

Fairview School



School Handbook

Academic Session 2024/2025

School information

1. Introduction
2. Delineated Area
3. Contact Details
4. School Ethos
5. Parental Involvement
6. Transitions
7. The Curriculum
 - a) Language
 - b) Maths
 - c) Environmental Studies
 - d) Expressive Arts
 - e) Religious Observance
8. Assessment & Reporting
9. Support for Pupils
10. School Improvement
11. School Policies and Practical Information
12. Name of Child Protection Officer
13. Nursery

Introduction

Welcome to Fairview School

Fairview School is the Authority's Additional Support Needs school for children and young people with severe, complex and enduring additional support needs. We cater for pupils with severe social communication difficulties including those on the autistic spectrum. Children and young people (aged 3 - 18) are placed in the school by the Authority in collaboration with parents/carers. Children may access the nursery class prior to their third birthday as part of the home/school transition process. Under the Additional Support for Learning Act 2009, parents/carers have the right to make a placing request to the school which is considered by the placing panel taking account of the school's capacity and the needs of the child/young person.

The school has been purpose built to provide excellent facilities for pupils and staff. It opened in March 2008. The school was inspected by Her Majesty's Inspectors of Education (HMIe) in February 2020 and the report can be accessed on the Education Scotland website, the school website or a copy obtained from the school. The Nursery provision is regularly inspected by the Care Inspectorate and the report can be accessed from the Care Inspectorate website, the school website or a copy obtained from the school.

The purpose of this handbook is to give you a good introduction to the school. It outlines the pupil profile used when deciding if this is the correct placement for a child/young person, the vision values and aims of the school, and the curriculum provided. The school's website will tell you more about the school. Links to websites which will give you more information are provided throughout the handbook and in the table on the last page. If you would like any of these documents in another format or would like a hard copy of them, please do not hesitate to contact us.

We liaise and work closely with our neighbouring schools as part of the development of the ethos of an inclusive campus. We continue to work hard to build our ethos and culture of mutual respect and understanding within our own community and the wider school community which enables us to provide appropriate and exciting learning experiences for the pupils who attend the school.

If there is anything you would like to discuss about the school or arrange a visit, please do not hesitate to contact the school. We look forward to welcoming you.

Leigh Verdot
Head Teacher

Delineated Area

Fairview School serves the whole of Perth & Kinross Council. It is an all through school for children and pupils aged 3– 18. There is a nursery class, primary department and secondary department. The school has capacity for 65 pupils in the school and 6 in the nursery.

Contact Details

Address	Fairview School Oakbank Crescent PERTH PH1 1DF
Telephone number	01738 473050
FAX	01738 634989
Website:	https://blogs.glowscotland.org.uk/pk/FairviewSchool/
Email:	fairview@pkc.gov.uk

Head Teacher

Leigh Verdott
Email
Telephone

fairview@pkc.gov.uk
01738 473050

Depute Head Teacher
Trudie Carstairs

Principal Teachers:
Claire Beatson
Clara Smith

Senior Social Care Officer
Lynn Drysdale

Chair of Parent Council - Ann France

Email fairviewparentcouncil@gmail.com

Working in partnership with parents/carers is a key part of the work of the school and we have an 'open door' policy regarding communication with parents/carers. If a parent has a concern they can share that with us by contacting the member of the Senior Management Team who is the key contact for their child's/young person's class. Parents can contact the head teacher directly, write or email to the school. If there is a concern, we need to know about it so we can work together to resolve it.

Procedure in the case of pupil absence or sickness -

Parents/carers should please contact the school office before 9.00am (and leave a message) to let us know if their child/young person will be absent, this includes for appointments. Members of the clerical team will contact parents/carers by 9.30am if there has not been a communication about absence or sickness.

Complaints procedure

As part of Perth & Kinross Council, our schools are committed to providing high quality services. If something goes wrong or you are dissatisfied with the service provided at your school the Council's **Complaints Procedure** is there to help you.

The Council regards a complaint as 'any expression of dissatisfaction about our action or lack of action, or about the standard of service provided by us or on our behalf.'

Our schools aim to resolve complaints quickly. Should you make a formal complaint to your school you will receive a response at **Stage 1** of our procedure within **five working days**, unless there are exceptional circumstances. If you are dissatisfied with the school's response at Stage 1, you can ask for it to be escalated to the next part of the Council's complaints procedure.

Stage 2 involves an investigation by an Officer appointed by the Head of Education Services. At this stage, Perth & Kinross Council will respond to your complaint **within 20 working days**. If the investigation is going to take longer, you will be contacted and a revised response date will be agreed with you. You will also be kept updated on the progress of your complaint.

If you remain dissatisfied with the outcome of your complaint, you can contact the Scottish Public Services Ombudsman (SPSO). The SPSO is the final stage for complaints about most organisations providing public service in Scotland. Their service is independent, free and confidential.

The SPSO cannot normally look at:

- A complaint that has not completed our complaints procedure
- Events that happened, or that you became aware of, more than 12 months ago

- A matter that has been or is being considered in court.

The SPSO's contact details are:

SPSO
 Bridgeside House
 99 McDonald Road
 Edinburgh
 EH7 4NS

Freepost SPSO

Freephone: 0800 377 7330
 Online contact: @sps.gov.scot
 Website: www.sps.gov.uk
 Mobile site: <http://m.sps.gov.uk>

Additional Support for Learning - Resolving Disagreements

There are routes for resolving disagreements where a child or young person has additional support needs. Further information is available in our **Information Sheet on Resolving Disagreements** available on the Council's website: www.pkc.gov.uk or by contacting **Tel No: 01738 476790**.

Further information on the Council's Complaints Handling Procedure is available on the Council's website: <http://www.pkc.gov.uk/complaints>

Visiting the school –

If there is anything you would like to discuss about the school or arrange a visit, please do not hesitate to contact the school. We look forward to welcoming you.

Communication with parents/carers.

You can communicate with us at any time – we welcome the opportunity to speak directly with parents/carers. There is daily communication between parents/carers and class teachers through the SeeSaw app. We share information about the work of the school and information about children and young people through electronic letters, memos, Groupcall messages on email or text, newsletters, Standard and Quality reports, Parent Council meetings, school events – open days, concerts, prize giving, sports days, Parent/Carer contact evenings, discussions with parents about Individualised Educational Programmes and Child Plan meetings (via TEAMS or in person). We work closely with the Parent Council and we very much appreciate the support we get from parents/carers and wider family members. We seek the views of parents/carers through surveys in conjunction with the Parent Council. We encourage parents/carers to speak with us by phone or in person when they wish to do so.

Please see our parental communication policy for further information:

<https://blogs.glowscotland.org.uk/pk/FairviewSchool/2023/09/28/parental-communication-policy/>

Staff List (2023 – 2024 session)

Senior Management Team Leigh Verdott Trudie Carstairs Lynn Drysdale – Senior Social Care Officer – transition, staffing, transport	Pupil Support Assistants Mrs V Amery Mrs R Barlow Mrs E Boath Mrs E Boyle Mrs Y Brolly Mrs D Bissett Mrs N Colville – Play Assistant
Principal Teachers Clara Smith Claire Beatson	

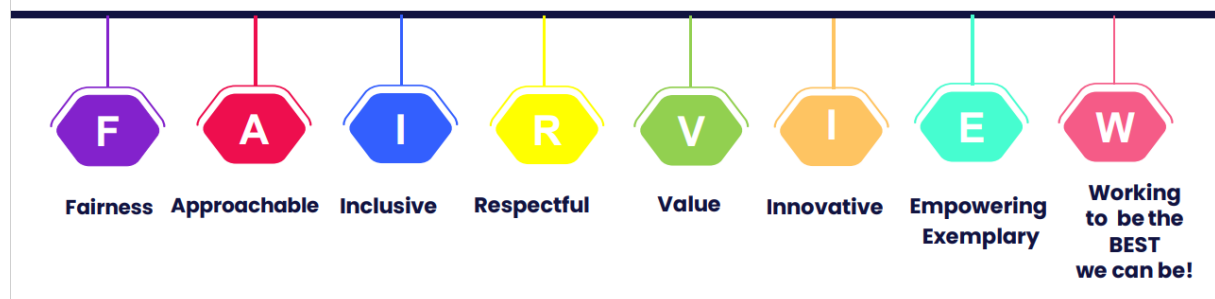
<p>Senior Social Care Officers Hayley Noonan – family engagement, link with Allied Health Professionals Lorna McDougall – Senior Phase/ Skills for Work</p> <p>Developing Young Workforce Coordinator Lorna McDougall</p> <p>Specialist PSA roles Yvonne Brolly – Promoting Positive Behaviour/Rights Respecting Schools/Promoting Play experiences Jemma Oswald– Moving and Handling/Rights Respecting Schools/Promoting Play</p> <p>Community Link Worker Lindsey Harris</p> <p>Outreach PSA Carolann Petrie</p>	<p>Ms S Clarke Ms K Dow Mr A Flett Mrs K Flood Ms J Fraser Mrs A Gilbert Ms L Johnston Mrs A Holden Mrs F Hawkins Ms A James Mr H Kamau Ms A Kladiki Ms A Kelly Mrs J Lamond Mrs T Lawson Ms L Marshall Miss K McLeary Mrs S McLeod Mrs S Mellowship Mrs K Melloy Mrs J Mills Ms D Moyes Ms H Noonan Mrs J Oswald Ms A Paddick Mr G Phin Mrs A Porteous Mrs S Proctor Ms S Razek Ms S Rhind Mrs A Robertson Mrs D Robertson Mrs S Scott Ms K Thomson Mrs K Todd Mrs H Williamson Ms N Young Health/Education Support Ms K March Ms S Crawford</p>
<p>Nursery Class Mrs D Spiers ECP</p>	
<p>Primary Department Miss R Duncan/Mrs C Beatson Miss R Stokes Mr G Staiano</p>	
<p>Transition classes Mr C O'Hagan Mrs T Lindsay</p>	
<p>Secondary Department Mrs McNaughton Mrs E Wilson Mrs Skwierczynska Mrs C Smith/Mrs L Trainor</p>	
<p>Specialist Subjects Mrs K Borland Art Mr S Farmer Physical Education Mrs D Ward Music Mrs E Stewart Brass Instructor Miss R Duncan Non class contact (Eco) Mr Shepherd Non class contact (Eco)</p>	
<p>Clerical Team Mrs M Guthrie Mrs K Stevenson/Mrs C Wheadon</p> <p>Catering Team Mrs A Tarbet Ms S Reid Mrs M Bichowska Mrs W Collier</p>	<p>School Janitor Mr N Cassie Mr D Gavin</p> <p>Leisure Attendant Mr C Downham</p>
<p>Lunchtime Supervisor Mrs R Bradford</p>	<p>School Nursing Service Ms S Rowe Ms K Burns Mrs T Ogilvie Nursing Assistant Mrs Louise Pritchett</p>

We aim to:



- make a difference to our pupils and families
- show compassion, empathy and care to our school community, upholding our values and making everyone feel welcome
- develop opportunities and experiences to develop skills for learning, life and work, preparing our pupils for post school life
- celebrate all progress and achievements
- support and encourage each pupil to ensure they reach their full potential with as much independence as possible
- make pupils feel safe, valued and nurtured ensuring that basic needs and rights are met and everyone is included
- have a positive, calm learning environment that supports pupils physical and emotional wellbeing
- be a voice and advocate for our pupils and families and ensure pupil voice is listened to in whatever form it takes
- be innovative in our practice supporting pupils to **BE THE BEST THEY CAN BE**

Our Values



Within the national context of a Curriculum for Excellence we are committed to ensuring that the children and pupils of the school become

- Successful Learners
- Confident Individuals
- Effective Contributors
- Responsible citizens

In order to fulfil our aims we are committed to working in partnership with parents/carers, allied health and other associated professionals, the wider school and local community. In addition, we are involved in local and national developments which benefit the development and wellbeing of the children and young people in the school. Inherent in the school is the principle of equalities and we ensure children and young people have access to their curriculum entitlements.

We seek to involve all staff, parents/carers and pupils in the work and life of the school, decision making processes and developments.

We work closely with officers of the Education & Children's Services and other Council Departments.

The Quality Improvement Officer for the school is Sarah Stephen who can be contacted at Pullar House.

The school chaplain for the school is Rev Jim Stewart, Letham St Mark's Church in Letham.

We take pride in our outdoor spaces and encourage outdoor learning for all. We work with a number of partners in order to provide a stimulating outdoor environment for children and young people in the school. We also are members of the Viewlands Ventures group. The Perth Kinnoull Rotary Club supports the school every year by providing nursery class and primary department children an opportunity to take part in the Kids Day Out event in June as well as providing other funds to enhance our curriculum. A number of organisations generously donate money to the school each year. As part of class community visits we make use of local amenities, establishments and facilities.

Perth & Kinross Disability Sport and Scottish Disability Sport (at a national level) provides a good framework of sporting opportunities for children and young people in the school – swimming, athletics, dance and boccia. Secondary age young people access Bells Sports Centre for leisure activities as part of their curriculum and we have Young Ambassadors for sport in the school.

We support a number of local, national and international charities and fundraising events.

At the heart of the work of the school is the health and wellbeing of the children and young people and the staff team. Positive relationships build confidence, respect, mutual understanding and creativity. All working together and in partnership with parents/carers and other professional colleagues we seek to enable each child and young person to develop their skills for learning and life. Developing communication skills is, we believe central to the emotional health and wellbeing of everyone. As a staff team, we believe all behaviour is a form of communication and as a result a good deal of work has been undertaken to understand each child and young person. As a result, we have developed personalised profiles and support strategies to enable staff to provide consistency of support and response, a positive learning environment, recognition and celebration of achievement. All of this can only be achieved by both recognising that a holistic approach to understanding children and young people and their development requires to have a collaborative and child/young person-centred approach to meeting needs. This is achieved by working in partnership with parents/carers and a range of allied health professionals – therapist and medical colleagues - and educational colleagues. We very much believe that the child/young person is at the centre and that by working together we can get it right for everyone.

The school is recognised as a 'can do' school and parents have reported that they feel confident in the school and the opportunities and experiences children and young people have. They also feel supported by the school.

Parental Involvement

- We work hard to ensure that parents/carers are totally involved in the learning and achievement of their child/young person. We respect the primary role parents/carers have in the development of their child/young person and with our professional colleagues aim to ensure we work closely together to enable all children/young people to achieve.
- The school is committed to being an 'open' school with direct and easy access for all parents and carers. We will aim to respond to any query, question within 24 hours, and will strive to develop a range of tools for continuous engagement.
- Discussion and feedback from parents/carers is vital to the development of the school and we enable parents to provide us with their views, comments and information through Seesaw, their views through additional support needs procedures, response sheets for the standards and quality report and school reports.
- Through the parent council we discuss the school improvement plan, standard and quality report, guidelines, information booklets for parents/carers, nursery and school handbook. We seek the views of Parent Council members regarding social and cultural opportunities being organised.
- We have a Senior Social Care officer dedicated to the role of Parental Involvement who, along with the community link officer, offers events, training to parents and opportunities

for parents to get together. The school recently won an Education Scotland award for family engagement.

<http://www.pkc.gov.uk/parentalinvolvement>

Transitions

Admissions to the school can take place at any time during the course of the school year. A pupil profile has been developed for the school. In collaboration with parents/carers, children/young people are placed in the school in line with authority procedures. Under the Additional Support for Learning Act 2009, parents/carers have the right to make a placing request to the school which is considered by the placing panel taking account of the school's capacity and the needs of the child/young person.

All children and young people will:

- Have been identified as having severe, complex, multiple and enduring factors leading to a range of additional support needs.
- Have severe social communication difficulties including those on the autistic spectrum.
- Need a personalised curriculum not usually found in mainstream schools.
- Have their attainment recognised through individual targets as well as undertaking ASDAN and SQA National 1 and 2 awards and wider achievement awards as relevant.
- Need planned input from multi-agency partners – health, social work and the voluntary sector
- Be placed in the school by the authority using guidance in line with the Additional Support for Learning Act 2009.

Any transition into the school is personalised to meet the needs of the child and young person.

Parents are encouraged to visit the school, see the facilities and discuss any issues they may have with senior managers. They can visit the school over a period of time and on a number of occasions.

Home to school transitions are managed through the Additional Support for Learning Act procedures by establishing the nature of additional support needs, enabling 'taster' sessions in before the agreed starting time.

Transition into the primary department can take place from nursery but may be at other stages. Again, this process is personalised for each child through the Additional Support for Learning Act procedures taking account of educational needs.

Transitions into the secondary department can take place at the P7 stage but may be at other times. Again, this process is personalised for each young person through the Additional Support for Learning Act procedures taking account of educational needs.

The transition days in June – when P7 pupils attend their chosen secondary school – is used differently in Fairview School. We take this opportunity for all children/young people in the school to move up into their new classes (over a number of sessions) with their class teams. This gives the opportunity for children, young people and class teams to begin the process of getting to know one another before the new sessions begins.

Post school transitions are personalised and supported through the SCOPE Team and the Senior Social Care Officer with a remit for transition in consultation with parents/carers and where relevant young people.

The Curriculum

The purpose of Curriculum for Excellence (<https://www.pkc.gov.uk/article/17339/What-is-Curriculum-for-Excellence->) is to enable children and young people to develop the four capacities as successful learners, confident individuals, responsible citizens and effective contributors.

In Fairview School the purpose of the curriculum is to enable each child and young person to become as appropriately independent as possible through continuous development of the four capacities. The ethos and life of the school community is structured to enable children and young people to learn and practise lifeskills as part of their daily routines. This includes eating and drinking, moving independently around the school, personal care, personal safety and social etiquette. The development of children and young people is at the heart of our learning provision.

The curriculum of the school is planned within the principles and guidelines of Curriculum for Excellence. Ensuring opportunities to develop skills for learning, skills for life and skills for positive destinations post school is central to the opportunities, tasks and contexts.

The curriculum within Fairview School

- Is defined as 'the totality of all that is planned for children and young people throughout their education'.
- Is inclusive and reflects the individual and collective needs of the children and young people who attend the school from ages 3-18.
- Is a stimulus for personal achievement and gives children and young people broad experiences and opportunities to take individual responsibility
- Is underpinned by the principles and entitlements of Curriculum for Excellence
- Enables children and young people to develop skills for learning, skills for life and for moving into positive destinations post school

Relevant Literacy, Relevant Numeracy and Health and Wellbeing are core areas of development of skills for children and young people and are tailored to meet needs based on professional judgement and assessment. Often literacy, numeracy and health and wellbeing are not taught as discreet subjects but built into relevant, interdisciplinary opportunities. Long term and short term targets are set for children and young people. Individualised My Learning Plans are developed under the headings of; My Communication, Interaction and Literacy skills; My Wellbeing (Physical, Social and Emotional); My Creativity, Independence and Vocational skills; My Play, Leisure and Choices; My Thinking, Problem solving and Numeracy Skills and My Community. Discussion, as relevant, is undertaken with Speech and Language Therapists, Occupational Therapists and Physiotherapists to inform this process. Parents/carers play an active role in agreeing these targets.

Literacy (My Communication, Interaction and Literacy skills)

Relevant literacy experiences (including the use of the Milestones) have been selected by the school as a basis of planning which are tailored to individual needs based on professional judgement and partnership working. Functional communication skills are a major focus across the school. These inform the learning in each class and teachers plan smaller steps to enable children and young peoples' progress to be evaluated and celebrated.

Numeracy (My Thinking, Problem Solving and Numeracy skills)

Relevant and functional numeracy experiences (including the use of the Milestones) have been selected by the school as a basis of planning which are tailored to individual needs based on professional judgement and partnership working. These inform the learning in each class and teachers plan smaller steps to enable children and young peoples' progress to be evaluated and celebrated.

Health and wellbeing (My Wellbeing (Physical, Social and Emotional))

Health and wellbeing includes:

- Specific areas of development for children and young people

- Ongoing developments for individual children in nursery and primary classes
- Physical education programmes
- Swimming and rebound therapy for nursery and primary aged children
- Swimming, rebound therapy and choice afternoons for secondary aged young people.
- Self-regulation and emotional awareness
- Keeping ourselves safe (relationships and sexual health)
- Play, including access to the Clown Doctors for some young people

The health and wellbeing of each child/young person is central to the life and work of the school and we work hard to ensure that they are safe, healthy, achieving, nurtured, active, respected, responsible and included. This is reflected in the relationships between adults and learners, the protocols and programmes in place to develop personal awareness of the environment, personal safety, social communication skills and personal independence.

Relationships, Sexual Health and Parenthood (RSHP) Education at Fairview

A rights-based approach - Learning about relationships, sexual health and parenthood is the right of every child and young person. What this learning looks like will vary significantly for each learner. It is important for learners that there is a close relationship between school and home when it comes to RSHP education. This will ensure everyone works together to promote independence, personal safety and wellbeing for every child and young person.

Throughout the school year your child will take part in RSHP education. This programme covers a range of themes including: - My Body, Puberty, Personal Hygiene, Gender, Relationships, Personal Space and Boundaries. The class teachers will work at an appropriate age and stage for individual pupils. Each pupil will have their own individualised programme and the termly focus will be shared on My Learning profiles.

- The school's nursing team provide further supports for children and young people and there are also a range of clinics held in the school.

Citizenship (My Community)

Under the heading of citizenship are the learning opportunities which further promote the breadth and entitlement of experience for children and young people. They include:

- The cycle of interdisciplinary learning for nursery and primary classes. This cycle ensures that over three years all subject areas are included.
- Almost all curricular areas in secondary classes: Expressive Arts, Technologies, Social Cultural, Social Sciences, choice afternoon activities.
- Whole school experiences such as ECO, Rights Respecting Schools, Health and Wellbeing, Pupil Council, Specific Challenges
- Real life learning situations such as community visits

We have frequently regained our ECO Green Flag School status and are always looking at how to improve and continue to embed the ECO philosophy in the work of the school.

In addition, in October 2023 we were awarded our Gold Award for Rights Respecting Schools as well as being awarded Inclusion Ambassadors (special school category) by Children in Scotland in September 2023.

As we continue to develop the curriculum, children and young people will continue to have the opportunity to participate in appropriate, relevant and exciting learning experiences, including work experience. We work closely with our allied health professional colleagues to ensure tasks are set at an appropriate level of challenge for children and young people.

Multi-sensory approaches, technologies and real-life learning contexts are central to the work of the school. Children and young people are encouraged to be as independent as possible in their learning and their personal and social development.

During the week nursery and primary children participate in rebound therapy, swimming, expressive arts, group music and lifeskills. Secondary age pupils participate in choice

afternoons. They can select to participate in a wide range of activities. The range of activities is reviewed to enable opportunities and interests to be taken up.

Primary Department

Relevant skills for life, learning and work is at the core of learning across the school building on the four capacities of CfE. The curriculum of the primary department is organised into a three year cycle of interdisciplinary learning contexts based around 3 learning pathways – a sensory pathways, a life skills pathway and a towards independence pathway. Play is a major focus as a vehicle to develop a wide-range of skills in the primary school. Developing an understanding of a young person's sensory profile is vital across the school. These enable children to encounter, explore, experience and learn about different curricular areas. These carefully planned opportunities give children the opportunity to develop skills, gain confidence and success. Some children may link with schools in their local community, as appropriate. This is organised on an individual basis. Community visits and outings play an important role in lifeskills development.

Secondary Department

As children move from P7 into S1, their curriculum will continue to develop at an appropriate level and pace and build on their achievements in the primary years. Those children who join the school from a primary school other than Fairview School will have the opportunity to visit and become familiar with the school as part of their transition arrangements.

Within the context of the campus young people may have the opportunity to participate in learning experiences in other settings in order to ensure skills are embedded across a range of contexts. As part of the secondary experience young people may access Woodlea Cottage as part of a living skills programme and develop skills for work and life.

S1 to S3

During these three years young people continue to develop their knowledge and skills within curriculum for excellence guidelines as part of their broad general education. A choice afternoon provide opportunities to follow interests and to work in interdisciplinary areas of the curriculum.

S4 – S6

From S4 onwards, young people will have opportunities to have their achievement recognised through ASDAN Awards and National Qualifications as appropriate and relevant to them.

Over the course of S5 and S6, the curriculum emphasis is preparation for life after school. The focus is on developing life skills, independence and confidence in the wider community, including relevant work experience.

Wider Achievement

Wider achievement is recognised through, Dynamic Youth, High 5 Awards, Sports Leaders, Personal Achievement Awards, Prize Giving, a range of after school activities and Duke of Edinburgh Awards. We are also keen to celebrate the achievements of children and young people that happen outside of school hours.

Religious/Moral Education

This programme is part of citizenship and takes account of beliefs and values in social, cultural, spiritual and religious contexts. Traditions and practices inform the social cultural approach taken in enabling children and young people to encounter, experience and learn about world religions. Through the focus of Christianity and other major world religions, important stories from these religions are used to broaden the experience of children and young people. They will also be encouraged to experience and learn about the social and cultural customs and practices that go with these religions. Our aim is to enable children and young people to experience and know about values and different viewpoints and to develop an understanding of diversity and tolerance.

Parents/carers have the right to withdraw their child from attending Religious Education. Any parent/carer wishing to do so should discuss this with the Head Teacher. Alternative

arrangements will be made.

Religious Observance – There is a weekly Get Together for the primary and secondary departments. This is led by the SMT and individual classes. In addition, at arranged times throughout the session, the school Chaplain may attend and contributes to the programme. Children and young people will experience religious celebrations from different beliefs through topic based work in class. Parents/carers are able to exercise their right to withdraw their child/young person if they wish.

Assessment & Reporting

Assessment of children's and young people's progress is ongoing through individual tracking and planning. Individual My Learning Plans are produced under the headings of; My Communication, Interaction and Literacy skills; My Wellbeing (Physical, Social and Emotional); My Creativity, Independence and Vocational skills; My Play, Leisure and Choices; My Thinking, Problem solving and Numeracy Skills and My Community. Parents/carers are closely involved in the setting of targets and in also discussing progress. Teachers use a variety of assessment methods and record progress in a range of ways which are relevant to each individual pupil and will be discussed with parents. Each child/young person has their own profiles on Seesaw which are updated regularly. Photographs and videos are shared with parents and carers to highlight the achievements from the My Learning Plan. Children/young people are involved in recognising their achievement in a variety of ways which take account of their learning style. As well as highlighting key achievements this profile can be used to reflect the voice of the child/young person at their additional support needs review. The annual review gives parents/carers comprehensive information on the strengths, factors and needs of their child/young person. In getting it right for every child, where appropriate children/young people may attend the review as part of this information sharing and update. Where relevant, reports are provided for parents by therapist colleagues as part of the review process.

Parents/carers can meet with senior managers at any time and are encouraged to meet with class teachers for My Learning discussions at any time this would be helpful. There are two parent/carer evenings per year. An annual written report is published in the summer term.

Support for Pupils

As part of the school's ethos supporting children and young people is a central role of the school. Each class has a link member of the senior management team who has overall responsibility for discussion with class teachers, support arrangements for children and young people, planning for and monitoring progress of children and young people in their designated classes. They would also be responsible for the pastoral care of the children/young people in their link classes. Children and young people who are absent from school for extended periods may be offered to link in with the Community Link worker to take part in learning activities at home.

The school has four child protection officers – Leigh Verdot, Trudie Carstairs, Claire Beatson and Clara Smith.

Children and young people are supported in classes and throughout the school day by consistent and skilled staff teams. On average each class is made up of 6 pupils and is supported by 1 class teacher and 3 pupil support assistants.

The relevant senior manager chairs the additional support needs review. They would also co-ordinate a co-ordinated support plan.

For further information:

<http://www.pkc.gov.uk/article/17278/Schools-additional-support->

Parents/carers can obtain further information from sources below

(a) Children in Scotland: Working for Children and Their Families, trading as "Enquire – the

Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527;

Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0345 123 2303

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk

Enquire provides a range of clear and easy-to-read guides and factsheets including The parents' guide to additional support for learning.

(b) Scottish Independent Advocacy Alliance (<http://www.siaa.org.uk/>), a charitable body registered in Scotland under registration number SC033576; and

(c) Scottish Child Law Centre (<http://www.sclc.org.uk/>), a charitable body registered in Scotland under registration number SCO12741.”

School Improvement

The school produces an annual Standard and Quality Report which outlines the progress that has been made in development planned for that session in the School Improvement Plan. The Standard and Quality Report also outlines the development priorities for the next session. All parents/carers are sent a copy of the report and if they would like a copy of the full School Improvement Plan this will be sent to them.

The Parent Council are fully involved in the creation of these documents.

Our latest reports can be found on our School Website:

<https://blogs.glowscotland.org.uk/pk/FairviewSchool/>

Other useful websites:

<https://www.sqa.org.uk/sqa/70972.html>

<https://www.dofe.org/>

<http://scqf.org.uk/>

<https://www.asdan.org.uk/>

<https://sportscotland.org.uk/schools/active-schools/>

<https://www.sportsleaders.org/>

<https://www.youthscotland.org.uk/awards>

www.careinspectorate.com

http://www.pkc.gov.uk/media/40989/Anti-Bullying-Strategy/pdf/Antibullying_Strategy_1_.pdf?m=636471161244000000

School Policies & Practical Information

There are a range of parent guides which outline guidance/procedures on a number of key areas regarding the work of the school and the health and wellbeing of children and young people. These can be found on the school's website.

<https://blogs.glowscotland.org.uk/pk/FairviewSchool/>

Authority Education Policies and Services

The authority website provides information on policy.

Grants and benefits to include free school meal entitlement, clothing grants, transport, music tuition and Education Maintenance :

<https://www.pkc.gov.uk/article/17282/Schools-and-nursery-grants-and-benefits>

Information of Educational Psychology Services

<http://www.pkc.gov.uk/eps>

School Meals and free fruit

<http://www.pkc.gov.uk/freeschoolmeals>

Education Maintenance Allowance – can be applied for at the point of age 16 (see website for annual eligibility dates and criteria)

<https://www.pkc.gov.uk/article/17408/Education-Maintenance-Allowance>

Many pupils from Fairview School access SHIP after school club – based at Fairview School – and SHIP holiday club.

<https://www.ship-perthshire.co.uk/active-monkeys>

Arrangements for Emergency Closure

EARLY CLOSURE (DURING THE SCHOOL DAY):

SEVERE WEATHER CONDITIONS - HEAVY SNOW, WIND, FLOODS

If the school has to close during the school day, parents or emergency contacts will be informed via a newly established text service to mobile phones and by email: **please ensure that the school office has an up to date mobile phone number and email address for you.** Our school website, twitter feed and Parent Council Facebook page will also be used.

CLOSURES OUTWITH SCHOOL HOURS:

SEVERE WEATHER CONDITIONS

This link below will detail information about school closures:

<http://www.pkc.gov.uk/schoolclosures>

Our website and twitter feed will also be updated. **Groupcall may be used in some circumstances and parents should make sure mobile phone numbers are kept up to date.**

In the event of the school remaining open during heavy snow, parents should make the decision of whether or not to send their child to school based on the safety of walking conditions on the roads and pavements and transport arrangements; our school playground will be in a similar condition.

EMERGENCY ARRANGEMENTS

In the event of an emergency, (e.g. if your child becomes ill or has an accident) or in exceptional circumstances, the school may need to contact parents or emergency contacts; on rare occasions it may be necessary to send every child home. It is, therefore, most important that parents keep the school informed promptly about any change of address, telephone number or place of employment as well as any changes regarding emergency contacts. Forms are available from our school office.

ORGANSISATION OF THE SCHOOL DAY

Fairview Nursery offers full time placements, term time from 9am-3pm.

The primary day is 9– 3pm.

Lunch is 12.00 – 12.45pm with break at 1030-1045.

The secondary day is 9.00 – 3.30pm with break at 10.45 – 11.00 am and lunch 12.30 – 1.15 pm.

Name of Child Protection Officers

Leigh Verdot – Head Teacher

Trudie Carstairs - Depute Head

Claire Beatson – Principal Teacher

Clara Smith - Principal Teacher

GIRFEC

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people. Wellbeing is described by 8 'indicators':

Safe	Healthy	Achieving	Nurtured	Active	Respected
Responsible	Included				

These eight words help everyone to understand wellbeing in the same way and use the same language to talk about it. Sometimes the initials of the words are used, and the wellbeing indicators are referred to as SHANARRI.

The vast majority of Scotland's children and young people get all the help and support they need from within their families and their wider, local communities. But at times a child, young person or family might need extra help or support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get the help or support that they need. Within schools, key staff are available to children, young people and their parents/carers to provide help. advice or support should they choose to make use of it.

The Child or Young Person's Plan is one single plan which coordinates all the services and agencies involved in supporting a child/young person, will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.

Nursery

Children are offered provision in the nursery by the authority in close collaboration with parents and other professionals. Prior to starting nursery, an additional support for learning meeting is organised. The purpose of this meeting is to establish the additional support needs of the child. Children attending the nursery class will have some 'taster' sessions as part of their transition to the nursery class at age 3. A personalised approach is taken to ensure a smooth transition and from age three onwards children are offered five sessions per week.

The nursery class is registered with the Care Inspectorate.

Within the context of the overall vision for the school the nursery class has its own set of aims. These are to:

- accept each child as they are, a unique individual
- Provide a safe, secure and stimulating environment which encourages each child to be an active learner.
- plan a personalised programme for each child within the principles of a curriculum for

excellence

- Enable each child to learn at his/her own pace.
- work as a team, collaborating with other professionals to ensure support for all children
- Value parents as partners in their children's education and offer support and help to families.

Parents/carers are encouraged to be in close communication with the class team. The class team consists of an ECP, Pupil Support Assistants, a play assistant and there is also a member of the senior management team (Principal Teacher – Claire Beatson) who is linked with the class. Parents/carers are very welcome to visit the school and talk to staff. They are given opportunities to meet the professionals who support their child in a range of ways. Information is exchanged daily through the use of SeeSaw. My Learning plan discussions, Child's Plan meetings and parent/carer contact evenings provide further opportunities for parents/carers to be closely involved in decision making processes. We encourage parents/carers to be as involved as possible in the education of their child and the work of the nursery.