

Tollbrae Primary School



Respect, Achievement, Enjoyment

www.tollbrae.n-lanark.sch.uk

School Handbook December 2015





"Service and People First"

Learning and Leisure Services are committed to:

- ✪ Improving learning and teaching
- ✪ Raising achievement and realising potential
- ✪ Encouraging lifelong learning
- ✪ Working with communities for a better future
- ✪ Listening and learning together
- ✪ Celebrating success
- ✪ Respecting the dignity and value of all
- ✪ Giving pupils and staff a safe, happy and attractive place to work

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Head Teacher's Welcome

Welcome to Tollbrae Primary School and Nursery Class/Sgoil Araich Tollbrae,

At Tollbrae Primary School, we believe that learning should be relevant, purposeful and enjoyable. We work together to equip each child with the skills that they need for learning, life and work in an ever changing world. We aim to develop confident individuals, who have high expectations and are proud of their achievements

We are committed to *Getting It Right for Every Child*. Through working with parents and partners, we aim to meet the needs of all pupils in a safe, supportive and inclusive environment.

Within our partnership, we value **RESPECT, ACHIEVEMENT AND ENJOYMENT** and these three things underpin all that we do. Every child deserves respect, to have success and be happy in school. Together we can achieve this and help our children to meet new challenges with confidence and enthusiasm.

Thank you for taking to time to read our school handbook. If you have any comments or questions, please don't hesitate to contact the school.

Best wishes,

Mrs Clare Welsh

Head Teacher

Tollbrae Primary School



Respect, Achievement, Enjoyment

School Information

School Name	Tollbrae Primary School
Denominational Status	Non-Denominational
Address	South Biggar Road, Airdrie
Telephone Number	01236 794886
Fax Number	01236 765090
Head Teacher Email	ht@tollbrae.n-lanark.sch.uk
Website Address	www.tollbrae.n-lanark.sch.uk
Present Roll	277
Planning Capacity	386
Current Working Capacity	317
Stages	P1-7

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

Community Facilities

Accommodation within the school is used regularly by community groups.

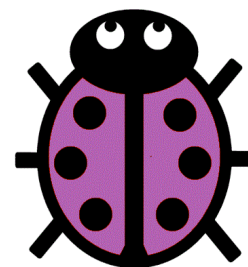
During 2014/15 groups are as follows:-

Monday	7.00pm - 9.00pm	Karate
Tuesday	6.00pm - 10.00pm	Dance
Wednesday	6.00pm - 8.00pm	Gymnastics
Thursday	7.00pm - 9.00pm	Karate

To book a community let, please contact Culture NL Limited, 01236 632778 or email, school&facilitybookings@culturenl.co.uk

School and Nursery Class Hours

Morning Session	8.55 am - 12.30 pm (interval 10.35 - 10.50)
Lunch	12.30 pm. - 1.15 pm P1 -P3
	12.30 pm - 1.20 pm P4 - P7
Afternoon Session	1.15 pm - 2.55 pm P1 -P3
	1.20 pm - 3.00 pm P4 - P7
Nursery Class Hours	8.40 am - 11.50 am
	12.30 pm - 3.40 pm



Gheil Àraich Tollbrae

School and Nursery Class Staff 2015-2016



Head Teacher Mrs Clare Welsh

Acting Depute Head Teacher Mr Steven Lamb

Acting Principal Teachers Mr Craig Bissett

Primary 1	Room 1	Miss Shona Smith
Primary 1	Room 2	Miss Leanne Tamburrini
Primary 2	Room 3	Miss Joanna Drew
Primary 2/3	Room 4	Mr Craig Bissett
Primary 3	Room 16	Miss Kathleen Macanulty
Primary 4	Room 14	Mrs Linda Gibson
Primary 4/5	Room 15	Mrs Gillian McQuade
Primary 5	Room 13	Mrs Ann Harries
Primary 6	Room 11	Miss Carly McGrane
Primary 6/7	Room 10	Miss Louise Carson
Primary 7	Room 9	Miss Sally Rawlinson

Total number of teaching staff - **14.2fte**

Nursery Class Staff
 Mrs Isleen Campbell (Teacher)
 Mrs Elaine Grant (Early Years Practitioner)
 Mrs Lisa Bell (Early Years Practitioner)

Classroom Assistants
 Mrs Josephine Campbell, Mrs Lesley Russell
 Mrs Veronica Flanagan

ASN Assistants
 Ms Myra Campbell, Mrs Tracy Dawson,
 Miss Katrina Beck, Mt Alex Sneddon

Music Instruction
 Mrs Sharron Scott (Woodwind) Ms Anne Wright
 (Kodally)

Clerical/Administration Staff
 Mrs Irene Callum (Senior Clerical Assistant)
 Mrs Lydia Macfarlane, Mrs Carole Mair

Janitor
 Mr John Riddell

School Calendar 2016 - 2017

August 2016

Inservice days (all areas): Monday 15 August 2016 and Tuesday 16 August 2016
Pupils return to school: Tuesday 17 August 2016

September 2016

September weekend holidays: Friday 23 and Monday 26 September (inclusive)

October 2016

October break: Monday 17 to Friday 21 October 2016 (inclusive)

November 2016

Inservice day (all areas): Monday 21 November 2016

December 2016-January 2017

Christmas and New Year holidays: Monday 26 December 2016 to Friday 6 January 2017
(Inclusive)

February 2017

Mid-term break: Monday 13 and Tuesday 14 February 2017
Inservice day (all areas): Wednesday 15 February 2017

April 2017

Easter break: Monday 3 April to Monday 17 April 2017 (inclusive)

May 2017

May day holiday: Monday 1 May 2017
Inservice day (all areas): Thursday 4 May 2017
Holiday weekend: Friday 26 and Monday 29 May 2017

June 2017

Schools close: Wednesday 28 June 2017

Arrangements for Enrolment

This takes place in January of each year for those children who are due to start formal primary education in the following August.

The dates and times for enrolment are given in the local press each year. The school also tries to ensure that the community gets to know through local communications.

Enrolment at other times of the year to any stage in the school can take place by contacting the Head Teacher who will provide the necessary information.

Parents are welcome to visit the school prior to enrolment, please contact the Head Teacher.

Induction Programme for Primary One Pupils

There is a comprehensive induction programme for Primary One pupils. After enrolment, children are invited to visit the Primary One classrooms to try out some of the activities they will meet on starting school. They have the opportunity to experience a playtime and parents and children are invited to join us for lunch. Parents are also invited to meet the staff and learn more about the school, our routines and our curriculum.



Placing Requests

You have the right to make a placing request for your child to be educated in a school other than the 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.





What is Curriculum for Excellence?

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing an improved, more flexible and enriched curriculum for all children and young people from 3 - 18. The curriculum includes all of the experiences which are planned for children and young people through their education, wherever they are being educated. All schools and nurseries in North Lanarkshire are working hard to raise standards so that children and young people will develop all of the skills necessary to continue to be successful when leaving school and entering the world of higher education, training or work.

Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament - wisdom, justice, compassion and integrity. The purpose of Curriculum for Excellence is encapsulated in the four capacities - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

What are the curriculum areas in Curriculum for Excellence?

There are eight Curriculum areas:-

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

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

Learning is divided into two phases:

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

<u>LEVEL</u>	<u>STAGE</u>
Early	the pre-school years and P1 or later for some
First	to the end of P4 but earlier or later for some
Second	to the end of P7 but earlier or later for some
Third and fourth	S1-S3, but earlier for some
Senior Phase	S4 - S6 and college or other means of study

How will my child's learning be assessed?

There will be new ways of assessing each child's progress to make sure that potential is achieved. New qualifications are being developed:

- ✱ Literacy and Numeracy Tests (at the end of S3) from 2012/13
- ✱ National 4 and 5 qualifications from 2013/2014
- ✱ Access, Highers and Advanced Highers to be updated to reflect Curriculum for Excellence.
- ✱ New Highers in most subjects were introduced in almost all North Lanarkshire schools in August 2014.

In playrooms and classrooms staff will be using improved ways of assessing children's learning taking account of national and local advice and guidance. Your child's progress will be reported to you so that you know how well your child is doing. Each year your 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 high quality education. More information on attainment and achievement can be found on the Education Scotland Website at www.educationscotland.gov.uk

Health and Well Being (Including Physical Education)

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. In Tollbrae we work with partners in order to take an holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual, and the social and community context. We fully implement all aspects of Health and Wellbeing including themes relating to substance misuse, relationships, sexual health and parenthood. A copy of the health and wellbeing programme is available on request.



The school has recently developed a community room. This multipurpose room is used for focus on food activities, circle time, nurturing activities and a place for relaxation and meditation.

The school is working towards UNICEF's Rights Respecting Schools Award. We value our rights respecting ethos and this is reflected through our school and classroom charters. Examples of this work can be found on our school website and blog.

All pupils participate in a planned programme of P.E. and Sports development. At P5 and P7, children have the opportunity to take part in a residential excursion to an outward bounds centre. However, this is dependent on staff being able to give up their own time to take the children on overnight trips. We work closely with our Active School's Coordinator to provide a variety of extra curricular clubs and to participate in a range of sporting events, such as; Football and Netball Festivals, Cross Country and Athletics. Children at P5 visit John Smith Pool in Airdrie for a block of swimming lessons.

Language (and Literacy)

One of the greatest gifts we can give a child is the ability to read. We believe that reading should be an enjoyable activity, and our approach to reading is based on this.

In the very early stages, children develop the ability to hear and articulate the sounds in words. As they progress, learning focuses on the relationship between sounds and letters, developing their ability to read frequently used words and using their experience and prior knowledge to gain meaning from the text.

For beginning readers, we use texts from a variety of reading schemes which have been colour banded according to level of challenge. As children progress, they move from skinny novels to longer novel studies. Children experience poetry, playscripts and non-fiction texts throughout all stages. We aim to develop a love of reading and therefore encourage our pupils to take books home and share them with you.

Pupils are helped to develop the ability to express their thoughts and ideas and communication skills through the written word. Every attempt is made to ensure that pupils develop a command of basic English which includes punctuation, spelling, grammar and correct letter formation.

We use the North Lanarkshire Writing Pack which encourages a whole school approach to the teaching of writing, thus ensuring progression and continuity throughout the stages. At each stage, children meet a range of genres, including; narrative, instructional and persuasive. They have opportunities to apply this knowledge in other curriculum areas and in writing for a real purpose, e.g. letters, posters, contributing to website and blog.

Listening and Talking skills are developed in all language activities and through other curriculum areas. Further opportunities to practice talking and listening are provided in the early years through purposeful play activities and at the later stages through debates, presentations and public speaking.

Modern Languages - French and Gaelic

We have a two-year programme to teach French in P6 and P7. In P5, children have exposure to Gaelic and share their learning with the children in Sgoil Àraich Tollbrae.

Mathematics (numeracy)

In our Maths and Numeracy programme, children study the basic number skills of addition, subtraction, multiplication and division as well as developing problem solving and practical skills, such as measuring and weighing. Calculator work, information handling and the use of databases develop the skills necessary for learning, life

and work. Teachers use a variety of published resources

and text books, ICT programmes and active tasks to engage and meet the differing needs of our learners. Children are also encouraged to apply their maths and numeracy skills across the curriculum.

A range of resources are used to teach children mathematics e.g. Heinemann Active Maths, Primary

Maths in Action, TeeJay Mathematics. All children will have experience in the following areas of Mathematics:

- ✱ Number, Money and Measurement
- ✱ Shape, Position and Movement
- ✱ Information Handling
- ✱ Problem Solving and Enquiry



Sciences

At Early Level, children explore a variety of science concepts through interdisciplinary learning themes and purposeful play activities. At all other stages, there is a planned programme of science themes which will encourage pupils to develop a curiosity and understanding of their

environment and their place in the living, material and physical world. Through our science curriculum, children develop and practice a range of investigation skills, such as; predicting, testing, experimenting, presenting and interpreting data and drawing conclusions.

Technologies (Including ICT)

All classes, including the nursery, use our ICT Suite to develop and apply computing skills.

The school has a range of Computer hardware, including Apple Macintosh iBooks, laptops, PCs and iPads. There are Interactive Smart Boards and internet access in all classrooms and playroom and we have additional computers in our learning resource room for support and challenge and small group tasks. We have a well resourced Cooking Classroom which is used by all classes to deliver our Focus On Food programme and to prepare food associated to class themes and special occasions.



Social Studies

Through the Social Studies programme, our pupils will develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. Children learn about local, Scottish and World history and study our local area, other parts of Scotland and the wider world.

Educational visits are often arranged to places such as Summerlee, Motherwell Heritage Centre or other local places of interest to support our social studies programme. In addition children explore

North Lanarkshire Council, the Scottish Government and the European Parliament, as they develop as citizens of Scotland and the wider world.



Expressive Arts (Drama, Art and Design, Music and Dance)

Planned programmes and interdisciplinary learning experiences encourage our children's expressive and creative development. Theatre visits, class assemblies, participation in performances and celebrations, further enhance this area. Children in P5, 6 and 7 have the opportunity to receive music tuition from visiting instructors and all P5 pupils have Kodally training.

Religious and Moral Education

Our RME programme gives opportunities for children to reflect on their own values and develop respect for beliefs and practices that are different from their own. Children look in detail at three main religions: Christianity, Islam and Judaism. Themes such as Anti-Racism, Anti-Sectarianism and Anti-Semitism are also explored. We create opportunities for children to experience aspects of festivals and celebrations (e.g. music, customs and food) and to visit a variety of places of worship.

Homework

Although homework is not compulsory in Scottish schools, we value and encourage parents' active involvement in their child's learning. Homework tasks are designed to involve closer partnership between home and school. Types of homework might include:

- ⊕ Reading (class reading book, Home Reader)
- ⊕ Language and Maths (Number, Reading/Spelling activities)
- ⊕ Project Work (reading, researching, writing, designing, making within the class theme)

Parents know their child well and they should be aware of how long he/she can spend on homework tasks. We recommend, however, that no more than 30 minutes should be spent on homework, particularly at the early stages. If homework presents a problem, it is important that the class teacher gets to know. Please do not hesitate to contact the school if this proves to be the case.

Assessment and Reporting

Assessment, recording and reporting on pupils' progress is ongoing within each session, to help teachers ensure that effective learning takes place.

Methods of assessment include:

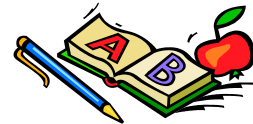
- ⊕ Teacher observation
- ⊕ Written and oral tests
- ⊕ Practical assessment

We encourage children to self-assess their own work and to discuss their learning, progress and next steps. Children also have opportunities to peer assess.

Throughout the year, there are regular opportunities for parents to find out about children's learning, progress and achievements:

Meet My Teacher evening
Parent/Teacher Consultation
Share My Learning evening
Written Progress Report

September
November and June
February
March



Parents are encouraged to visit the school if they have concerns about any aspect of their child's education.

Extra-curricular Activities

A range of extra curricular activities are offered to pupils in the school throughout the year. Every encouragement is given to pupils to participate in these activities which include sports and choir. All children have the opportunity to experience a variety of educational outings, usually with a curricular link, throughout each session. In addition, we offer three residential excursions:

Dounans Outdoor Centre P5 (May)
London or York P6/7 (May)
Kilbowie Outdoor Centre P7 (Dates allocated by North Lanarkshire Council)

Tollbrae Primary School is committed to offering this rich source of learning. However, there are times when the cost cannot be borne solely by the school. Voluntary contributions may be asked for to ensure that the activity takes place.

Additional Support for Learning

Tollbrae Primary School complies with the Education (Additional Support for Learning) (Scotland) Act 2004 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009. North Lanarkshire Council's policy is contained within 'Support for Learning Policy into Practice 2' a copy of which is available in the school. The school has a Support for Learning Policy, available from the school on request, which is consistent with North Lanarkshire Council guidelines.

The term additional support needs refers to any child who, for whatever reason, requires additional support for learning. These support needs can arise from any factor which causes a barrier to learning. Children who require additional support for a variety of reasons may include those who:

- Have motor or sensory impairments
- Are experiencing bullying behaviour
- Are particularly able or talented
- Have experienced a bereavement
- Have a learning difficulty
- Are living with parents who are misusing substances
- Are living with parents who have mental health problems
- Have English as an additional language
- Are not attending school regularly
- Have emotional or social difficulties
- Are on the child protection register
- Are young carers.



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. Some additional support needs will be long term while others will be short term. The effect they have will vary from child to child. In all cases though, it is how these factors impact on the individual child's learning that is important and this will determine the level of support required.

Implementation

Our school has clear procedures in place at class/playroom level to provide for the identification and support of individual pupil needs. The framework is as follows:

Stage One - Support Within the Class

Class teachers take responsibility for managing the progress of all children in their class and use their professional skills to adapt the pacing and content of the curriculum to meet the individual needs.

The teachers should:

- ✧ Identify, through assessment, any child who needs support.
- ✧ Plan for this through, personal learning planning, class/group learning plans, additional support plans.
- ✧ Implement plans in the classroom.
- ✧ Review and consider progress with all staff involved, child and parent at least annually.
- ✧ Through discussion and review of progress with all staff involved, child and parent identify next steps based on progress.
- ✧ When a teacher is concerned a request for assistance is to be completed and submitted to the Learning Support Co-ordinator.

Stage 2 - Support from Within the School

The Learning Support Co-ordinator will:

- ✧ arrange consultation with the class teacher and plan appropriate support.
- ✧ Use school assessment materials to assist in the identification of the learning needs.
- ✧ Specify the support required from within the school's existing resources e.g. participation in a support or challenge group, referral to Learning Support Teacher or Early Years Worker
- ✧ Monitor that this level of intervention is being supported through the process of personal learning planning, class/group learning plans, additional support plans.
- ✧ Ensure that plans are implemented by the staff who work in the school.
- ✧ Review and consider progress with all staff involved, child and parent usually termly, at least annually.
- ✧ Through discussion and review of progress with all staff involved, child and parent identify next steps based on progress.

Stage 3 - External Support Within Learning and Leisure Services

The Learning Support Co-ordinator will arrange for further consultation with the class teacher and an action plan will result if the child is identified as requiring support outwith school but within Learning and Leisure Services.

The Learning Support Co-ordinator will:

- ✧ Specify the support required from beyond the school but within Learning and Leisure Services e.g. referral to the school's Educational Psychologist, Sensory Support, Micro-Technology, English as an Additional Language teacher.
- ✧ If required, ensure that level of intervention is supported through the development of an additional support plan.
- ✧ Review and consider progress with all staff involved, child and parent usually termly, at least annually.
- ✧ Through discussion and review of progress with all staff involved, child and parent identify next steps based on progress.

Stage 4 – External Support – Multi-Agency

Some children may have more complex needs with greater implications for their education over time, and which require a greater degree of co-ordination because they involve a range of agencies beyond those within the school and Learning and Leisure Services.

The Learning Support Co-ordinator will:

- ✱ Agree the support required from Learning and Leisure Services and/or other services outwith such as Health and Social Work, and/or the voluntary sector.
- ✱ If required ensure that level of intervention is supported through the development of a co-ordinated support plan. In these circumstances the Learning Support Co-ordinator will meet with the Head Teacher and the Additional Support Needs Manager to discuss the matter and they would follow the guidelines in the Code of Practice: Supporting Children's Learning.
- ✱ Ensure that the plan is implemented by the staff from Learning and Leisure Services and outwith the school.
- ✱ Review and consider progress with all staff involved, child and parent at least termly for an ASP and annually for a CSP.
- ✱ Through discussion and review of progress with all staff involved, child and parent identify next steps based on progress.

Mr Daniel Murray, Depute Headteacher, is the Additional Support for Learning Co-ordinator. 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 for children with Additional Support Needs. Some children may 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 progress. Parents and young people will be invited to take part in multi agency meetings and their views will be recorded in the plan.

Dispute Resolution

North Lanarkshire Council is committed to resolving any differences of views through discussion, dialogue and building on common ground. If the matter cannot be resolved with the Education Authority you have the right to request mediation. An independent mediation service is available to parents and young people through Resolve (see contact details at the back of this handbook). Mediation is free and independent of the Education Authority. In the event that a disagreement 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 free of charge. The Independent Adjudicator will make recommendations to the Education Authority about how the dispute should be resolved.

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

Spiritual, Social, Moral and Cultural Values

Weekly Assemblies are held in school throughout the session, where the emphasis is on coming together and a sense of belonging. Our school is linked with Flowerhill Parish Church and the chaplain, Gary Caldwell, contributes to assemblies and school services throughout the year. The development of children's moral, spiritual and cultural values is based on North Lanarkshire guidelines on religious observance (1993).

Parents have the right to withdraw their children from Religious Observance by notifying the Head Teacher in writing. Alternative arrangements will be made where possible.

Parents 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.

Equal Opportunities and Social Justice

Equal opportunities are provided for all children irrespective of race, colour, gender or background. All children are actively encouraged to pursue all curricular activities, extra-curricular activities and any special interests they may have. All members of staff are responsible for implementing The Equal Opportunities for All and Race Equality Policy. The school is committed to assessing all policies and practices to ensure there are no negative impact on any group of people. North Lanarkshire Council seeks to provide education of the highest standard as detailed in the Council Pledge. The aim is to reduce deprivation and ensure that those who are disadvantaged benefit as fully as possible from the policies and services of North Lanarkshire Council in ways which are appropriate to their needs and aspirations.

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

Aspirational Vision and Values

Our School Values are RESPECT, ACHIEVEMENT AND ENJOYMENT. We believe that learning should be relevant, purposeful and enjoyable. We work together to equip each child with the skills they need for learning, life and work in an ever changing world. We aim to develop confident individuals, who have high expectations and are proud of their achievements. We are committed to Getting It Right For Every Child. Working with parents and partners, we aim to meet the needs of all pupils in a safe, supportive and inclusive environment. At Tollbrae Primary School, we care about and care for each other, encouraging respectful relationships and actively promoting children's rights. We are committed to sustainability, equality and fairness, and believe that our school communities can make a difference to our world at a local, national and

global level. We are proud of our school and work hard to make Tollbrae Primary School the best that it can be.

Improvement Priorities 2016/17

Priority 1:

Learners will be actively involved in planning, discussing and reviewing their learning through the use of personal learning targets.

Priority 2:

Learners' attainment in the significant aspects of learning in Literacy and Maths and Numeracy will improve as progress is assessed, tracked and moderated against shared standards at school and cluster level.

Priority 3:

Learners at Early Level will develop the four capacities of Curriculum for Excellence through experiencing a Playful approach to learning

Home School Community Links

Close partnership is actively encouraged to ensure children benefit fully from the services on offer.

- ☆ Home/School Communication Diary
- ☆ Opening evenings and workshops
- ☆ Parent Council
- ☆ Induction Programme for Nursery and P1 intake
- ☆ Regular school newsletters, website and blog
- ☆ Harvest Celebration
- ☆ Class Assemblies
- ☆ School Performances

Pupil Voice

At Tollbrae Primary School, we recognise the importance of the pupil voice and ensuring children actively contribute to the decision making process. The school has an elected Sports Committee, Rights Respecting Schools Committee and Eco Committee. The groups meet regularly, representing all pupils by putting forward new ideas, suggestions and agreeing ways of solving problems. At all stages, children are encouraged to volunteer for roles of responsibility. These include; class monitors, buddies, C.H.U.M.S. (Children Helping Us to maintain Safety) and Junior Road Safety Officers. We encourage an enterprising 'can do' attitude in our pupils. All classes take part in at least one Enterprise initiative every year. These range from creating a display of knowledge, organising a school community event, setting up a profit making business or charity fundraising.

School Discipline

The relationship between pupils and teacher is similar to that between child and his or her own parents, requiring mutual trust and respect. The school's Promoting Positive Behaviour and Anti Bullying policy is actively promoted by all members of staff.

A broad outline of how the policy works is given below:

- ✧ At the beginning of the school year teachers form their Classroom Charter through discussion with the children. This will be sent home for parent/child discussion.
- ✧ Each charter has details of the rights and expectations placed on each member of our school community.
- ✧ A Home/School Communication Diary is used to inform parents of their child's behaviour and effort on a daily basis.
- ✧ Each day results in a new start for every child.

We use a Restorative Practice approach to support children in recognizing the affects of and repairing the harm caused as a result of unacceptable behaviour. Whole School and Class Awards, Privilege Time, P7 Passports

and Termly Challenges are used to encourage effort, achievement, respectful behaviour and attendance at school. Although there are a wide variety of supportive strategies in place, there may be occasions where

sanctions have to be applied, this can include suspension or exclusion from school.

Anti-bullying

'North Lanarkshire Council is committed to the belief that every child and young person has the right to grow up free from bullying. We want children and young people to live, learn, socialise and work in an inclusive community where differences between people are valued, people support one another and treat each other with respect, empathy and compassion.'

(NLC

Anti-Bullying Strategy, Bullying: It's Never Acceptable 2012)

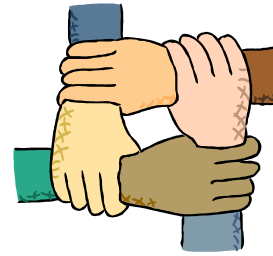
We continue to prevent and address bullying behaviour using the following strategies:

- ✧ Promoting a positive ethos and creating a climate of respect, responsibility and positive behaviour.
- ✧ Raising awareness of rights and responsibilities.
- ✧ Mental, emotional and social health and wellbeing programmes, e.g. Circle Time, Promoting Alternative Thinking Skills, Social Stories, Restorative Practices.
- ✧ Proactive information strategies and campaigns e.g. Show Racism the red card, anti- bullying week, anti-sectarianism strategy.
- ✧ Positive behaviour strategies within the classroom and wider school.
- ✧ Repairing relationships through restorative approaches.
- ✧ Increased playground supervision, peer support and Playground Buddies.
- ✧ Personal support and additional support for those involved.



Parent Helpers

The school is pleased to have the regular support and commitment of a group of parents who lend a hand with day-to-day activities. Any parent is welcome to help on a regular basis or as a helper on school excursions. The experience proves to be valuable for pupils, parents and staff. Parents wishing to become included in these types of activities have to undergo a PVG (formerly Disclosure Scotland) check. This is to safeguard pupils and parent helpers. Please contact the school if you wish to volunteer as a Parent Helper.



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 school's actions in response to Child Protection concerns. If there are any Child Protection concerns the Head Teacher or Child Protection Co-ordinator will follow North Lanarkshire Child Protection Procedures and Guidelines.

Child Protection Co-ordinator is: Mrs Clare Welsh

Telephone No. 01236 794886

You can also contact Social Work directly either by name or anonymously to report your concerns about **any** child's welfare on 0800 121 4114.

School Attendance

Section 30 of the 1980 Education Act places 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. If a pupil is absent for any reason, parents should contact the school office at the beginning of the day and give the child a note on his/her return to school, explaining the reason for the absence.

Family Holidays During Term Time

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 experienced during school holidays
 - Holidays which overlap the beginning or end of term

- Parental difficulty obtaining leave (except in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences). Family holidays with the above similar characteristics will be classified as unauthorised absence. Where the head teacher's prior agreement has not been sought the absence will automatically be classed as unauthorised.

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

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.

The school attendance officer will investigate unexplained absence. The authority has the power to write to, interview or prosecute parents, or to refer pupils to the Reporter of the Children's Hearings if necessary. Parents will be contacted by the school should any problems arise relating to the above procedures.

School Meals Service

A Cashless Cafeteria system operates in the dining room. This offers the pupils a choice of a hot meal or snack, prepared and served on the premises, with additional choices of fresh fruit, home baking, fruit drinks and milk.

Free School Meals

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

Information and application forms for free school meals may be obtained from schools, First Stop Shops and Municipal Buildings, Coatbridge.

Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based).

Employment & Support Allowance (income related), housing benefit, council tax rebate.

As of January 2015, all P1 - P3 pupils are entitled to a free school meal.

Early Years Provision - If your child is aged between 2 and 4 years and attends a North Lanarkshire Council or Partnership Provider Nursery, in the middle of the day, may now or in the future be entitled to a free meal. Parents must be in receipt of any of the qualifying benefits above or in receipt of State Pension Credit or Incapacity and Severe Disqblement Allowance. Your child will also be entitled if they are or have been at any point since their second birthday looked after, the subject of a kinship care or guardianship order.

Packed Lunches

Provision is also made for those pupils who wish to take packed lunches.

The Availability of Special Diets

Diets required as a result of a medical condition (a medically prescribed diet e.g. Coeliac 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 assessed from the child's 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.

School Milk

Only those children whose parents are receiving support will be entitled to free milk. Milk may, however, be available for purchase in the school during the lunch hour.

Clothing and Uniform

Please ensure that your child's name is written on all items, including shoes and bags please.

Tollbrae Primary School

BOYS: Grey/black trousers, white shirt and school tie, purple sweatshirt, white or yellow polo top.

GIRLS: Grey//back skirt or trousers, white blouses and school tie, purple sweatshirt, white or yellow polo top.

PE Kit

Gym shoes / trainers for outdoor PE

Shorts or tracksuit bottoms and t -shirt

Leave jewellery at home.

Earrings should be taped before coming to school.



North Lanarkshire PE Guide for Parents is displayed on our website and a copy of this can be supplied on request.

Tollbrae Nursery Class/Sgoil-àraich Tollbrae

BOYS: Nursery sweatshirt (yellow), purple polo shirt.

GIRLS: Nursery sweatshirt (yellow), purple polo shirt.

The school uniform may be bought Scotcrest, Clark Street, Airdrie. All North Lanarkshire schools must have a dress code which encourages all 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 of 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 damage on other pupils or to be used by others to do so

Parents in receipt of a clothing grant from the Council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances is 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 Seeker's Allowance (income based), Employment and 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.

Transport

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 walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents

who consider they are eligible should obtain an application form from the school or 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 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 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 their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in a loss of the right to free transport.

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 Council's policy stated above. Transport to and from school is provided for pupils resident in the Bankhill, Brownsburn, Cairnhill, Monks Glen and Monklands Estate.

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's website and Twitter.

Medical and Health Care

Routine medical inspections are carried out during Primary 1 by the School Nurse. Parents will be notified in advance regarding appointments. Dental Inspections are also carried out on a routine basis in primary school and parents are offered any necessary treatment for their children although they may choose to go instead to the family dentist.

First Aid Procedures

Schools can deal with routine matters of First Aid. However, in the event of a more serious incident, parents will be informed. Children who receive a minor head injury during the school day will receive a note to take home to parents.

Medical Requirements:

It is necessary that parents inform the school of any particular medical requirements relating to their child. A parental request form must be completed for the daily administration of medicines.

Emergency Contact:

In case of an illness or an accident occurring to your child, it is essential that the name, address and telephone number of an emergency contact is given to the school. It is equally important that this information is kept up to date and the school notified of any change in arrangements.

Snacks / Tuck Shop

You may like your child to have a mid-morning snack. As a school committed to Health promotion, we would ask you to ensure that your child does not bring chewing gum, fizzy drinks, sweets or products which may contain nuts into school.

Water in School

We have water fountains in school which provide chilled fresh water. We encourage our pupils to drink water during the day and ask you to provide a suitable plastic bottle, i.e. one with a retractable drinking spout. Please note that you should ensure that your child brings his/her water bottle home regularly so that it can be washed. Only still clear water is permitted in class.

Security Policy and Procedures

"Our aim is to make our school welcoming, happy and safe for everyone"

At Tollbrae Primary School, staff and pupils think carefully about their own safety.

We welcome visitors to the school and ask them to sign in at our office and wear a visitor's badge. We lock pupils' gates and doors after the start of the school day.

To protect pedestrians and avoid congestion, our school car park is for staff and visitors only.

During a special event, other arrangements are put in place.

To ensure pupil safety, the bus bay on South Biggar Road is for School Buses only. Please do not park or drop off in the bus bay.

We ask all staff and pupils to report any unauthorised person in the school building or grounds.

Staff will not allow pupils to leave the school at lunchtime or during the school day, unless we have parents' permission.

Staff will not allow pupils to leave the school with adults other than parents/carers, unless we have prior permission.

Our school is a 'Mobile Phone Free Zone'. If pupils need to bring their mobile phone to school for emergency use, this must be placed in an envelope stating the child's name and handed in to the school office during school hours.

During adverse weather conditions we open the school building at 8.45am to allow pupils to come in. However this is totally dependent on staffing levels.

Supervision of Playgrounds

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

In Tollbrae Primary School, our playgrounds and dining halls are supervised by the janitor, classroom assistants, ASNA staff and members of the SMT. The same presence is provided during indoor playtimes and lunchtimes.

Road Safety

We actively encourage children to walk or cycle to school. For safety reasons we ask that:

- ✱ cyclists should not ride through school property (this includes the
 - ✱ car park, playgrounds and pedestrian area).
 - ✱ cyclists must wear a helmet and bring a chain to secure their bike during the school day.
- Please note that bikes are left at pupils' own risk.

Bringing Money to School

Please ensure that all monies sent to school are secured either in a purse, bag or envelope, clearly marked with your child's name, the amount, and the purpose of the money. The school is not responsible for money lost by pupils.

The Parent Forum

As a parent of a child at this school you are automatically a member of the Parent Forum. Include e-mail address & website (if any) for the parent council. 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

N.B. Parent Council came into force on 1st August 2007.

The composition of the Parent Council will be determined by the Parent Forum. The headteacher will be the professional adviser to the Parent Council.

The Parent Council's rights and duties include:

- ☆ supporting the work of the school
- ☆ representing the views of parents
- ☆ consulting with parents and reporting back to the Parent Forum on matters of interest
- ☆ promoting contact between the school, parents, pupils, providers of nursery education and the wider community
- ☆ fund raising
- ☆ taking part in the selection of senior promoted staff

- ☆ receiving reports from the headteacher and education authority and
- ☆ receiving an annual budget for administration, training and other expenses.
- ☆ 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.

Chair Person: Mr Stuart McNay

Transfer to Secondary Education

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 in this school normally transfer to:

AIRDRIE ACADEMY
SOUTH COMMONHEAD AVENUE
AIRDRIE ML6 6NX
TELE: 757675
OR
CALDERVALE HIGH SCHOOL
TOWERS ROAD
AIRDRIE ML6 8PG
TELE: 794855

Data Protection Act

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 at Municipal Buildings, Kildonan Street, Coatbridge, ML5 3BT.

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 only part of the address that is transferred. Data is held securely and no information on individual



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

Why do we need your data?

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

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

Your Data Protection Rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

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

Concerns:

If you have any concerns about the ScotXed data collections you can email the school.stats@scotland.gsi.uk or write to the ScotXed Support Office, SGEP, 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.

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 very tight time-scale of 20 working days for the Council to respond. To deal with Freedom of Information requests, this

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.

Complaints

Any complaints about school matters should first be brought to the attention of the Head Teacher and relevant staff. If the complaint is not resolved, a formal complaint may be to Learning & Leisure Services.

Important Addresses

<p>North Lanarkshire Council Learning & Leisure Municipal Buildings Kildonan Street Coatbridge ML5 3BT ☎ 01698 403140</p>	<p>Tim Sharpe/Jackie Cahill Continuous Improvement Officer Learning & Leisure Kildonan Street Coatbridge ML5 3BT ☎ 01698 403140</p>	<p>Thomas O'Hagan Education Officer Learning & Leisure Kildonan Street Coatbridge ML5 3BT ☎ 01696 403140</p>
<p>Carolann McCann Additional Support Needs Manager Municipal Buildings Kildonan Street Coatbridge ML5 3BT ☎ 01236 632363</p>	<p>Airdrie Area Resource Centre Victoria Primary School Airdrie ☎ 01236 638373</p>	<p>Airdrie Social Work Department Coats House Gartlea Road Airdrie ML6 9JA ☎ 01236 757000</p>
<p>NHS Lanarkshire Airdrie Health Centre 117 Graham Street Airdrie ☎ 01236 772200</p>	<p>Councillor Stocks Motherwell Civic Centre Windmillhill Street Motherwell ☎ 01698 302222</p>	<p>Councillor Logue Motherwell Civic Centre Windmillhill Street Motherwell ☎ 01698 302222</p>

You can also get help and advice from:

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

0845 123 2303

info@enquire.org.uk

www.enquire.org.uk for parents and practitioners

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

Resolve - 0131 222 2456
(Independent Adjudicator)

Scottish Independent Advocacy Alliance
Melrose House
69A George Street
Edinburgh
EH2 2JG

Tel: 0131 260 5380

enquiry@siaa.org.uk

www.siaa.org.uk

Reference to Additional Support Needs Tribunal (Scotland)
ASNTS

Europa Building
450 Argyle Street
Glasgow
G2 8LH

Tel: 0845 120 2906

ASNTSinquiries@scotland.gsi.gov.uk

Although this information is accurate at the 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 parents in December each year. It details the current policies and practices of both the council and the school.