 6.pupils learning focuses on National 1 qualifications and increasingly becomes focussed on transitions to positive destinations post school.

Throughout the curriculum is focussed on skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping make connections in their learning and develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

Underpinning our curriculum is the belief that every child can learn and that it is up to the people who support them through the learning process to ensure that each and every one learns at the pace which is appropriate for them and to meet their needs in the best possible way. Our children and young people learn in different ways, through listening, watching and doing. Teachers prepare their lessons so that children will have the opportunity to experience all ways of learning in the different areas of the curriculum. Our teaching and learning is focussed and the school has an active learning approach. In the early years children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations.

As children progress through school they continue to be involved in active learning experiences which are engaging and give them ownership of their own learning. These become increasingly linked to providing pupils with opportunities to make choices and develop the skills necessary for interdependent and independent learning ultimately leading to positive and sustained destinations post school.

Learning, Teaching and Assessment

Connecting Steps provides teachers with information derived from Curriculum for Excellence which supports them to plan and assess. This on-line assessment tool allows us to measure the very small steps our pupils make towards their goals as well as recognising and celebrating our pupils' achievements.

In all classrooms staff use a range of tools to assess 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 the 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.

In Redburn we are working on further developing our curriculum to ensure our aims of developing communication, social interaction and independence is firmly embedded in class planning.

The school utilises the following experiences to engage pupils in learning:

Forest Schools

Opportunities for pupils to develop resilience, take risks, increase problem solving and exploration skills, enjoy the outdoors and learn about Scotland.

Outdoor Learning

Consolidate skills taught in the classroom in a context which is engaging and positive for our pupils

Fairtrade

Learn about different countries and approaches we can make to support them. We participate in Fairtrade week and opportunities for the school community to come together are explored with cafes and stalls where we can buy Fairtrade products.

Eco awareness

The school encourages an attitude of protecting our environment and recycling. The attitude is fostered throughout the school to promote awareness to all pupils and staff of the impact of man on the world.

Leadership Development

Pupils have opportunities to develop independence through taking responsibility for aspects of their learning, involvement in resource management and undertaking roles of responsibility within the classroom, school and into the community. Our pupil council meet monthly and our representatives discuss school issues and feedback to their classmates.

Skills for Work

All pupils have opportunities to participate in learning about the world around them, the world of work and learning about how these experiences influence the transition to positive destinations. This includes learning about people who help us, participating in enterprise, undertaking specific roles in the school and for our senior pupils accessing relevant opportunities to explore the workplace.

Pupils in the Senior Phase participate in vocational learning where they attend college, undertake roles of responsibility in school, are supported to experience a variety of workplaces and work in our café and our horticulture programme.



School café

Crumbs café is open to pupils, parents and friends of Redburn each Wednesday. The cafe provides our senior phase pupils with valuable work experience as well as providing younger pupils with the opportunity to attend the café with the aim of developing their skills before venturing into the community.

Partnerships

We utilise and work with a range of local businesses, colleges and services to enrich the learning experiences of pupils. These include Watch Us Grow, Reeltime Music, Springboard Hospitality, Lanarkshire Catering School, Windmill Cafe, Skills Development Scotland and Supported Employment. Our work with these partners also help us to ensure our young people have access to meaningful post-school destinations.

Wider Achievement

The school recognises the importance of achievement and celebrating success. We have a school based system which sends postcards to parents sharing individual and school success, we are involved with Duke of Edinburgh, Youth achievement, John Muir and JASS awards to develop our pupils holistically and provide recognition for their achievement.

Residential and Outdoor and Adventurous Opportunities

As part of our commitment to developing the Health and well-being of all our pupils including opportunities to develop interdependence the school utilises a range of facilities all of which support pupils with additional support needs. These include Calvert trust and Bendrigg Lodge as well as the active schools programme at Strathclyde Park.

National Qualifications

All pupils in the senior phase work towards SQA qualifications at National 1 and 2 levels. This provides them with an opportunity to focus their learning and develop skills and experiences which will benefit them in their post school destination.

We also undertake qualifications related to personal achievement, personal development and skills for work at National 1, 2 and 3. All of these support our young people to develop independence in skills for life.

Community Based Learning

All of our pupils in the senior phase regularly focus their learning in the community developing experiences which will support them make choices about destinations post school. Links include the Gym and Swimming at Tryst Leisure Centre, local supermarkets, restaurants, cafes and bowling alleys. We have a number of minibuses at our disposal to ensure we have regular access to these community resources.

College Links

Pupils in S4-S6 have the opportunity to work with staff from New College Lanarkshire, Oatridge College and Lanarkshire Catering school. Courses are delivered both on and off-site where staff from Redburn School are on hand to support pupils to access these experiences. Some pupils in S6 will have the opportunity to attend New College Lanarkshire on Tuesdays, participating in a Partnership Link Course. Whilst there, they will have the opportunity to meet other young people from schools across the authority as well as developing their independence and social skills by using the canteen and facilities around the college.

In session 2021-22 we introduced an enhanced Senior Phase model called 'Glenburn'. This is a partnership model between Redburn School, Glencryan School and New College Lanarkshire. This allows for learning to take place across multiple sites, and in the community, in preparation for post-school transition.

Planning to meet individual needs

Redburn School complies with the Education (Additional Support for Learning) (Scotland) Act 2004, as amended.

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

Parents and pupils are an essential part of the assessment; planning, review processes, and your views will be actively sought.

Getting it Right for Me Plans enable staff to plan effectively for children and young people with Additional Support Needs.

Some children and young people may require significant support from education and at least one other agency, such as health, social work or a 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 and young people can, if they wish, request that a CSP be considered and would be involved in the process. Parents will receive letters from the Education Authority throughout the CSP process. Parents and young people will be invited to take part in multi-agency meetings and their views will be recorded in the plan.

Assessment and reporting

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

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

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

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.

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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.

Anti-bullying policy

It is the shared commitment of all members of staff to establish a positive climate within the school, where pupils learn to value and respect each other, through being valued and respected themselves. This involves supporting pupils in forming positive relationships with peers and encouraging them to respond to others in an acceptable manner. Please refer to Redburn School Anti-Bullying Policy.

Family Holidays During Term Time

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

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

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

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

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

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

a) 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

b) Exceptional Domestic Circumstances

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

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

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

Clothing and Uniform

All North Lanarkshire school must have a dress code that 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, pupils and staff were fully consulted. It is the expectation of the education authority that parents will be keen to support the dress code and written agreement may be sought.



Our school uniform is available to purchase from [Scotcrest](#).

Clothing which is unacceptable in school under any circumstances include items which:

- Could potentially encourage factions (e.g. football colours)
- Could cause offence (e.g. anti-religious symbolism or political slogans)
- Could cause health and safety difficulties such as loose fitting clothing, dangling earrings, and other potentially dangerous jewellery.
- are made from flammable material, for example, shell suits
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; or
- could be used to inflict damage on other pupils or be used by others to do so.

Parents in receipt of a clothing grant from the council will be encouraged to purchase items that are in accordance with the school dress code. Approval of any requests for such grants in other circumstances is at the discretion of the Executive Director of Education and Families.

The school also has a well resourced clothing bank should any families require this.

Parents can get information and application forms from any school or first stop shop. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (Income Based), Employment & Support Allowance (Income Related), Housing Benefit or Council Tax Rebate.

Whilst in general terms it would not normally be the policy of the authority to exclude a pupil from school solely on the basis of his/ her dress, persistent refusal to respond to a reasonable dress code might be deemed to be a serious challenge to the Head Teacher's authority and be detrimental to the wellbeing of the whole school community. In such circumstances a Head Teacher could justify the use of the school discipline procedure.

The Council wishes to minimise claims arising from the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing, jewellery etc. are not brought to school. Parents should note that any claims submitted to cover the loss of such items are likely to be met only where the authority can be shown to have been negligent.

It is mutually beneficial if pupils' clothing is clearly marked. There is often more than one adult involved in overseeing the dressing programme so it does help to have clothing clearly labelled.

Spiritual, social, moral and cultural values

The school is inter-denominational and has represented, within its community, the range of spiritual and moral values of its wider environment. Class group and individual programmes aim to encourage self-expression and awareness, to promote an atmosphere of calm and to foster practical expressions of caring for each other and for our shared world.

We consider the fostering of spiritual, social, moral and cultural values as important in contributing to developing our positive and caring school ethos. We therefore dedicate part of our school week to Religious Education and Observance. This includes assemblies, where we have the opportunity to celebrate and share in events of importance to our personal and group life experience.

The school has developed very positive links with SPRED who support Roman Catholic pupils with a bespoke programme of activities to support them as they make their sacraments. In conjunction with school staff pupils and families are supported to attend specific school masses, develop knowledge about their sacraments.

Parents or 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.

As an inter-denominational school, there will be times when pupils who attend Redburn School may wish, due to their religion, not to remain with the class during Religious Education or at religious services. Parents should contact the school making clear the reasons why they wish their son or daughter to be offered an alternative to Religious Education.

For further information please contact the school.

Home and School links

The school has an 'open door' policy and parents are welcome to arrange a visit, phone or write at any time. If there are any concerns about medicines or health the Enhanced Support Assistant, Head Teacher or school nurse will immediately try to contact parents. We openly encourage parents or carers to become a part of school life. It would be helpful if any parents or carers wishing to speak with staff or the Head Teacher could telephone prior to a visit.

School Activities

Community Links

We are fully committed to ensuring pupils enjoy all the benefits and rights of being integrated members of their community. At each stage of school life, pupils participate in the life of their community and share in activities with their mainstream peers.

The senior programme strongly emphasises participation and involvement in the community. This includes college placements suitable to individual needs and work experience in our café.

We try, whenever suitable, to accommodate local students from Education, Health Education, Nursing and Social Work to foster improved understanding.

All groups have use of our school minibus to enable them to access local resources. These visits are an integral part of the pupil's curriculum and become progressively more demanding as the pupil matures.



Children's Aid helped us with getting a new bus!

Promoting Positive Relationships

Learning to respect and co-operate with each other is a vital skill our pupils require if they are to be included in their immediate, local and wider community.

Opportunities to develop independence, communication and social skills are integrated into the curriculum.

The school have developed a Staged Intervention process which supports pupils who display behaviour which challenges us and incorporates advice and support from Education Psychologist, SALT, CAMHS where necessary.

Relationship and behaviour support is co-ordinated, monitored and tracked by a member of the senior management team. Parents will be involved and consulted by both teaching staff and the management team in the development of specific planning. Parents can request access to specific training linked to Promoting Positive Relationships to help develop their understanding of the schools approach.



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

Health and Medical Care

Many of our pupils have complex health needs and a great deal of time and care is given to ensuring that these pupils are given the support they require to enable them to benefit from the full breadth of the curriculum. We have the support of a nursing team who are contactable for advice.

Pupils who require medical intervention in schools have a Healthcare Plan which contains detailed information regarding interventions required in school. Pupils will be supported by our Enhanced Support Assistants under advisement from our Health partners including Physiotherapists, Occupational therapists, School nursing team, Speech and Language Eating and Drinking specialist. There is significant liaison with parents regarding all healthcare concerns.

Physiotherapy is provided for pupils who have been identified as requiring this support. Children's physical needs are assessed, then a programme of therapy drawn up with an indication of any seating or aids required.

The school works in partnership with relevant agencies to provide appropriate equipment for pupils to access education and promote posture throughout the day.

Occupational Therapy is provided for pupils identified as requiring support to access education. Working alongside teachers to develop approaches to learning which are contextual.

The OT also provides support to pupils who have sensory processing disorder.

In Redburn the OT works in partnership with the Speech and Language Therapist to provide Home-support, parental training and in-school workshops.

Speech and Language Therapy

In Redburn all pupils follow a Stage 2 intervention programme. This means that teachers and therapists work together to develop an enhanced communication environment allowing all pupils to access relevant opportunities to be included.

The SALT works with parents both at home and in school to develop knowledge and skill in a number of Alternative Augmentative Communication devices. Workshops are provided on Makaton, PECs, symbol use, I-pad for communication and communication in the environment.

In conjunction with the school nursing team the SALT will support families at home to look at increasing independence in relation to skills for life including toilet training.

Visual Impairment

Pupils identified as having a Visual Impairment benefit from the North Lanarkshire support team. This team will assess, plan and implement programmes that reflect a diversity of needs providing advice and support to class teams in relation to our pupils in the classroom, in the school, immediate and wider community

Dental Hygiene

School staff and staff of the Dental Unit of the health service teach dental care. The oral hygienist visits the school advising pupils, staff and parents.

Dietician

The dietician visits the school as request. In partnership with the school nursing team pupils referred are weighed regularly and close scrutiny is paid to dietary intake. Parents are involved at each stage of the process.

Administration of Medicine

It is our policy to administer prescribed medication. This policy obviously requires careful implementation and the accurate passing of information.

We have clear procedures in place that allow information to be passed quickly. We will agree a 'care plan' in consultation with parents/carers and in partnership with the school nursing team.

Parents/carers will be provided with the school guidelines for medication if their son/daughter requires it to be administered in school. Support for parents / carers and pupils is provided by our Enhanced Support Assistants. Procedures are available from the Head Teacher upon request at any time. All medication is stored in locked facilities.

School Nursing Team

Our school nurse specialists attend the school regularly to support pupils, staff and parents on medical related issues.

They co-ordinate pupils healthcare plans, attend reviews, support families with partner services, provide advice and participate in Home visits ensuring information is given to Education staff regarding the Health and well-being of pupils. This allows staff to plan accordingly.

Emergency Procedures

It is of the utmost importance that we have a note of a contact number for home and doctor and two emergency contact numbers in case parents are not at home.

The school should be informed immediately if any of these numbers change.

If a child becomes ill at school the school nurse is called for advice and we immediately inform the parents.

If it is decided the pupil requires the attention of the doctor, we will make arrangements for the pupil to go home.

If urgent treatment is required we will contact the child's doctor/emergency services followed by a call to the pupil's parents or carers.

Information in emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise that lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we will let you know about the details of closure or re-opening. Further information will be passed through letters, class dojo, notices in local shops, community Centres, announcements in local churches and announcements in the press, on local radio, and on North Lanarkshire Website and Twitter.

Should an emergency occur in the course of the school day, the school will make sure that parents, or a person nominated by parents are available to receive the pupils on their return home.

In order to ensure the safety of your child it is vital that the school has up-to-date contact information and parent/carer or nominated contact must be available throughout the school day.

Parent Council

Chairperson Fiona
Gartland

Staff Member
Helen Delaney

The Head Teacher has a right and duty to attend all Council meetings.

Meetings of the Council are open to the public.

NB. Parent Councils came into force on 1 August 2007.

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 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 facilitators parental involvement.

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

The Parent Forum

As a parent of a child at this school you are automatically a member of the Parent Forum.

The Parent Forum is composed of all the parents and carers of children at the school.

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

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

Attendance at school

Section 30 of the 1980 Education Act places a duty on every parent/carer of a child of 'school age' to ensure that their child attends school regularly.

Attendance must be recorded twice a day, morning and Afternoon

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

Regulation 7 of The Education (School & Placing Information) (Scotland) Amend-ment, 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 Gov-ernment.

We ask parents to inform the school, by letter or telephone, if their child is likely to be absent and to write in the home/school diary on their return to school, confirming the reason for absence.

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 or 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 wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

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

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

Family holidays with the above similar characteristics will be classified as unauthor-ised 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.

At the start of each school session, parents will be asked to provide contact details of two emergency contact numbers. Parents are required to inform the school if these contact details change during the course of the school year.

Transport

i) General

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

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

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

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

ii) Pick-up points

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

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

It is the parent's/carers responsibility to ensure their child arrives at the pick-up point in time.

It is also the parent's/carers responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle.

Misbehaviour could result in a loss of the right to free transport.

iii) Placing Requests

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

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

Complaints

Initially any complaints would be made to the Head Teacher in an effort to resolve the situation as soon as possible. Should this not be successful, the Authority has a complaints procedure. Copies are available from the school office should you wish to complain to someone outside the school.

Dispute Resolution

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

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

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

The Additional Support Needs Tribunal has been set up to hear appeals made by parents/carers or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans, ASN placing requests and post school transition. If you disagree with any decision relating to your child's Co-ordinated Support Plan, either the creation of a CSP, or the content of it, you may be entitled to refer to the Tribunal

Child / Adult 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.

All staff attend a minimum of one in-set yearly and are provided with a self-study pack ensuring their knowledge is relevant and up-to-date.

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:

Helen Delaney, Tel: 01236 632236

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

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

If there are any Adult Protection concerns the Head Teacher will follow North Lanarkshire adult protection procedures and guidelines.

Education Maintenance Allowance

Students who have reached the statutory school leaving age of 16 may be eligible for an Education Maintenance Allowance (EMA) to allow them to remain at school.

In session 2021-2022 students who are born before 1 March 2001 will be eligible to apply for an EMA.

The EMA guidelines explain the criteria which must be met in order to be eligible for an EMA and the rules which must be adhered to for the EMA to be paid throughout the year.

Applications forms and guidance notes are available from Schools, Municipal Buildings and First Stop Shops or they may be downloaded from the North Lanarkshire Council website.

Data Protection Act

General Data Protection Regulations (GDPR) Statement for Education

What is this statement?

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

Who are we?

North Lanarkshire Council is a Local Authority established under the Local Government etc. (Scotland) Act 1994. Education, and Families is located in Civic Centre, Motherwell ML1 1AB

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

Legal basis for using your information

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

Your personal information

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

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

We require this information to ensure children and young people are educated 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>

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 sus-

pend the processing of personal information about you, your child or young person, for example if you want us to establish its accuracy or clarify the reason for processing it.

- Request the transfer – you can request the transfer of your information to another party.
- Deletion of your information – you have the right to ask us to delete personal information about you, your child or young person where:
 - you think that we no longer need to hold the information for the purposes for which it was originally obtained
 - you have a genuine objection to our use of personal information
 - or, use of personal information is contrary to law or our legal obligations.

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

The Council's Data Protection Officer

If you have any questions or are unhappy about the way that we use the personal information of your child, young person or yourself you can contact the Data Protection Officer.

Data Protection Officer (DPO)

Civic Centre,
Windmillhill Street,
Motherwell
ML1 1AB

or by email to AITeam@northlan.gov.uk

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

casework@ico.org.uk

b) Transferring Educational Data about Pupils

Education authorities and the Scottish Government

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

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

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

Why do we need your data?

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

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

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

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

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

Your GDPR rights

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

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

Further details are available on:

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

Any Concerns

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

The ScotXed Support Office, SEGP, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Want more information?

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

17 a) Child Protection

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

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

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

Child Protection Co-ordinator is: Please insert appropriate name and telephone number:

Please insert appropriate number

18 a) 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: Helen Delaney

Freedom of Information

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

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.

Glossary

ASP	Additional Support Plan. A programme of education that is drawn up by staff, parents and other agencies to meet the individual needs of the pupil.
Co-ordinated Support Plan (CSP)	A document written by the Agencies involved including Education and the Parents/Carers which details the type of support your child will require to access education at our school. This legal document replaces the Record of Needs.
CFE	Curriculum for Excellence.
Differentiation	The adaptation of teaching approaches and curriculum content to ensure that the learning outcomes are met.
Early Intervention	The Authority and educational professionals believe that if we identify the needs of the pupils earlier, we can ensure pupils get the right educational and specialist help sooner and improve children's learning.
First Level Guidance	The teacher who is immediately responsible for Guidance identifying and supporting pupils when a new problem is identified.
National Qualifications	National Qualifications is the name of the family of qualifications incorporating National Units and courses for the 14-18 age group for pupils of all abilities.
Learning Outcomes	The small targets set which will enable pupils to achieve knowledge and understanding of information.
Multidisciplinary	Term used when people from different backgrounds work together, for example, teachers, social work and medical staff.
Multidisciplinary Assessment	A number of professionals from Social Work, Health and Education will each assess your child and agree with you a course of action.
Post Placement Review	A meeting with parents, school staff and psychologist to discuss the suitability of the placement at Redburn School.
RNIB	Royal national Institute for the Blind.
School Based Assessment	The recording of the skills your child has achieved by class and specialist staff.
SGEP	Scottish Government Education Portfolio.
SQA	Certification of work undertaken by students. Units of Work are recognised at the national level, including such subjects as Basic Cookery, Personal Presentation, Communication and Numeracy.
Target Setting	National initiative to record pupils' progress with the aim of Raising Achievement.

Team Teach	Two or three members of staff work together in the same room to ensure pupils have the appropriate level of support to meet their needs.
Thematic	Delivery of the curriculum through topic based approach to learning, for example, the weather, The World of Work, Europe.
Vision for Doing	A programme of teaching approaches which helps us to understand and support pupils with limited sight.

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

infor@enquire.org.uk

www.enquire.org.uk for parents and practitioners

www.enquire.org.uk/yp for children and young people

Resolve

0131 313 8844

(Independent Adjudicator)

Scottish Independent Advocacy Alliance London House

Scottish Independent Advocacy Alliance

20-22 East London Street

Edinburgh

EH7 4BQ

0131 524 1975

enquiry@siaa.org.uk

www.siaa.org.uk

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS

4th Floor

1 Atlantic Quay

45 Robertson Street

Glasgow

G2 8JB

0141 302 5960

enquiries@scotland.gsi.gov.uk

Community Learning and Development

Our school CLD worker is Val McKernan

mckernanv@northlan.gov.uk 07812501883

<https://www.northlanarkshire.gov.uk/schools-and-learning/learning-in-the-community/north-lanarkshire-community-learning-and-develop>

Transfer from Primary School to Secondary School

Redburn School caters for pupils from age 5-18. When pupils reach primary 7 paper-work will be submitted to North Lanarkshire Allocations panel as per authority guide-lines. The panel will make a decision and recommend a Secondary placement which they believe will best meet the needs of the pupil. Attending Redburn primary does not automatically ensure a place in the Secondary school.

Pupils normally transfer between the ages of 11 ½ and 12 ½ so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the transition arrangements no later than December of the year preceding the date of transfer at the start of the new season.

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 re-quests.

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.

Supervision at playtimes

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. All Additional Support Needs Assistants supervise pupils along with the janitor at break times. They provide opportunities for free and structured play. Our aim is to encourage children to interact socially with their peers and where possible be out in the fresh air and active.

School Meals

Meals are cooked on the premises and arrangements are made for any special diets and/or special feeding equipment. We are a Health Promoting School, therefore all food and snacks are in line with national recommendations. Where necessary the Speech/Language therapist and staff will assess pupils and plan an eating/feeding programme. Staff provide support to pupils to develop social skills and to encourage appropriate behaviour during lunch times. We consult parents at each stage.

Children of parents receiving Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related) Universal Credits are entitled to a meal without charge. Students aged between 16 & 18 and who are in receipt of any qualifying benefits can apply for free school meals in their own right. 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) Universal Credits, housing benefit, council tax rebate.

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

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.

