

St. Mary's Primary School Handbook



Head Teacher
Mrs Arlene Kelly



2023

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Dear Parent,

I would like to take this opportunity to welcome you warmly to St Mary's Primary School. I hope you find our handbook interesting and helpful as it aims to provide essential information about the community of faith and learning we actively promote within St. Mary's Primary School.

Our handbook has been compiled in order that we might:

1. Give you some general information about the school.
2. Offer a brief outline of our educational and pastoral aims for your child(ren)
3. Give statements on our curricular content

When your child first joins us here in St Mary's Primary, we are all entering a new partnership with the same aim in mind – to provide the highest quality of education for your child in order to meet their educational, personal and spiritual needs and to best prepare them to make an effective contribution to society in their present and future lives. It is of the utmost importance to us that your child is happy, feels secure and safe and is encouraged to take a full part in the wider life of our school.

The staff team work very hard to create a happy, secure atmosphere in class and to encourage and support your child to achieve their best. This is best brought about when home and school are working together and communicating openly. At St. Mary's we actively encourage parental partnership throughout the school year and promote your involvement in the community life of the school.

We fully endorse the policies of North Lanarkshire Council and strive to provide a Curriculum for Excellence where our pupils can develop within the four capacities of Successful Learner, Responsible Citizen, Confident Individual and Effective Contributor.

I look forward to working in partnership with you and your family. If I can be of further assistance, please do not hesitate to contact the school.

Arlene Kelly

Head Teacher



OUR VISION AND VALUES

In addressing the Scottish Executive's National Priorities, the Mission Statement of North Lanarkshire Council and the Charter for Catholic Schools we here in St. Mary's Primary School formulated our Vision and Values in consultation with all staff, pupils and Parent Council.

Aims of the School:

- ❖ To provide a safe, secure and welcoming teaching and learning environment where Gospel values are promoted and a strong Catholic ethos is present.
- ❖ To strive for high quality teaching and learning.
- ❖ To offer a broad, balanced and challenging curriculum within Curriculum for Excellence which allows inclusion for all our pupils.
- ❖ To raise standards of attainment and achievement for all pupils and to regularly celebrate pupil success.
- ❖ To create and build an enduring partnership with all our stakeholders – pupils, parents, community and outside agencies.
- ❖ To provide staff with quality continual professional development that will impact on the quality of teaching and learning.
- ❖ To allow our children to develop into effective contributors, responsible citizens, confident individuals and successful learners through curricular and extra-curricular experiences that will provide them with skills for learning and life.

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.



A COMMUNITY OF FAITH AND LEARNING WELCOME TO SAINT MARY'S PRIMARY SCHOOL

SCHOOL ETHOS

In St. Mary's Primary School all staff work to ensure every pupil achieves and develops to their fullest potential. We aim to provide your child with a secure and stimulating environment and welcome parents as active partners in their child's education. In St. Mary's programmes of study are carefully designed to take into account the age and aptitude of individual pupils. Through all of this our aim for our pupils is that they make steady and consistent progress from primary 1-7. We provide an atmosphere that allows all children to benefit from challenge and enjoyment in their learning, experience success, achieve their full potential in preparation to make a full contribution to society.

St. Mary's Primary is a denominational school and strong links with the parish are established and strengthened through our programme of liturgical events and attendance at Mass.

COVID-19 PANDEMIC

NLC will continue to align supports, from across the service, in response to the Covid-19 pandemic, to support children and families and maintain educational provision. Further information is available directly from the school or from North Lanarkshire Council's website www.northlan.gov.uk

SCHOOL INFORMATION



St. Mary's Primary School,
Drumfin Avenue,
Caldercruix
Airdrie
ML6 7QP

e-mail: enquiries-at-st-marys-airdrie@northlan.org.uk

Telephone: 01236 632152

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

School Twitter: @StMarysAirdrie

School App: Visit Apple or Google Play Stores & search for St. Mary's Primary School

Our school Twitter account updates parents about the community life of the school and the achievements of individuals and classes. We have a school blog that gives general school information. We launched a school app in August 2017 which gives daily information to parents about clubs, any updates and school arrangements.

Parent Council e-mail address – m1slo@hotmail.com

Present Roll: 61

Working Capacity: 100. In addition to this, the school has access to 25 temporary spaces. These are not included in the capacity calculations because of their temporary nature.

Stages covered: P1-P7 (boy and girls)

Denomination: Roman Catholic

Parents should note that the working capacity of the school will vary dependant upon the number of pupils at each stage and the way in which classes are organised.

It is council policy that school accommodation be made available as far as possible outwith school hours for use by the community. Such use by groups, clubs, etc. will be in accordance with approved letting procedures and enquiries should be directed to the Area Community Education Officer or to the Area Office (see list of addresses at back of handbook). At St. Mary's we do not provide teaching by means of the Gaelic language.

PUPILS' HOURS OF ATTENDANCE

Please note all pupils will be in attendance full-time from the first day of the session.

SCHOOL DAY for all pupils is from 8.55 until 15.00

INTERVAL - 10.15 - 10.30

LUNCH - 12 - 12.50



Primary 1 pupils will require to attend full-time from the first day of school.

ENROLMENT

Parents are welcome to arrange an appointment to view the school prior to enrolling their child in January 2023. An invitation is extended to parents of children enrolled in January 2023 to access our online transition programme and attend pre-school workshops. Parents and pupils will be invited by letter to attend on particular dates in the summer term. We have an induction morning for parents and a lunch date so that pupils may familiarise themselves with the dining hall and lunch time procedures.

EXTRA CURRICULAR ACTIVITIES AND OUT OF HOURS LEARNING

Facilities are available for all children to take part in a variety of after school clubs such as football, art/craft, enterprise, badminton, netball, cross country, multi sports and fun fitness for early years. Clubs are rotated termly and parents/children will be notified of the clubs available at the start of each new term. Any parent wishing to become involved in after school clubs should contact the school. All parent helpers must complete a disclosure check and the Head Teacher will assist in this process.

The school campus has an all weather astro turf pitch.



SUPERVISION IN NON-CLASS TIMES

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

WET PLAY AND WET LUNCHTIMES

Children remain in class with Adult supervision. Senior pupils also assist by taking on the responsibility of wet play monitors.

Parents are asked to co-operate by ensuring that children who go home for lunch return just in time for the start of the afternoon session.



OUT OF SCHOOL CARE

There are external agencies that deliver Out of School Learning and Childcare. Details of which are available in the School.

THE SCHOOL YEAR

August 2023

Teachers return and in-service day: Monday 14 August 2023

In-service day: Tuesday 15 August 2023

Pupils return: Wednesday 16 August 2023

September 2023

September weekend: Friday 22 September and Monday 25 September 2023 (inclusive)

October 2023

October week: Monday 16 to Friday 20 October 2023 (inclusive)

November 2023

In-service day: Monday 13 November

December 2023 - January 2024

Schools close: Friday 22 December 2023 at 2.30pm

Christmas and New Year holidays: Monday 25 December 2023 - Friday 5 January 2024 (inclusive)

February 2024

Mid-term break: Monday 12 February and Tuesday 13 February 2024

In-service day: Wednesday 14 February 2024

April 2024

Schools close: Thursday 28 March 2024 at 2.30pm

Spring holiday (Easter): Friday 29 March - Friday 12 April 2024 (Inclusive)

Good Friday 29 March

Easter Monday 1 April 2024

May 2024

In-service day: Thursday 2 May 2024 (to coincide with UK Parliamentary elections, but may be subject to change)

May holiday: Monday 6 May 2024

May weekend: Friday 24 May 2024 and Monday 27 May 2024 (inclusive)

June 2024

Schools Close: Wednesday 26 June 2024 at 1pm

STAFF INFORMATION

HEAD TEACHER

Mrs. Arlene Kelly

The Head Teacher manages School Improvement Planning and Curricular Development. She is responsible for reporting to parents and the authority through School Improvement Reports, newsletters and consultation with all stakeholders. She monitors teacher planning, learning and teaching and pupil attainment including assessment. The Head Teacher manages the budget within the system of Devolved School Management in consultation with AFA and school staff. The Head Teacher has responsibility for strategic leadership and strategic direction of colleagues with responsibility for Curriculum Development through Improvement planning, promoting parental involvement and implementation of legislation as appropriate.

PRINCIPAL TEACHER

Mrs. Claire Park

The Principal Teacher contributes to and leads working parties to develop curricular initiatives. She has responsibility for leadership, good management and strategic direction of colleagues with responsibility for Curriculum Development through Improvement planning.

- Mentor Support to Probationers and student teacher placement support
- Timetabled teaching and leading assemblies as required
- Support for Learning Co-ordinator
- R.E. Co-ordinator
- STEM Lead

TEACHING STAFF

Mrs Catrina Craig	Primary 1/2/3/4	Room 2
Miss Nicola McMahon	Primary 3/4/5	Room 3
Miss Sian Mina	Primary 6/7	Modular Unit
Mrs Courtney Crawford	Raising Attainment/Support for Learning	

ANCILLARY STAFF

Senior Clerical Assistant	Mrs. Linda Watson
Clerical Assistant	Vacancy
Classroom Assistant	Vacancy
A.S.N. Auxiliary	Mrs Jane Condie

SCHOOL CHAPLAIN

Fr. Bergin

Janitors

Mr Terry McGroarty
Mr Paul McGroarty

Catering Supervisor Dining Attendants

Mrs McPhail
Mrs Tobin Mrs Wood
Mrs Robertson Mrs Ferguson

Cleaning Supervisor
Cleaning Staff

Miss Bukkems
Mrs Kilfedder Miss Jamieson

Crossing Patrol

Mr Alfie Warren

Full time equivalent teaching staff complement is:- 4.77

Class groupings have been composed using sound educational reasons i.e. children have been placed in educational working groups based on summative and formative assessments from the previous years along with teachers professional judgement in order to ensure continuity and progression within the curriculum.

EQUAL OPPORTUNITIES AND SOCIAL JUSTICE.

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. At St. Mary's Primary School we are committed to eliminating all forms of discrimination including disability, gender, cultural, religion or race. We aim to ensure all pupils have access to the same opportunities to enable them to reach their potential, following the council's policy and guidelines. A priority for the school is to ensure that all pupils are constantly encouraged to raise their levels of achievement. The achievements of pupils in the arts, music and sport are celebrated through assemblies and newsletters. Implementation of the Education and Families Equality Policy including 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:

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

RAISING ACHIEVEMENT



Raising Achievement for All forms the overarching strategy for the service. Subtitled 'Experiences to Last a



Lifetime', this strategy aims to harness the combined forces of Education, Skills and Youth Employment to provide a rich set of learning opportunities and experiences for young people and adults which begin in the classroom, nursery or learning centre and extend out into the community and the wider world beyond. In seeking to offer 'Experiences to Last a Lifetime', we will also look to draw upon 'a lifetime of experiences' already there in the communities which make up North Lanarkshire.'

Here at St. Mary's we actively reflect this philosophy and endeavor in all teaching and learning to create contexts that promote our children's aspirations and the realization of their fullest potential.

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 dependant 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 the 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 covers years S1 to S3, and may be subdivided further into individual subjects.

The eight curricular areas are:

Expressive Arts

Health and Well Being

Languages and Literacy

Mathematics and Numeracy

Religious and Moral Education

Sciences

Social Studies

Technologies



LANGUAGES AND LITERACY

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Learning and teaching strategies follow NLC guidelines on Active Learning. Critical and creative thinking skills are developed as well as competence in listening and talking, reading, writing and personal, interpersonal and team-working skills. Pupils read a variety of texts and effective learning and teaching will use contexts which build upon pupils' own experiences. Appropriate and effective use of ICT is developed within the range of contexts.

SPANISH



Spanish is taught throughout the school and features in all teachers weekly planners as we endeavor to immerse pupils in a foreign language. At Primary 5, 6 and 7 we aim to provide pupils with experience of learning a second foreign language, namely French.

MATHEMATICS AND NUMERACY

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Learning in mathematics develops logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways. The mathematics experiences and outcomes are structured within three main organisers:

Number, money and measure
Shape, position and movement
Information handling



Teachers develop pupils' understanding of statistical information in the world around them. Pupils participate in planned active learning which provides opportunities to observe, explore, investigate, experiment, play, discuss and reflect. Children are encouraged to use the outdoor environment to aid their understanding of mathematics and its place in the world. There are many opportunities to develop mathematical concepts in all other areas of the curriculum. Planned use of technologies enhances the development of skills and concepts.

SCIENCES / SOCIAL STUDIES / TECHNOLOGIES

Through learning in the sciences, pupils develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks to develop a curiosity and understanding of their environment. The key concepts are identified within five main organisers:

Planet Earth

Forces, electricity and waves

Biological systems

Materials

Topical Sciences



Through learning in social studies, pupils develop their understanding of other people and their values in different times, places and circumstances. The key concepts are identified within three main organisers:

People, past events and societies

People, place and environment

People in society, economy and business

Through learning in the technologies, pupils will be involved in active learning in well-designed practical activities. Effective teaching will develop pupils' skills in collaborative and independent learning.

Across the curriculum, skills in ICT will be developed in the context of the learning and teaching to provide progression and challenge. The technologies experiences and outcomes enable clear links to be made with all other curriculum areas.

Children are provided with the opportunity to make choices in what and how they learn. At the planning stage pupils are consulted and given the opportunity to reflect upon their prior knowledge and contribute to the planning process in regard of what and how they will learn and how their learning will be evidenced and shared. Pupils maintain a learning log which they are encouraged to share with parents on a regular basis.

EXPRESSIVE ARTS

Expressive Arts programmes of study are used to develop pupil skills and knowledge within contexts of Interdisciplinary Project Work, pupil performance and extra curricular activities. The framework provides pupils with opportunities to engage in activities within the areas of:

Art and Design

Dance

Drama

Music



Within a supportive environment teachers use a range of approaches to promote a climate of creativity and innovation. Teachers plan activities that take into account prior learning, achievement and interests. Pupils participate in assemblies, school shows, choir performances and various other events throughout the school year.

HEALTH and WELLBEING

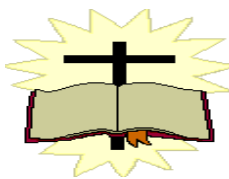
Curriculum for Excellence has an important role to play in promoting the health and wellbeing of pupils. Learning in health and wellbeing ensures that pupils develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing, now and in the future. Certain aspects of health and wellbeing are delivered through focused programmes such as personal and social education programmes. Confident individuals are developed within an ethos and climate of respect and trust. Some of the ways we develop this is through: peer support buddies, breakfast club, sports leaders, cooperative learning groups, curricular support programmes, after school activities, partnership working across transitions and engaging with parents and carers. Regular physical activity is essential for good health. Pupils participate in planned physical education sessions as part of their core curriculum. All children receive at least 2 hours of quality P.E. each week. Additional opportunities are provided at break times and lunchtimes using designated resources to encourage pupils to participate in group, team and individual activities. Throughout the school year a range of additional coaching activities are planned across various stages to develop pupils' interest and skills. Promotion of a consistent healthy eating message develops pupils' knowledge enabling them to make healthy food choices. Learning is reinforced within relevant, enjoyable and active experiences.



RELIGIOUS EDUCATION

Although moral values are emphasised throughout the curriculum, time is set aside daily for religious education following 'This is Our Faith' Catholic Religious Education Programme. In the Summer term children will also undertake God's Loving Plan, a programme designed to help children develop healthy and respectful attitudes to their bodies and to relationships with families and friends. Pupils also learn about other religions and religious festivals and foster an awareness and understanding and respect for the beliefs of others. Meetings are arranged for parents of children preparing for the Sacraments of Reconciliation, Holy Eucharist and Confirmation. Liturgical services are held during Advent and Lent. Our close proximity to the Church allows children to be present in Church on a regular basis and for Mass, Feast Days, and Preparation for Sacraments. St. Mary's is a denominational school and the active participation of parents is an essential element in the religious education of our pupils. Parents/carers from ethnic minority religious communities

may request that their children be permitted to be absent from school in order to celebrate recognized 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 on the register.



SKILLS FOR LEARNING, LIFE AND WORK

Throughout all curricular areas there is a clear focus on children developing skills for learning, life and work. Our senior students also participate in our annual World of Work events which promote partnership with local Businesses and utilizes the knowledge and skills of our parents.

ASSESSMENT AND ARRANGEMENTS FOR REPORTING TO PARENTS

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 judgements on their own learning, developing personal expertise that will be important to them throughout life. Assessment also helps teachers plan learning experiences which are motivating and challenging. Children who may have additional support needs will be assessed using methods best suited to their individual requirements.

Assessment in St. Mary's is ongoing to include:

- Observation and regular professional dialogue between class teacher and SMT
- Monitoring of pupil work
- P1 PIPS Assessment twice yearly
- Maths checkups and Teejay topic assessment
- Benchmarking reading
- SNSA Testing at P1, 4 and 7
- Twice yearly MALT testing
- Single Word Reading/Spelling assessment twice yearly
- IDL assessment P3-7 twice yearly
- Termly IDL/topic assessment
- Monthly Health & Wellbeing assessment linked to Jigsaw programme



How will my child's learning be assessed?

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

At St. Mary's Primary we aim to provide all our pupils with a curriculum that is fully reflective of a Curriculum of Excellence, providing challenge, personalisation and choice and relevance for today's rapidly changing society. We will equip our pupils with skills for learning, life and work through a balanced and broad curriculum. We actively promote parental partnership and involvement in both the community life of the school and in supporting their child's learning at home. We hold a parent information evening and parental workshops to provide information, support and advice about the delivery of the curriculum.

Each year, there will be two parent meetings and parents will receive a written report detailing their child's progress across the curriculum. This will also highlight the child's particular achievements and also identify next steps in learning. Details about the curriculum will be available on our school blog and feature regularly on our school newsletter. Further details about the school curriculum can be found on [www.educationscotland](http://www.educationscotland.gov.uk) or [www.parentzone](http://www.parentzone.gov.uk)

ADDITIONAL SUPPORT NEEDS

St. Mary's Primary 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.

Additional Support for Learning is provided for children and young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education. Through a process of continual review, observation, assessment and professional dialogue the school is well placed to identify pupil needs and plan for provision that meets ongoing needs. Parents are invited to work in partnership to review pupil targets. All staff working to provide support are knowledgeable about children's learning targets and work to help them realise their potential.

Assistance is given to pupils reflecting the Education & Families staged intervention process. This integrated system is coordinated by the Head Teacher and the Principal Teacher who has responsibility for additional support needs. Network staff work cooperatively with school staff to identify strategies to support learning. The school has timetabled visits from an Educational Psychologist throughout the session. Specialist services provide additional advice or material resources for pupils with Additional Support Needs and for pupils who have English as an additional language.

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 Head Teacher has the responsibility for any relevant arrangements within the school for Looked After and Accommodated Children.

Parents and young people can request an assessment at any time to establish whether a child or young person has additional needs and/or requires a Co-ordinated Support Plan. The Head Teacher is the point of contact for such a request. Parents and pupils are an essential part of the assessment; planning and review processes and your views will be actively sought.

PLANNING

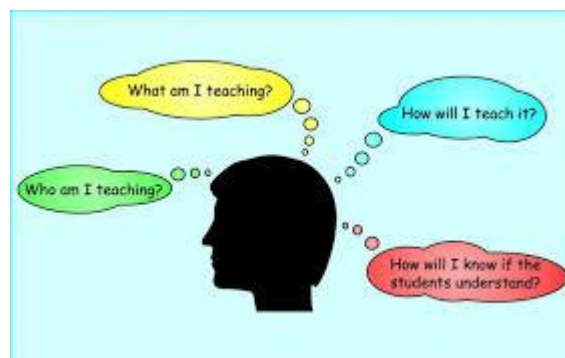
Supported by the education authority, the school will be fully involved in the support of all pupils who have a Coordinated Support Plan, GIRFMe Plan or additional support needs.

Getting It Right For Me Plans (GIRFMe's) 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 process 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 multi-agency meetings and their views will be recorded in the plan.

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



DISPUTE RESOLUTION

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

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

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

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

SCHOOL IMPROVEMENT PLAN

The school is committed to a policy of continual review and development in order to plan for improvement at whole school level. The proposed areas to be developed on our school improvement plan for session 2023/24 are:-

- To continue to raise attainment in literacy.
- To continue to raise attainment in numeracy.
- To continue to develop STEM across all stages.

In arriving at our improvement priorities for 2023 – 2024 we will take account of North Lanarkshire's Service Improvement Objectives, the National Concordat, the audit of the 2022 – 2023 Improvement Plan and consultations with staff, parents and children. We will also take account of our Legislative responsibilities in respect of parental involvement, pupil involvement, health promotion, equality and Curriculum for Excellence.

The schools main achievements over the last 12 months are recorded in the 2021-2022 School Improvement Report completed in August 2022 and are available in the school.

The school is committed to improving standards in relation to literacy, numeracy and health and well-being through their inclusion in the school improvement plans and a comprehensive health and well-being programme including after school clubs. The school is committed to continual improvements.

Details of the schools performance at local and National level can be obtained from www.northlanarkshire.gov.uk/st-marys-airdrie.n-lanark.sch.uk



HMIE INSPECTION – OCTOBER 24th 2022

St. Mary's was inspected by His Majesty's inspectors using the short inspection model week beginning 24th October.

The inspection team found the following strengths in the school's work:-

- Friendly and polite children who are proud of their school. They demonstrate a very positive attitude to learning.
- The leadership of the headteacher and principal teacher who work well together to lead improvements across the school.
- The headteacher, principal teacher and staff team who have created a calm, nurturing and purposeful learning environment. They work together well as a team to support children to make good progress in their learning.
- Strategic approaches to assessment and the effective use of data which help staff to have a clear understanding of each child's strengths and next steps in learning.

The following areas for improvement were identified and discussed with the headteacher and a representative from North Lanarkshire Council

- Develop approaches which increase children's understanding of how they learn. Children need to be supported to understand the skills they are developing and how they relate to learning, work and life.
- Develop further opportunities for staff to work with colleagues across the school and beyond. This will support them to make robust and reliable judgements about children's progress.
- Continue to maintain a sharp focus on raising the attainment and achievement for all children.

We were delighted to have our hard work recognised by the inspection team and to be awarded two strong goods within 2.3 (Learning, Teaching and Assessment) and 3.2 (Raising Attainment and Achievement).



HOMEWORK

PARENTS AS PARTNERS

We regard homework as an essential link between school and home and it should be supervised by the parent/guardian. Homework tasks should take between 15 to 30 minutes depending on the stage of the child and the homework task. The majority of our homework tasks will be completed online via TEAMS.

The school recognises several purposes for homework. These include:

- Allowing practice and consolidation of classwork.
- Providing opportunities for individual research work.
- Developing good habits and self-discipline.
- Providing opportunities for parental support and involvement.
- Keeping parents informed about their child's learning
- Training for pupils in planning and organising time.
- Encouraging ownership and responsibility for learning.
- Details about the curriculum feature regularly on our school newsletter, Education Scotland www.educationscotland.gov.uk and Parentzone www.parentzone.org.uk.



The school has a policy of ensuring the curriculum is accessible to all pupils through the provision of quality ICT programmes in class in order to support independent learning.

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 Co-ordinator can be contacted by telephone on 01698 302484.

GENERAL DATA PROTECTION REGULATIONS (GDPR) Statement for Education

What is this statement?

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

Who are we?

North Lanarkshire Council is a Local Authority established under the Local Government etc. (Scotland) Act 1994. Education, and Families is located in 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 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 obligation, personal information may be shared internally between Services of the Council. From time to time, education staff may also need to share information about you, your child or young person with another person from another agency or service, e.g. Social Work, Health.

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

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

Only identified staff and those who require to have the information to enable them to carry out their job, will have access to you, your child or young person's information. We care about the information we hold in respect to the education of children and young people. We will keep this information safe and secure.

How long do we keep your information for?

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

Your rights under GDPR

You can:

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

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

The Council’s Data Protection Officer

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

Data Protection Officer (DPO)
Civic Centre,
Windmillhill Street,
Motherwell ML1 1AB
or by email to AITeam@northlan.gov.uk

The Information Commissioner

You also have the right to complain to the Information Commissioner about the way the Council has handled your rights, to enquire about any exercise of these rights or to complain about the way the Council has dealt with your rights (or any other aspect of data protection law).

Information Commissioner's Office,
45 Melville Street,
Edinburgh, EH3 7HL
or by e-mail to
casework@ico.org.uk

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 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>.

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.

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 Arlene Kelly
Telephone Number: 01236 632152

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: Mrs Arlene Kelly
Telephone Number: 01236 632152

PROMOTING POSITIVE BEHAVIOUR

A Promoting Positive behaviour policy is in place and is made available to all parents. This policy is explained clearly to all pupils and appropriate rewards/sanctions are agreed on an annual basis after consultation with staff and pupils.

The relationship between a pupil and teacher is similar to that between a child and his or her own parents, requiring mutual consideration. Our aim is to encourage and foster self-discipline in our pupils. To this end, pupils, teachers and parents should have similar expectations with regard to good behaviour and consideration for others. Each class has a point system whereby children may gain points for themselves and their group for good work, effort, and courteousness. Children displaying these qualities are celebrated each week during our Achievers Assembly. The positive ethos of the school means that our pupils are constantly reminded of behaviour that is acceptable or otherwise.



The issue of bullying is dealt with through our Personal and Social Development programme and whole school assemblies. Children are encouraged to tell an adult either in the playground, in class or at home if they, or anyone else, feel they are being treated badly.

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

We can only take steps to deal with undesirable behaviour if we know about it. The school employs restorative practice in dealing with incidents of bullying behaviour. When behaviour is such that further punishment is warranted, this would most likely take the form of a deprivation of privilege i.e. missing an interval or loss of Fun 4's Friday. Where behaviour is consistently unacceptable and previous sanctions have failed, then parents will be invited to meet with the Head Teacher and discussions will take place to devise a co-operative approach to discipline.

A copy of the school's anti-bullying policy is available. The recording of bullying or alleged bullying incidents are recorded electronically as part of the schools monitoring system.



HOME, SCHOOL AND COMMUNITY LINKS

As well as the formal interviews with parents to discuss children's progress, parents are invited to attend Curricular Workshops and regular Whole School events. Meetings are arranged for the parents of children preparing for Sacraments. Parents are kept in touch about current and future events by letter, newsletters and daily messages via Groupcall and tweets on Twitter. Parents are invited to whole school assemblies and various events throughout the school year.

At St. Mary's we have an active policy of promoting community links. Prior to Covid we worked closely with Caldercruix Community Council supporting their projects through active participation. We hope to re-establish links in the near future. We also established a strong partnership with our Community Learning & Development Worker through a number of different initiatives prior to her moving locality. We are also business partners with St Andrew's Hospice and have yearly planned programmes to strengthen our links. We value the expertise within our community, our semi-rural location and work to capitalize on all that they have to offer in order to benefit our pupils and share our pupils learning.

Our pupils are actively encouraged to be responsible citizens and to make a positive impact not only to their school and local community but also to society as a whole through their global citizenship.

At St. Mary's we pride ourselves on being an active, achieving school that promotes a community of faith and learning. We are committed to promoting parental enrichment that impacts on the attainment and achievement of our pupils. We do this in a number of ways. A structured homework programme enables parents to support pupils learning at home whilst ensuring parents become more knowledgeable about their child's learning and their next steps. Parents are kept well-informed about their child's learning and progress through learning journals, curricular evenings and parents evenings. Parents are invited to school twice yearly to discuss their child's progress. Parents may visit the school or arrange an appointment if there is an issue which concerns them or if they wish more information. If a parent has a concern about the pupil the school has a clear policy for dealing with parental complaints and will engage in a dialogue of exchange that is minuted, with agreed actions and timescales set.



ATTENDANCE AT SCHOOL

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

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

At the start of each school session, parents 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 school year.

Parents and carers are asked to inform the school if a pupil is unable to attend from the start of the school day on the first day of absence. Failure to do so will result in school staff accessing all contact numbers provided for the child. In the interests of child safety the school will contact the police if all attempts to locate a pupil have been exhausted.



Parents/guardians are asked to inform the school by letter or telephone if their child is likely to be absent for some time, and to give a note on his or her return to school confirming the reason for the absence.

FAMILY HOLIDAYS DURING TERM TIME

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

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

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

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

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

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

EXTENDED LEAVE WITH PARENTAL CONSENT

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

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

EXCEPTIONAL DOMESTIC CIRCUMSTANCES

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

The school employs a strict policy of continually monitoring pupil attendance on a termly basis. Any child falling below 90% attendance within a term will trigger absence management procedures. A copy of which is available to parents on request.

The school also employs a strict policy of continually monitoring pupil late comings on a termly basis. Any child with 5 or more late comings within a term will trigger late coming management procedures. A copy of which is available to parents on request.

It should be emphasised that the school investigates unexplained absence, and 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.

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, parents/carers, pupils and staff were fully consulted. It is the expectation of Education & Families that parents/carers will be keen to support the dress code and written agreement may be sought.

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

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



Parents/carers in receipt of a clothing grant from the Council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the Executive Director of Education & Families. Information and application forms may be obtained from First Stop Shops and can be downloaded from the Council website www.northlan.gov.uk

Parents/carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based), Employment and Support Allowance (income related) Universal Credit (with an income below £660 per month) housing benefit (please note that the housing element of Universal Credit is not housing benefit, council tax reduction (please note that single person's discount/council tax exemption is not council tax reduction). The deadline for school clothing grants is 31st March 2023.

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 of the head teacher's authority and 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 pupil's clothing and/or personal belongings. Parents/carers 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/carers should note that any claims submitted to cover the loss of such things are likely to be met only where the authority can be shown to have been negligent.

St. Mary's School Uniform

Pale blue school shirt/blouse

School tie

Dark blue jumper/cardigan/tank top

Dark blue trousers/skirt/ pinafore
Black Shoes

PE Uniform

Dark blue shorts, white T shirt and gym shoes. All items of clothing should be clearly labelled with the child's name and class. We would greatly appreciate your co-operation in this regard.

Parents of pupils starting P1 may wish their son/daughter to wear a blazer. We employ a method of positive encouragement of pupils with regard to the wearing of school uniform as it represents the school so well within the community. Pupils are regularly praised for their excellent standard of school dress.

Parents who at any time may find it difficult to support the school dress code should contact the Head Teacher.

SCHOOL MEALS

Hot meals are served daily in the school and exemplar menus are on display in the school, on Twitter and regularly distributed to pupils. The school operates a colour banding system that enables all children to pre-order their lunch. This ensures all children get the food of their choice and minimizes food waste. The school also operates a cashless system. Children who bring packed lunches eat them in the school dining hall. Special diets are catered for and milk is available for those who wish it. The School promotes “Hungry for Success”.



Diets required as a result of medical conditions (a medically prescribed diet e.g. coeliac disease, diabetes, PKU, food allergy or intolerance) can be provided in school by our catering staff. A **medically prescribed diet form 1a** must be completed and signed by the child’s Registered Dietician or General Practitioner. Procedures and forms can be accessed online through North Lanarkshire Council’s website, by the school, the catering service or also in some cases by the child’s dietician or doctor. For some conditions (PKU, coeliac) parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child’s dietary requirements.

For information; a vegetarian meal option is offered on a daily basis.

Some children with additional support needs may require food to be adapted to an appropriate texture and consistency. In this instance the child’s Registered Dietician or Speech and Language Therapist will liaise with the Head Teacher and school catering service including the nutritionist to ensure appropriate food provision. In this case a form will still need to be signed by a medical professional including a Speech and Language Therapist. It is important that the Head Teacher is aware of any medically prescribed diets within the school, and on occasion, parents/carers may be asked to attend a meeting.

Forms that have not been signed by a medical professional will be rejected. The form will be returned to the parent along with a letter stating the reason for the refusal and also they will be issued with a new form. Any change in the child’s dietary requirements must be advised through a Registered Dietitian or Medical Practitioner to the Facilities Support Services (FSS) Nutritionist. When children move to High School or change schools FSS will need to be informed as soon as possible.

Special diets such as Vegan and ethnic diets can also be accommodated. In this case form b should be completed and can be signed by the parent.

All completed forms should be returned to the email specialdiet@northlan.gov.uk



Children of parents/carers receiving Income Support, Job Seekers Allowance (income based) Employment and Support Allowance (income related), Universal Credit (with an income below £660 per month) are entitled to a meal without charge. All P1-5 pupils are entitled to a free school meal and free milk. Pupils in P6-P7 who qualify for a free school meal are entitled to free school milk. However, milk will be available for purchase in the school during the lunch period. All nursery pupils are entitled to free milk and a fruit or vegetable snack.

Information and application forms for free school meals can be downloaded from the council website www.northlan.gov.uk

Parents/carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment & Support Allowance (income related), Universal Credit (income below £660 per month), housing benefit (please note that the housing element of Universal Credit is not housing benefit) and council tax reduction (please note that the single persons discount/council tax exemption is not council tax reduction). The deadline for school clothing grants is 31st March 2023.

Information and application forms for clothing grants can be downloaded from the council website www.northlan.gov.uk

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), are 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.



PLACING REQUEST

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

Placing requests to Primary School does not necessarily ensure that your child will have a direct entry 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/carers and Young People have a right under the Additional Support for Learning Act 2009 to make a placing request for their child or young person to attend a nursery (including partnership nursery), special school or special class managed by the home authority. In the event of a successful placing request the authority are not required to provide transport. The Act also enables parents/carers and young people to make a placing request to attend a school/establishment belonging to another authority.

TRANSPORT

The Council has a policy of providing free transport to all primary pupils who live more than one mile from their catchments school by the shortest suitable walking route.

This policy is more generous than the law requires. This provision of transport may be reviewed at any time.

Parents/carers who consider they are eligible can apply on the Council website. Applications should be submitted by 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.



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



The medical examination of children at St. Mary's PS is undertaken at the early stages- normally in the first year of primary education, parents may refer their child at other times to the clinical Medical Officer for examination or advice. Dental inspections are also carried out on a routine basis in primary schools and parents are offered any necessary treatment for their children although they may choose to go instead to their family dentist. Secondary pupils receive examination and treatment at the local community clinic on request. Parents should inform the school of any particular medical requirements and of any arrangements to be made if a child has to be taken home.

If a child has to take medicine during the school day, please contact the school so that arrangements can be made regarding the administration of the medicine. Medicines should then be handed in to the school with the parent completing an Administration of Medicine consent form. **The Council's consent form must be filled in before any medicine can be administered.** Oral information from pupils or parents will not be acted upon.



A record will be kept in school of the dates and times when medicine has been administered and all medicines, clearly labelled with the child's name will be kept in a central location.

If a child becomes unwell during the school day, parents will be notified by telephone if possible, and asked to collect the child from school. Where both parents are working, the telephone number of employers should be left with the school. All parents are also requested to leave the name, address and telephone number of a reliable adult who lives locally and who may be contacted in the event of an emergency. **Please ensure that the emergency contact number provided does not block withheld number calls. The school's number falls into this category and blockage could result in an unwell child having to remain in school longer than is desirable.**

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 education 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 on North Lanarkshire Council's website and Twitter.



THE PARENT FORUM

As a parent/carer 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/carers at the school
- be invited to identify issues for the Parent Council to work on with the school



THE PARENT COUNCIL

The Parent Council's rights and duties include:

- a) supporting the work of the school;
- b) representing the views of parents/carers;
- c) consulting with parents/carers and reporting back to the Parent Forum on matters of interest;
- d) promoting contact between the school, parents/carers, pupils 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
- 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.

Parent Council meetings normally take place on the first Tuesday of every month and are open to members of the public.

All parents/guardians of children who are pupils at this school are entitled to vote in elections. Elections take place every three years and if there are more applications to join the parent council then a vote will be taken to elect new members.

The Head Teacher has a right and duty to attend all meetings of the Parent Council. The Head Teacher acts as the professional adviser to the Parent Council.

In line with the agreed Parent Council Constitution, the parent members of the Parent Council will be selected for a period of 2 years after which they may put themselves forward for re-selection if they wish. In the event that the number of parents wishing to join the council is greater than the number of places available names will be selected by the drawing of lots.

ST. MARY'S PRIMARY SCHOOL PARENT COUNCIL OFFICE BEARERS

Mrs Michelle Jabar	Chairperson / Treasurer
Mrs Lesley Anne Campbell	Vice Chair
Mrs Catrina McCardle	Secretary
Mrs Donna Kane	Vice Treasurer
Mrs Amy Sweeney	Parent/Fundraising Representative
Mrs Arlene Kelly	Head Teacher and Adviser
Mrs Claire Park	Principal Teacher and Adviser
Vacancy	Church Representative
Vacancy	Clerk

THE PUPIL COUNCIL

The Pupil Council operates within the school and is represented by pupils from primary 3-7. They meet on a weekly basis to review matters that are a concern to themselves and the school. They would invite members of the Parent Council to attend meetings if their view are sought to impact at whole school level.

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/carers 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 normally transfer to St. Margaret's High School, Airdrie. The school works in partnership with St. Margaret's High School and its associated primaries to create a planned programme of transitions/visits/events for several curriculum areas – maths, literacy, science and P.E. Planned visits are agreed at cluster level for a three day induction programme held at St. Margaret's in June for all Primary 7's. Parents are invited to attend an Open Evening in November as part of the transition programme. The school works in close partnership with St. Margaret's guidance and support staff to ensure all pupils are supported to make a smooth transition to secondary and to ensure pupil needs are met and progress is maintained.



ADDRESSES

The following are listed for your convenience:
Education and Families

Derek Brown
Director
Education & Families
Civic Centre
Motherwell
ML1 1AB

Head of Service
Janie O'Neil

Education & Families Manager:
Jan McCrone

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

David McHutchison
Cluster Improvement and Integration Lead

David McHutchison can be contacted directly by emailing:-
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

Enquire
Children in Scotland
Rosebery House
9 Haymarket Terrace
Edinburgh
EH12 5EZ

Children in Scotland – Resolve Mediation

0131 313 8844
Email: resolve@childreninscotland.org.uk

Independent Adjudication

Scottish Government
Directorate for Learning
Support and Wellbeing Unit
Area 2C North
Victoria Quay
Edinburgh
EH6 6QQ

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS
Health and Educational Chamber
First Tier Tribunals for Scotland
Glasgow Tribunals Centre
20 York Street
Glasgow
G2 8GT
Helpline: 0141 302 5860
www.asntscotland.gov.uk

NHS Lanarkshire

Airdrie
Adam Avenue Health Centre 01236 772200

Social Work

Airdrie
Coats House
Gartlea Road 01236 757000
Airdrie
ML6 9JA

Councillors for Airdrie North Ward

Mr HE Dunbar
Civic Centre
Motherwell
ML1 1AB 07581 032675
DunbarHe@northlan.gov.uk

Ms S Coyle
Civic Centre
Motherwell
ML1 1AB 01236 769681
CoyleS@northlan.gov.uk

Mr A Beverage
Civic Centre
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ML1 1AB
beverageal@northlan.gov.uk 07939 280044

Mr RA Sullivan
Civic Centre
Motherwell
ML1 1AB
SullivanRi@northlan.gov.uk 07581 032680 / 01698 302438

Community Learning & Development (CLD)
Airdrie CLD Locality Office
Chapelside Community Centre
Waddell Street
Airdrie
ML6 6DL
CLD-Airdrie@northlan.gov.uk 01236 638538

QUALIFYING STATEMENT

Although this information is accurate at time of printing, there could be changes affecting any of the matters dealt with in 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 by law are required 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.