



School Handbook 2024/2025



Address:	St. Andrew's Primary School Laggan Road Burnfoot Airdrie ML6 0LL
Phone:	01236 632070
App:	School App for Parents (Download from App Store or Google Play)
Website:	https://blogs.glowscotland.org.uk/nl/standrewsairdrie/
Twitter:	Follow us @Saintandrews3



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SCOTTISH CATHOLIC EDUCATION SERVICE

A CHARTER FOR CATHOLIC SCHOOLS IN SCOTLAND

The mission of the Catholic School is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

All Catholic Schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life will feature the following characteristics:

- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional and spiritual development of staff.

All staff appointed to a Catholic school are expected to support and promote the aims, missions, values and ethos of the school, as illustrated in this Charter.



SCOTTISH CATHOLIC
EDUCATION SERVICE

School Vision Statement

Head Teacher, Mrs. Jennifer Flanagan and all staff working in St. Andrew's Primary and nursery are dedicated to providing a happy, secure environment with excellent opportunities for all. Our joint vision and mission statement was formed via consultation with staff, parents and pupils.

Our vision:

- At Saint Andrew's it is our aim to provide a safe, warm and welcoming environment that supports the academic, social and spiritual development of each child.
- We are dedicated to offering a high quality, innovative and relevant curriculum, that motivates, inspires and challenges all pupils to reach their full potential.
- In partnership with parents, parish and the wider community, we set high expectations for our pupils and strive to increase aspirations, attainment and achievement for all.
- We value the dignity of each member of our community and foster an attitude of compassion, tolerance and respect.
- At the very heart of all that we do is a love of Christ and a firm commitment to the values of the gospels.

School Vision Graphic Mission Acrostic Statement



School Information

St. Andrew's Primary and Nursery School is situated on the border of Whinhall and Burnfoot. The school was established in 1957 with the later addition of a nursery class. As a Catholic school, we co-operate with parents, the parish and various branches of the community, to encourage Christian attitudes, a sense of responsibility towards our neighbours and a firm personal commitment to the Catholic Church.

Contact Details:

St. Andrew's
Primary School
Laggan Road, Burnfoot, Airdrie,
ML6 0LL

Tel: 01236 632070

App: School App for Parents

Email: nflanaganj@northlan.org.uk

Email: enquiries-at-st-andrews@northlan.org.uk

Website: glowscotland.org.uk/nl/standrewsairdrie/

Twitter: @saintandrews3



Present Roll: 154

Capacity of School: 267

Working Capacity: 302

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.

Wherever possible classes are formed by single stage. However when it is necessary to form composite classes (a class which has more than one stage) these are formed to the best advantage of all pupils. When classes are composed in June parents are informed and transition activities take place.

Stages Covered: Primary 1 – Primary 7

Denominational status: Roman Catholic

Nursery: Non-denominational

Co-educational status: The school caters for both boys and girls.

Community facilities: Community facilities are available out with school hours.

Information regarding these facilities may be had from the Area Community Education Officer whose address is included in the appendices.

Associated Secondary School:

St. Margaret's High School,
Waverley Drive, Airdrie
Tel: 01236 794888

School Staff

(Staff structure for 2024-2025 TBC)

Senior Management Team at 2023-2024	
Head Teacher	Mrs. Flanagan
Principal Teacher Nursery – P3 & Sfl	Mrs. Wardrope/ (4 days) Mrs Martin (1 day)
Principal Teacher P4-7 & Sfl	Mrs. Lambie

Class Teachers at 2023-2024	
Primary 1	Miss Young
Primary 1/2	Mrs Hamill
Primary 3	Mrs Martin/ Mrs Moreland
Primary 4	Miss Beekman/ Mrs Binning
Primary 5	Mr McLaughlin
Primary 6	Mr Brodigan/Mrs Henderson
Primary 7	<u>Mrs McKeown</u>

Peripatetic Staff at 2023-2024	
Educational Psychologist	Fiona Primrose
School Counsellor	Mrs Patel
Violin Instructor	Mrs Searle
Brass Instructor	Mr Kane
Kodaly	Miss McQueen
Audiology Teacher	Mrs McGowan
Support for Learning	Mrs Jamieson
Active Schools	Mrs Lafferty
EAL support	Miss Carr

Nursery Staff at 2023-2024	
Lead Practitioner	Mrs McKinley
Early Years Practitioners	Mrs Wynne
	Mrs Rolink
	Miss Alexander
	Mrs Harrison
Nursery Support Staff	Mrs Rideout
	Miss Timmons
	Miss Liddell





Support Staff at 2023-2024	
Classroom Assistant	Mrs Watson
Additional Support Assistants	Mrs Kiernan
	Mrs. McGuigan
	Mrs Fowler
	Mrs McAuley
Office Manager	Mrs AM Wood
Clerical Assistant	Mrs L Pringle
Janitor	Miss Forrester
Catering Staff	Mrs Rice
	Mrs Convery
	Mrs McLeish
	Mrs Plunkett
	Miss Rossi
Breakfast Club	Miss Rossi
Cleaning Staff	Mrs Malone Mrs Andrew





St. Andrew's Primary & Nursery SMT Remits



	Head Teacher	Principal Teacher	Principal Teacher
	Jennifer Flanagan	Geraldine Wardrope/Joanna Martin	Colette Lambie
		 	
Curriculum	<ul style="list-style-type: none"> • Strategic overview of Learning and Teaching • Skills for life learning & work 	<ul style="list-style-type: none"> • Literacy • Maths Champion • Staged Intervention - GIRFMe's nursery – P3 • Reading Schools 	<ul style="list-style-type: none"> • STEM • Literacy Champion • Staged Intervention - GIRFMe's P4-7
Attainment & Achievement	<ul style="list-style-type: none"> • Implication of baseline and standardise assessments • Recognise attainment & Achievement • M&T whole school & nursery • Attendance monitoring 6-7 	<ul style="list-style-type: none"> • Implication of baseline and standardise assessments nursery P3 • Attendance monitoring Nursery-P3 • 	<ul style="list-style-type: none"> • Moderation national and cluster level • Attendance monitoring 4-5 • Implication of baseline and standardise assessments P4-P7
Learning & Teaching	<ul style="list-style-type: none"> • Whole Staff line manager • Monitoring visits nursery & P1-P7 	<ul style="list-style-type: none"> • Nursery Line Manger • Line Manager Nursery –P3 • Focused Support P1-3 	<ul style="list-style-type: none"> • Support Staff Line Manager
Meeting Learners Needs	<ul style="list-style-type: none"> • Child Protection Officer • AifL Co-ordinator • Transition Planning 	<ul style="list-style-type: none"> • Rainbow Reading Co-ordinator • Wave3 coordinator • Dyslexia IDL coordinator • Learning Support coordinator Nursery-P3 	<ul style="list-style-type: none"> • SfL P4-P7 • Read Write Count Coordinator • Yarc and baseline
Ethos & Culture	<ul style="list-style-type: none"> • Pastoral Needs of pupils Nursery/P1-P7 overview • Pupils Behaviour nursery/P1-P7 • Assemblies • Church Liaison • OOSHL • Pupil group coordinator 	<ul style="list-style-type: none"> • Pastoral Care Nursery – P3 • Pupils Behaviour Nursery-P3 • Sacramental Preparation Confession 	<ul style="list-style-type: none"> • Staff liaison for collegiate planning • Sacramental Preparation •
People	<ul style="list-style-type: none"> • Health & Safety • PRD • Budget • Collegiate Agreement 	<ul style="list-style-type: none"> • Deputising in HT absence • PRD • Nursery CPD 	<ul style="list-style-type: none"> • Parent and partnership link • Deputising in HT absence •
Vision & Leadership	<ul style="list-style-type: none"> • Cluster management meetings • School Improvement plan • Standards and Quality report • Risk assessment • Vision and mission statement • SIP SIR 	<ul style="list-style-type: none"> • Nursery SIP SIR 	<ul style="list-style-type: none"> • Attendance monitoring • Outdoor Learning • Supporting TLC as QASMO
Partnerships	<ul style="list-style-type: none"> • Parental Involvement coordinator • Parent nursery & P1 induction • Parent Council • Cluster Liaison • Transition P7-S1 Pre 5 –P1 • Monitoring school website, App, seesaw & twitter • Parent Curm events 	<ul style="list-style-type: none"> • Nursery parent partnerships • Partnerships with local businesses for nursery. • Pre 5 –P1 	<ul style="list-style-type: none"> • CLD link person • Parent Workshops & Information • Parent Curriculum evenings • Partnerships with local businesses • Transition P7-S1



School Hours & Holidays



[Click Here to Link to NLC Website](#)

School Hours	
8:15-8:45	Breakfast club
9am	School Starts
10:45-11am	Interval
12:30-1:15pm	Lunch
3pm	School finishes

Nursery Hours 8:50am – 2:50pm

Out of School Care	
POMP After School Care	Children are transported to St.Serf's
Mobile Play In Action	01236 767767

School Year 2023-2024	
August 2024 Monday 12 August 2024 (In-Service Day) Tuesday 13 August 2024 (In-Service Day) Wednesday 14 August 2024 (School starts)	February 2025 Monday 17 February and Tuesday 18 February 2025 (Mid-term break) Wednesday 19 February 2025 (In-service day)
September 2024 Friday 27 September and Monday 30 September 2024 (September weekend)	April 2025 Schools close at 2.30 pm on Friday 4 April 2025 Monday 7 April- Friday 18 April 2025 (Inclusive)* Spring Holiday (Easter) *Good Friday 18 April and Easter Monday 21 April 2025
October 2024 Monday 14 to Friday 18 October 2024 (October Week)	May 2025 Monday 5 May 2025 (May Public Holiday) Tuesday 6 May 2025 (in-service day) Friday 23 May 2025 and Monday 26 May 2025 (May Weekend)
November 2024 Monday 18 November 2024 (In-Service Day)	June 2025 Schools Close at 1pm on Wednesday 25 June 2025



Transfer & Enrolment

Transfer

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

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

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

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

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

Enrolment

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

General Enrolment

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

Early Entry Placing Requests

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

Deferred Entry

From 1 August 2023, if a parent/carer of a child that is still four years old on the date they are eligible to start school (children with birth dates on or between the day after the school start date in August to the last day in February) defers their entry to school for a year, they can automatically access an additional year of funded early learning and childcare.

Please note:

- Parents/carers with children whose 5th birthday is between March and mid-August (including the first day of the August school) are not automatically entitled to defer their child's entry to primary school as their child has already reached the age of five on the school start date in August. A further year of funded early learning and childcare provision would be at the discretion of the local authority.

All completed request forms should be submitted electronically or handed in to your catchment primary school.

Equal Opportunities

The school has developed a whole school policy to ensure that all pupils are given equal opportunities. This policy is reflected in the day to day organisation within and out with classes. Children and staff are continually reminded about the unacceptability of stereotyping and treating others unjustly. Every pupil in St. Andrew's Primary has access to every curricular area and will be encouraged to develop their skills at a pace which is appropriate to their individual ability. It is the policy of the school to strive to raise the achievement of all pupils in line with North Lanarkshire Council policy. The school uses curricular materials and opportunities in various curricular areas to teach the pupils about other religions, cultures, and races in an attempt to promote anti-racist attitudes and tackle bigotry of any form. The school operates a Zero Tolerance policy in all areas of Equal Opportunity and social inclusion. Any user of the school who is reported to have been involved in any racial harassment, religious bigotry gender bias, disability etc. will be dealt with in accordance with the policy of the school and education authority.

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>



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 for Excellence levels?

There are five levels and these are flexible depending on pupils' needs and abilities (some children and young people may achieve these levels earlier or later dependent on ability):

- Early level pre-school to P1
- First level to the end of P4
- Second level to the end of P7
- Third and fourth levels S1 to S3
- Senior phase S4 to S6 and other forms of study.

What is the Broad General Education?

The Broad General Education (BGE) is the first phase of two closely connected phases of education. The BGE phase stretches from age 3 until the end of S3 after which learners move into the Senior Phase which starts in S4.

Curriculum Areas and subjects

The BGE is delivered via 8 curricular areas which, in secondary school cover years S1 to S3, and may be subdivided further into individual subjects.

The 8 curricular areas are:

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

The levels are as follows:-

LEVEL	STAGE
Early	the pre-school year to P1 or later for some
First	the end of P4, but earlier or later for some
Second	the end of P7, but earlier or later for some
Third and Fourth	S1 – S3, but earlier for some
Senior Phase	S4 – S6 and college or other means of study.



How will my child's learning be assessed?

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.

Children will be assessed as having achieved a level when they consistently demonstrate confidence, proficiency and security across the outcomes identified within the level.

In playrooms and classrooms staff will be using improved ways of assessing children's learning taking account of national and local advice and guidance. Your child's progress will be reported to you so that you know how well your child is doing.

Each year our nursery/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.

Curriculum for Excellence is being successfully implemented in St. Andrew's through collaborative curriculum planning and financial investment. We strive to provide a wide range of stimulating learning activities which support and challenge learners. Recent purchases of up to date hardware and software packages has significantly enhanced teaching and learning at every stage. Cooperative learning and outdoor learning is embedded in our practice and is instrumental in supporting the seven principals of Curriculum for Excellence.

The school involves parents in the pupils' education through school improvement questionnaires, newsletters, curriculum workshops and open afternoons. Our six week induction programme has had significant impact in the transition process between Nursery and Primary 1. The school also liaises closely with all secondary schools to ensure smooth transition from Primary to Secondary School.

The curriculum aims to:

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

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

Literacy



Language is at the heart of children's learning and has a high priority in our planning. North Lanarkshire's Active Literacy will continue to be fully implemented in our school, taking account of any new developments. Through language (Literacy) children acquire much of their knowledge and many of their skills. Literacy enables children both to communicate with others effectively for a variety of purposes, and to examine their own and others' experiences, feelings and ideas, giving them order and meaning.

As literacy is central to children's intellectual, emotional and social development, it has an essential role across the curriculum and helps pupils' learning in all areas of the curriculum. St Andrew's Primary School attaches a high priority to giving pupils a command of their language and the ability to use it appropriately and concisely to convey meaning. This includes having a knowledge about language, listening attentively, talking to the point, reading with understanding, and writing fluently and legibly with accurate spelling and punctuation.

Parents who converse, question, explain and read with their children are laying sound foundations for future language development.



Mathematics and Numeracy

Mathematics is taught in an active way and linked to 'real' contexts where possible. It is viewed in the widest sense as a problem-solving activity. Where pupils are involved in problem-solving and enquiry, they will be challenged to think about what they are doing, to question and to explain. Great emphasis is placed on using stimulating contexts for the application of mathematical processes and ideas to enable children to explore the fact that mathematics is fun and in their daily lives.

In numeracy work especially, there is a very valid place for children to spend adequate time memorising basic number facts and learning multiplication facts.

When helping with homework, it is important that parents use the same mathematical language and methods as the class teacher or some children may become very confused as to what to do. Please, if in doubt, check with the class teacher who will always be prepared to take time to help you help your child.

Health & Well-Being



Pupils at St Andrew's, are encouraged to learn about self-awareness, interpersonal relationships, self-esteem, independence and interdependence as well as developing healthy attitudes to food and exercise, which lead to a happy and healthy lifestyle.

As well as this, we encourage education for citizenship, which involves children exploring issues, which help them, make a positive contribution in the society in which they live.

We also provide a programme of Enterprise Education. This has included setting up business partnerships with St Andrews Hospice, ACRE veterinary practice, Bennett's the Butcher's and many parental connections to enhance our world of work and science programme.



Physical Education

Each class takes part in 2 hours of P.E. sessions a week. Our physical education programme is designed to improve physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes. It enables learners to develop the concepts and skills necessary for participation in a wide range of physical activity, sport, dance and outdoor learning, and enhances their physical wellbeing in preparation for leading a fulfilling, active and healthy lifestyle. We are particularly proud of achieving the 'Gold Sport Award' from Sport Scotland in 2016.

Science, Social Studies, Technologies



These subjects bring together the main way in which children learn about the world. It comprises the three components listed above for the organisation of knowledge and understanding, skills and the development of informed attitudes to the environment.



Modern Language

In St Andrew's we develop the Modern Language guidelines by working closely with St Margaret's High School and the cluster primaries to develop a progressive and coherent Spanish programme for pupils in P6 and P7. Currently all children from nursery to Primary 7 are taught a progressive Spanish Programme.



Expressive Arts

The term, Expressive Arts, encompasses 3 subjects: Art & Design, Music and Drama. The teaching of these subjects promotes distinctive ways of understanding the self, developing individual abilities and finding personal satisfaction and enjoyment. They emphasise particular ways of communicating with others. They develop aesthetic awareness and the creativity they encourage can lead to important economical and social contributions to our society. They have a particular place in developing children's awareness of their heritage.

Art & Design

Through Art and Design, children are involved in processes that develop their capacity to invent, create, interpret, and appreciate. They will use a range of techniques and materials from the simple to the more complex to explore feelings, ideas, thoughts and solutions and to evaluate and appreciate their own work and that of others.



Drama

Most children will come to school with extensive experience of imaginative play through which they will have begun to explore aspects of Drama. It provides excellent opportunities for collaborative group work. Many of the contexts for Drama relate to other areas of the curriculum. In all stages of the school, role-play is encouraged. An effort is made to allow every child the experience of performing before an audience.



Music

In music we give equal value to a progression of work in voice, use of percussion instruments, inventing music and listening to music. This is currently under review to ensure we meet the criteria for a Curriculum for Excellence.

Currently the school stages a concert at Christmas and Summer every year involving a lot of the music training for our pupils. These shows are wonderful for building pleasure in music and drama and self-confidence in our pupils.



Religious & Moral Education **Catholic Schools**

The spiritual, social, moral and cultural values we wish to develop in our children permeate the life of St Andrew's Primary School and are not confined to religious lessons.

We aim to encourage the children to put their R.E. lessons into practice within the community of the school. The ethos of the school and curriculum aim to help our children in their search for answers to some of life's deepest questions and to respect the beliefs, practices and values of religious traditions within their own community and also those of people from other faith communities.

We are currently implementing "This is our Faith" which is a program that has been developed in Primary Schools and ratified by the Bishops of Scotland and the Holy See. The essence of this programme is its strong emphasis on parental involvement and responsibility in relation to the child's growth as a Christian leading a Christian way of life. It provides opportunities for home, school, parish and the wider community to work together. This is especially evident when we all work together to prepare the children for the sacraments they receive when in primary school.



Religious Observance

Spiritual, Social, Moral and Cultural Values

A school Mass is normally held each month and on holidays of obligation. Junior and senior classes each have an opportunity to help prepare the liturgy. Weekly assemblies are held for infant, and upper classes.

It is recognised that the Education Act allows parents to withdraw their children from any instruction in religious subjects and from religious observance. Any such pupil would never be placed at a disadvantage in regard to secular instruction.

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.

In line with national guidelines, children receive Sex Education in P1-P7. This is taught sensitively through Diocesan guidelines, 'Education for Love,' which has a strong emphasis on moral values and relationships.



Additional Support Needs

(Name of 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.

Children who require additional help with their learning are well supported and are closely monitored. The principal teachers takes responsibility for Support for Learning and liaises closely with the Network Support Facility, Educational Psychologist and staff from relevant agencies.

We have a structured one to one numeracy intervention for learners who find numeracy difficult; 'Catch Up Numeracy'. We also use Number Connexions as a support resource.

Classroom Assistants are utilised extremely effectively and play an important role in supporting individuals and supporting children; taking responsibility for the Rainbow Reading programme and Catch up Numeracy.

Reviews are held regularly to ensure effective communication between parents and all relevant agencies.

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 or playroom setting.

Level 2 – Internal support, where education staff identify that a child or young person needs support or planning from within the school or early years establishment.

Level 3 – External support where education staff identify that the child or young person requires support or planning from beyond the school or early years establishment but within education.

Level 4 – External support provided on a multiagency basis, where the child or young person's needs are identified as requiring support or planning from other agencies out with education such as health, social work and/or voluntary services and these support needs are likely to last for more than one year.

Pupils with English as an additional language are referred to NLC Bi-lingual Support Section.

St. Andrew's has a robust system in place for Additional Support Needs using the Staged Intervention Approach.

Stage 1 – Teachers are adept at providing differentiated learning experiences to suit the needs of all pupils.

Stage 2 – St. Andrew's has a Support Teacher for children who have been referred to the Literacy Hub for specific support in areas of literacy

St. Andrew's also has an Additional Support Needs Assistant to support a pupil within the school.

The school offers a range of staged interventions for pupils, e.g. Rainbow Reading, Better Reading, IDL dyslexia Programme, Clicker 6, Wave 3 and Catch up Numeracy.

Pupils who require support at levels 3 and 4 have A.S.P's which are regularly reviewed at meetings with parents, teachers, support staff and the Educational Psychologist.

Sensory Support staff visit pupils at school and when required N.L.C. provides support from the behavioural support unit.

Looked after children i.e. children who are cared for directly or whose care is supervised by the local authority are deemed to have Additional Support Needs unless assessment determines otherwise. The senior management team deals with issues relating to Looked after children. Parents and young people can request an assessment to establish whether a child or young person has additional needs or requires a Co-ordinated Support Plan.

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

Planning

Additional Support Plans (ASPs) enable staff to plan effectively for children and young people with Additional Support Needs. Some children and young people may require significant support from education and at least one other agency, such as health, social work and/or voluntary 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.

Getting it Right for Me plans

(GIRFMe) enable staff to plan effectively for children and young people when interventions are required to support their learning and improve outcomes. Parents/carers and pupils are an essential part of the assessment; planning and review processes and their views will be actively sought.

Some children and young people may require significant support from education and at least one other agency, such as health, social work and/or voluntary agency to help them meet their learning targets. Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or another agency.

Parents/carers and young people can, if they wish, request that a CSP be considered and would be involved in the process.

Parents/carers will receive letters from the Education Authority throughout the CSP process.

Parents/carers and young people will be invited to take part in multiagency meetings and their views will be recorded in the plan.

Where more intensive support for a child or young person needs to be planned for, usually when a number of agencies are involved in supporting their wellbeing then a Child's Plan may be developed. The plan will tell you what actions need to be taken and who will help with each action. It will usually be someone called a 'Lead Professional' who will have the job of making sure that the actions outlined in the plan take place and things get better for the child or young person.



Dispute Resolution

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

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

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

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



Improvement Plan

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

Parents are kept informed of each year's priorities and the Improvement Plan is available from the school office and website.

The proposed priorities for 2024-25 for the school and nursery are:

1. St. Margaret Cluster: *To improve pupil engagement and confidence in STEM through staff participation in the SSERC cluster programme. * To improve attendance of targeted group of children (stage/SIMD?) by at least 5%
2. HWB: COVID - To further, support the mental, social, emotional and physical health of all children, families and staff. Returning to post COVID excellent parent Partnerships.
3. Literacy: To raise attainment in literacy by becoming a Scottish Book Trust Silver Accredited School.
4. Numeracy: To raise attainment in maths by embedding a concrete, pictorial, abstract approach across all stages.
5. Nursery focus: *Extend nurturing approaches to support and improve the mental, physical & emotional wellbeing of our children and families.
*Participating in the Reading School Silver accredited award.
*Implementing SEAL and improving number concept.

Our most recent feedback from children has indicated that the majority of children feel that they are successful learners who enjoy good quality activities and experiences within and out with the classroom. This year our pupils have experienced great success in the following areas;

- Eco school initiatives
- Reading Schools initiatives
- Digi-Dip sessions
- STEM investigations
- Pupil Council initiatives
- Health Committee initiatives
- Outdoor Learning Opportunities
- Netball, Football and Cross Country
- Active Maths
- Religious and Moral Education
- Charitable work



Parents and staff fully endorse this.

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

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



Homework

The school has a whole school policy on homework. All pupils are encouraged to participate in the homework activities which are set by their class teacher in the form of termly Homework Menus. Since the views of parents were sought before the policy was put in place their co-operation and encouragement is considered desirable.

School Ethos

St. Andrew's is a very busy, happy school where all pupils are treated fairly and with respect. Parents are kept fully informed of all school developments and their opinions are welcomed and valued.

We have forged very strong links with the church and the local community.

We have a very strong group of teachers who have developed great teamwork throughout the years and help to maintain an excellent ethos in our school.



Spiritual, Social, Moral and Cultural Values

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.

Our spiritual, social, moral and cultural values are enhanced through our R.E. programme of study.

We also use Circle Time and positive behaviour is promoted within the class by all teachers.

Classroom Assistants have devised a reward system which has enhanced greatly the behaviour in the playground and children compete for the termly prize awarded to each class with the most points.

Extra Curricular Activities

Many extra-curricular activities are organised for particular groups of children, both by members of staff and parents. Parental permission is always sought beforehand in order that appropriate arrangements can be made.

Educational outings to enhance teaching and learning are organised throughout the year for all classes and this generally involves parental help. In addition, Primary 7 pupils are given the opportunity to participate in a week of outdoor learning activities at Strathclyde



Freedom of Information

The Freedom of Information (Scotland) Act 2002 came into force in January 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 and Records Management Officer can be contacted by telephone on 01698 524712.

Data Protection

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



Transferring Educational Data about Pupils

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

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

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

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

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

Your data protection rights

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

The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (<https://www.gov.scot/collections/scottish-exchange-of-data-scotxed/>). SGEP works with a range of partners including Education Scotland and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities.

Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SGEP, which will ensure that no subject specific data will be made public as a result of the data sharing and that such data will not be used to take any actions in respect of an individual.

Concerns

If you have any concerns about the ScotXed data collection 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, 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: Mrs Jennifer Flanagan

Telephone: 01236 632070



School Discipline

The relationship between pupil and teacher is similar to that of parent and child, requiring mutual consideration on both sides. The school is concerned with the child's moral and social education. The curriculum, organisation, method and work programmes are designed to condition the attitudes and behaviour of pupils, and develop the qualities of character which they require as individuals, as well as the conduct expected of them when living and working with others. Consequently, a very high standard of good behaviour is expected from all pupils at all times.

In Class

Children are expected to co-operate with the teacher and carry out the work assigned. They must allow other children to work without interruption, impertinence, foul language, disobedience, late coming, leaving class or school without prior permission being sought and granted, or any form of disruption, will not be tolerated. At all times, children must recognise the authority of the class teacher and all adults working in class.

In the Playground

Children must not be involved in vandalism, bullying, verbal or physical assaults on other children, or practice menacing behaviour. The pupils have been involved in drawing up simple playground rules which are a positive attempt to ensure that playground areas of the school are a happy and safe place for children to enjoy each others company. There is always adult supervision in the playground. Children should immediately report to the adult in the yard who will deal with the incident or refer it to Senior Management Team.

In the Environment

A great deal of effort has gone in to making the school and its immediate surroundings as attractive as possible. Children are expected to assist in looking after the school by using the litter bins and other facilities in a proper manner.

Behaviour: In school as in the home, minor misdemeanours are corrected with minor sanctions and the children encouraged to improve their behaviour. However where a child is guilty of extreme antisocial behaviour or a serious breach of discipline, either in or out of class, the following measures may be taken:

1. parents will be informed and their support requested
2. pupil may be placed on a discipline card to be signed daily by parent
3. where a child continually refuses to co-operate, he or she will be excluded from school in accordance with the Council policy on pupil exclusion.





Anti-bullying

Bullying can take many forms. It can be physical, name calling, threatening, intimidating of an individual by another individual or by groups of pupils.

Bullying in any form is always unacceptable and any allegation once reported to an adult will be thoroughly investigated. If after investigation staff feel that there is clear evidence that bullying has taken place, parents of the bully will be informed and asked to co-operate with the school in ensuring that it ceases immediately. Those pupils who do not conform with this policy will be dealt with appropriately and in line with NLC policy on pupils exclusion. All pupils are encouraged to report any incidence of bullying whether or not they are directly involved.

Home and School Links



The staff of St. Andrew's values the contribution which is made by the parents of our pupils. Indeed the school makes every effort to co-operate with parents. At all times they are encouraged to closely liaise with the school particularly when there are concerns of any nature about their child. Parents are regular supporters and helpers in the education of their child. Parents are kept informed of any activities which are taking place in the school through regular newsletters. Parents are given at least two opportunities per session to formally meet with their child's teacher to discuss progress. However parents should always feel that they may contact the school at any time to discuss matters of concern. This should be done in the first instance through contact with the Head Teacher.

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

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. 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 via phone or ParentPortal. Failure to do so will result in school staff accessing all contact numbers provided for the child. In the interests of child safety the police will be contacted if all attempts to locate the child have been exhausted. Parents are asked to inform the school by letter or telephone if their child is likely to be absent for some time, and to give the child a note on his or her return to school confirming the reason for absence.

Nursery

Parents and carers are asked to inform the nursery if a pupil is unable to attend at the start of the school day on the first day of 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 but will always be recorded. Such circumstances may include:

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

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

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



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

Extended Leave with Parental Consent

Where most family holidays will be recorded as unauthorised absence (see above) extended leave with parental consent will not be considered the same as a family holiday. Leave in such circumstances will be authorised under circumstances such as:

- extended overseas educational trips not organised by the school
- short-term parental placement abroad
- family returning to its country of origin (to care for a relative, or for cultural reasons)
- leave in relation to the children of travelling families

Exceptional Domestic Circumstances

Parents 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

Those pupils who clearly establish patterns of absence without reasonable excuse will be referred to the school attendance officer who will investigate further. The authority does have the power to write to, interview or prosecute parents, or to refer pupils to the reporter of the children's hearings, if necessary. The school actively promotes good attendance at school by awarding certificates for excellence and very good attendance. Those children with perfect attendance at the end of the school year will receive a certificate.

Parent and Community Links

St. Andrew's primary school prides itself on the links which have been forged with parents and the local community.

Parental opinion poll are carried out annually via our 'How Good Is Our School Survey. As well as this opinion is sought on several different aspects of school life via survey monkey or twitter polls. For example we seek opinion on our charity contribution, the graduation format and parent council fun nights.

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

The school twitter pages are updated regularly to inform parents of school events and how to support their child's learning at home.

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

Over the years the generosity of the parents and pupils has been recognised by various charities which the school supports.

St. Andrew's has strong positive links with St. Andrew's Hospice. During the year we organise many fund raising events to support charities of the children's choosing. The charities we always commit to are, St. Andrew's Hospice and MISSIO.

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

We have strong links with our Parish priest Fr. Brue McPhail, who supports the liturgical life of our school. We have an excellent parent council who actively support the school improvement agenda and work hard to raise school funds.

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



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, 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. Clothing which is unacceptable in school under any circumstances includes items which:-

- could potentially encourage factions (e.g. football colours)
- could cause offence (e.g. anti-religious symbolism or political slogans)
- could cause health and safety difficulties such as loose fitting clothing, dangling earrings, and other potentially dangerous jewellery
- are of flammable materials which may be a danger in certain classes (e.g. shell suits)
- could cause damage to flooring
- carry advertising in particular for alcohol or tobacco, and
- could be used to inflict injury to other pupils or to be used by others to do so

Parents in receipt of a grant for footwear and clothing from the Council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the Executive Director of Learning & Leisure Services. Information and application forms may be obtained from any school or First Stop Shop. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related), housing benefit, council tax rebate.

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

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

By tradition parents have strongly intimated that they wish their children to wear items of clothing which will identify their children as being pupils of St. Andrew's Primary. The official registered uniform for our school is:-

- white shirt with school tie
- blue/grey trousers or skirt
- black shoes
- navy V-necked jumper, cardigan, slipover
- cardigans/jumpers, fleeces and jackets bearing the school emblem are also available from Scotcrest in Airdrie.



P.E. Uniform

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

- plain white T-shirt or polo shirt
- blue/black shorts, leggings or plain jogging trousers (without brand names/advertising)
- plain black gym shoes (designer trainers are not the best when using apparatus)

Meals

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

Information and application forms for free school meals may be obtained from schools, first stop shops and Municipal Buildings, Coatbridge. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related), housing benefit, and council tax rebate.

Only primary school children who receive a free school meal are entitled to free milk. Milk may, however, be available for purchase in the school during the lunch period.

The cafeteria runs on a 3 weekly menu, a copy of which is available from the school. It can also be found by visiting:

<https://www.northlanarkshire.gov.uk/schools-and-learning/school-meals/meal-menus/primary-school-menu>

St. Andrew's operates a cashless cafeteria system. Online payments can be made by registering at <https://www.ipayimpact.co.uk/IPI/mgslp?Bref=NLC>

Diets required as a result of a medical condition (a medically prescribed diet e.g. celiac disease, diabetes, food allergy or intolerance) can be provided in school. A medically prescribed diet form must be completed by the child's Registered Dietician or General Practitioner. Procedures and forms can be assessed from the school or dietician, or from North Lanarkshire's catering service. Occasionally, parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements. Nursery children are provided with an optional healthy snack each session.



Transport

General

The council has a policy of providing free transport to all primary pupils who live more than one mile from their local school by the shortest suitable walking route. This policy is more generous than the law requires. This means that the provision of transport may be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or from Learning and Leisure services. 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. Not necessarily for the start of term.

Pick up Points

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

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



Medical and Health Care

Children are medically examined by the School Medical Officer some time during their first year at school, and again before they transfer to secondary school. Parents are always notified in advance in order that they may be present at the time of examinations should they so wish.

Regular health and hygiene checks are carried out by the nursing staff assigned by the Health Board. Any problems discovered at these times will be intimated immediately to parents.

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

Please make the school aware, as soon as possible, of any particular medical requirements your child may have.

If a young person is unable to attend a suitable educational establishment as a result of prolonged ill-health, North Lanarkshire Council must make special arrangements for the pupil to receive education elsewhere, other than at an educational establishment.

In North Lanarkshire, children and young people are treated in the paediatric in-patient unit within Wishaw General Hospital. It is not common for children and young people to have extended stays in Wishaw General, and therefore North Lanarkshire Council does not require a dedicated hospital education service. Children and young people resident in North Lanarkshire and in hospital in Glasgow, may access education through the Hospital Education Service (HES). The service is provided by Glasgow City Education Department and Social Work Services. For further information, please contact the school.

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. For example, schools may be affected by severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you informed by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press, on local radio and the North Lanarkshire Council's website and Twitter.



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.



The Parent Council

Parent Councils came into force on 1st August 2007.

The composition of the Parent Council, as determined by the Parent Forum, is a minimum of 4 parent members and a maximum of 8. The Head teacher is the professional advisor to the Parent Council.

The Parent Council's rights and duties include:

- a. supporting the work of the school;
- b. representing the views of parents;
- c. consulting with parents and reporting back to the Parent Forum on matters of interest;
- d. promoting contact between the school, parents, pupils, providers of nursery education and the wider community;
- e. fundraising;
- f. taking part in the selection of senior promoted staff;
- g. receiving reports from the head teacher and education authority; and
- h. receiving an annual budget for administration, training and other expenses
- i. improving home school partnership and facilitating parental involvement

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

Name	Position	Name	Position
Mrs. J. Flanagan	Head Teacher	Siobhan Dawson	Church Representative
Mrs. C. Lambie & Mrs. G. Wardrope	Deputising for Head Teacher	Kayleigh McKendry	Committee member
Lianne McGrory	Chairperson	Adeesha Peiris	Committee member
Lisa Watt	Treasurer	Angela Hassard	Committee member
Geraldine Stevenson	Secretary		

It should be noted that the Head Teacher has a right and duty to attend all meetings of the Parent Council. Meetings of the Parent Council are open to members of the public.

Supervision in non-class times

Playground – An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. St. Andrew's Primary have long had a tradition of ensuring that there are always at least 2 adults in the yard during any break time to ensure that all pupils feel safe and secure.

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

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

Placing Requests

You have the right to make a placing request for your child to be educated in a school other than their catchment school. In December each year, the authority will advertise its arrangements for placing requests. There are sound educational reasons for trying to ensure that the transfer or admission of children to a school takes place at the start of a school session. Other than those who are moving home, to a new area, parents are advised to time any placing requests so that they take effect from the beginning of the new school session. Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school.

Placing requests to Primary School does not necessarily ensure that your child will have a direct entry into the associated secondary. Advice on this must be sought from the Primary School Head Teacher. Further information on placing requests and procedures is available from the school or the council's website.

Parents and young people have a right under the Additional Support for Learning Act 2009 as amended by the Education (Additional Support for Learning)(Scotland) Act 2009 to make a placing request for their child or young person to attend a nursery (including partnership nursery), special school or special class managed by the home authority. In the event of a successful placing request the authority are not required to provide transport. The Act also enables parents and young people to make a placing request to attend a school/establishment belonging to another authority.

Transfer from Primary to Secondary School

Pupils normally transfer between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session. Pupils from this school normally transfer to: St. Margaret's High School, Waverly Drive, Airdrie. Tel: 01236 794888.



Useful Contacts

Contacts in relation to Support for Learning

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

David McHutchison - CIIL – Cluster Integration and Improvement Lead
St. Margaret's HS – Phone 01236 794888.
Email – McHutchisonDa@northlan.gov.uk

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

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

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

Children in Scotland – Resolve Mediation

0131 313 8844

Email: resolve@childreninscotland.org.uk
(Independent Adjudicator)

Scottish Independent Advocacy Alliance

Melrose House
69a George Street
Edinburgh
EH2 2JG
0131 524 1975

enquiry@siaa.org.uk

www.siaa.org.uk

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS
Europa Building
450 Argyle Street
Glasgow
G2 8LH
Helpline: 0141 302 5860

email: ASNTSInquiries@Scotland.gsi.gov.uk



Important Contacts

<p>NHS Lanarkshire Airdrie Health Centre 01236 772200</p>	<p>Social Work Airdrie Coats house Gartlea Road Airdrie ML6 9JA 01236 757000</p>
<p>Learning & Leisure Services, Municipal Buildings, Kildonan Street, Coatbridge. ML5 3BT Tel: 01236 622100</p>	<p>Councillor Alan Beveridge, Civic Centre, Motherwell, ML1 1AB beveridgeal@northlan.gov.uk</p>
<p>Councillor Sophia Coyle, Civic Centre, Motherwell, ML1 1AB CoyleS@northlan.gov.uk</p>	<p>Councillor Andrew Spowart, Members' Services, P.O. Box 14, Civic Centre, Motherwell, ML1 1TW</p>
	<p>Chief Executive Area Office Willowbank House, 37 Alexander Street, Airdrie ML6 0BA. Tel: 01236 763322</p>
<p>Quality Improvement Officer: Jan McCrone</p>	<p>Quality Improvement Manager: Tim Sharpe</p>
<p>Additional Support Needs Manager: Ann Paterson</p>	
<p>Community Learning Development Officer CLD Maureen Leitch 01236 632143</p>	

Additional Information

NL Digital School

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

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

Parents Portal

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

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

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

Glow and M365

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

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

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

Armed Forces Covenant Duty

North Lanarkshire Council is committed to the Armed Forces Covenant.

The Armed Forces Covenant Duty – Statutory Legislation 2022 is a legal obligation placed on relevant bodies, when exercising relevant functions, such as Education, Health Care and Housing Services, to have due regard to the three principles of the Armed Forces Covenant. Further details on the Armed Forces Covenant can be found on Scottish Armed Forces Education Support Group - gov.scot (www.gov.scot)



Qualifying Statement

Although this information is accurate at the 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.

Education authorities by law are requested to issue a copy of the school handbook to parents in December each year. It details the current policies and practices of both the council and the school.