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Dear parents,

Schools are a vital part of every community, and in Renfrewshire we want all children to have a chance to succeed. Through the Council's work with the Tackling Poverty Commission and as an Attainment Challenge authority, we are already seeing increases in pupil attainment, more young people going on to employment, training, or further and higher education after leaving school and a reduction in exclusions.

More and more, we are working in partnership with others as we work towards getting it right for every child. As a Council, we are ambitious for the children and young people of Renfrewshire.

This handbook outlines the current policies and practices of the Council and the school. At the back of the handbook, you'll find details of other websites which may be of interest. You can also find information about schools in Renfrewshire on the Council's website.

I hope you find this handbook a useful source of information about education in Renfrewshire and about your child's school in particular.

Yours sincerely

A handwritten signature in purple ink that reads "Peter Macleod".

Peter Macleod
Director of Children's Services

Welcome from the head teacher



Dear Parents

A warm welcome to you whether your child has joined us at West Primary for the first time or has resumed his or her education here. I hope you enjoy reading our school handbook and find it informative. It tries to give you some indication of the full curricular programme your child will encounter while at West Primary. We aim to provide a balanced, structured programme of learning which will allow your child to progress at his or her own pace while ensuring equal opportunities for all. We embrace the principles and philosophy of A Curriculum for Excellence and aim to create as many opportunities as possible for your child to develop and grow.

The staff at West Primary will aim, at all times, to provide a quality service for you and your child. We aim to provide a safe and secure environment where effective teaching and learning can take place.

It is also our aim to work in partnership with parents to create trust and understanding to help all children achieve their full potential.

If you have any concerns regarding your child's education, please do not hesitate to contact the school. We will do our very best to help.

Yours sincerely

Lynn Ferguson

Lynn Ferguson

Head Teacher

School aims

**Our vision is to provide the best educational experience we can,
in a safe, nurturing environment.**

In West Primary School, we aim to be:

- **Educational**
- **Inclusive**
- **Caring**
- **Supportive**
- **Friendly**

We aim to provide programmes of learning which take account of the capacities and principles of Curriculum for Excellence which will result in happy, balanced, healthy children who will be well mannered and considerate of the welfare of others, will have the ability to make rational choices and will be able to work within a group or independently as the occasion arises. Throughout the curriculum, children are encouraged to be enterprising in their approach and are regularly involved in decision-making about their learning.

Service Pledges

Standards and expectations

We will:

- offer all children and young people in our catchment area a free school place;
- provide school premises which meet health and safety standards;
- provide information on your child's progress;
- provide religious and moral education for your child;
- give support and encouragement for parents to be involved in school life;
- provide regular information on school activities; and
- provide 25 hours of class contact time in each normal school week for pupils of primary-school age.

Pupils will have opportunities for:

- personal and social development;
- music, cultural activities and creativity;
- access to healthier lifestyles and sports activities; and
- community involvement.

You can also expect us to:

- provide a formal written report on your child's progress;
- provide an annual report on progress within the school improvement plan;
- give you an opportunity to have a formal meeting with your child's class teacher or teachers;
- strive to meet your child's needs; and
- provide regular reports on the quality of the school.

How can you help?

By law, you must make sure your child receives education.

As a parent, you can help your child by:

- making sure your child goes to school regularly;
- encouraging and supporting your child with any homework given;
- showing that you are interested in how your child is getting on at school;
- encouraging your child to respect the school and the whole school community; and
- being involved in the school.

The Act uses the broadly framed definition of 'parent' set out in the 1980 Act. This is as follows:

"Parent" includes guardian and any person who is liable to maintain or has parental responsibilities (within the meaning of section (13) of the Children (Scotland) Act 1995) in relation to, or has care of a child or young person;

This is a wide definition which might, by way of example, include:

- non-resident parents who are liable to maintain or have parental responsibilities in respect of a child;
- carers who can be parents;
- other with parental responsibilities, e.g. foster carers, relatives and friends who are caring for children and young people under supervision arrangements; and
- close relatives, such as siblings or grandparents caring for children who are not looked after or are under home supervision arrangements

Everyone who is a parent, as defined in terms of the 1980 Act, has rights under the Act. This includes the right to receive advice and information about their child's education, general information about the school, to be told about meetings involving their child, and to participate in activities, such as taking part in decisions relating to a Parent Council. Education authorities and schools should treat parents equally, the exception to this general requirement being where there is a court order limiting an individual's exercise of parental rights and responsibilities. It is for education authorities to advise schools on the application of these rights in individual cases.

About our school

School staff

Senior Management Team

Head Teacher - Mrs Lynn Ferguson

The Head Teacher has full responsibility for the successful management of West Primary School, the Nursery and the Language Centre and maintains an overview of attainment and achievement throughout the school. She has responsibility for Religious and Moral Education and Social Studies. She will be happy to answer any questions anyone may have. Certain tasks have been delegated to the very capable team of promoted staff.



Depute Head Teacher (Lower School) - Mrs Vicki Wiszniewski

Areas of responsibility include day-to-day management & pastoral care for Nursery, Primaries 1, 2 & 3, Language Co-ordinator, the development & progression of Global Citizenship, Eco Schools and International Education. Her remit also includes management of Classroom Assistants and supporting and mentoring probationer teachers.



Depute Head Teacher (Upper School) - Mrs Jacqueline Carberry

Areas of responsibility include the progression and development of Mathematics, Relationships and Sexual Health, Equality and Fairness. In addition, the DHT (upper school) has responsibility for pastoral care and support for Primaries 4 - 7 and is the co-coordinator for continuing professional development of staff. She has responsibility as co-ordinator for Additional Support Needs including managing ASN Assistants and supports students and young people on work experience placements.



All members of the management team share the responsibility for target setting, monitoring progress of the curriculum, raising attainment and achievement throughout the school and ensuring effective strategies for promoting positive behaviour are in place.

The remits for our Principal Teachers are as follows: -

Principal Teacher (Lower School) – Ms Emma Hartley

Pastoral Care Nursery Classes and Primary 1,2 & 3
Monitor Progress of Maths
ICT Development
Promotion of Active Learning
Technologies
Monitor Progress of Language
Support Nursery/P1 Transition
Expressive Arts
Website



Principal Teacher (Upper School) – Mrs Francesca Park

Pastoral Care Primary 4, 5, 6 & 7
Science
Critical Skills
Monitor Homework Diaries
Developing the House System
Health & Wellbeing – including PE
Modern Foreign Languages Co-ordinator
School Clubs



Acting Principal Teacher (Language Centre) – Mrs Siobhan Fraser

Day-to-day management of the Language Centre. Effective liaison with parents, base schools, other professionals and outside agencies. Teaching responsibility for children in the Language Centre. Ensuring clear guidelines for curricular progression. Monitoring and evaluating the needs of the children in the Language Centre.

Office Staff

Mrs Cheryl Collins – Senior Clerical Officer

Miss Georgia Bell – Clerical Assistant

Vacancy – Clerical Assistant

The Office staff provide day-to-day business support for the school. They will often communicate directly with parents on behalf of the Senior Management Team.

Teaching Staff	Mrs	S	McLean	P1c	Room 27
	Ms	E	Hartley (Principal Teacher)	P1a	Room 30
	Mrs	E	McPherson	P1b	Room 26
	Mrs	C	Burns	P2a	Room 3
	Mr	J	Johnston	P2b	Room 1
	Mrs	J	Moore	P3a	Room 11
	Mr	A	Minshall	P3b	Room 12
	Miss	C	Wilson	P3c	Room 13
	Miss	M	Gemmell	P4a	Room 16
	Mrs	J	Altan	P4c	Room 15
	Mrs	L	Reid	P4b	Room 14
	Miss	K	Jones	PEF	Room 16
	Mr	K	McDonough	P5a	Room 18
	Mr	G	Black	P5b	Room 20
	Miss	H	Ritchie	PEF	Room 19
	Mrs	R	Campbell	P6a	Room 7
	Mrs	J	Terris	P6b	Room 10
	Mrs	F	Park (Principal Teacher)	P7a	Room 8
	Mr	C	Carson	P7b	Room 6
	Mrs	M	Clark	P7c	Room 9
	Mrs	I	Morrison	NCCT	Cover
	Mr	K	McGuffie	NCCT	Cover
	Miss	S	Gibson	NCCT	Cover
Language Centre	Mrs S Fraser, Miss R Lees, Mrs J Dokter, Mrs M McNally (ASNA)				
Nursery	Mrs D Johnston, Mrs D McIntosh, Mrs F Simpson, Mrs K Trotter, Miss C Cowden				
Home link Worker	Mrs M McGuire				
Inclusion Support Assistant	Mrs G Scott				
Business Support Officer	Mrs K Hill				
Clerical Staff	Mrs C Collins, Miss G Bell, Vacancy				
Classroom Assistants	Mrs C Park, Mrs M Robinson, Mr G Hunter, Ms L Mullen, Mrs J McQuarrie				
Classroom Assistants ASN	Mrs E Cunningham, Mrs C Young				
Music Specialists	Mrs C McGilvray				
Janitors	Mrs Anna Gilmour & Mrs Alison Gilmour				

School information

West Primary School Telephone 0141 889 5350
Newton Street Fax 0141 840 5180
Paisley
PA1 2RL

Email westenquiries@renfrewshire.gov.uk
Website www.west.renfrewshire.sch.uk



Current Roll	425
Predicted Roll (2018/2019)	450
Estimated Intake at P1	2019 60
Total Capacity	675

Parents should note that the working capacity of the school might vary dependent upon the number of pupils at each stage and the way in which classes are organised. The school is co-educational and non-denominational covering Primary 1 to Primary 7.

Current School Roll for Each Year Group:

P1	P2	P3	P4	P5	P6	P7
65	46	59	71	59	60	65

West Primary is a large and busy school that houses not only our 18 primary classes, but also a Nursery Class, School Age Language Unit and Assessment & Development Class, Right2Dance, a Community Learning & Development wing and Maxwellton Park Partnership Nursery.

To accommodate wheelchair users the school has ramps situated at the Main entrance, Maxwellton Park Partnership Nursery entrance and at the Primary 3 entrance. We also have a disabled toilet for use of authorised persons. For security purposes, the school operates a single door entry system and all visitors to the school are requested to sign in and out stating times of arrival and departure from the building.

School day

Morning	9.00am	to	12.15pm
Interval	10.30am	to	10.45am
Lunch	12.15pm	to	1.00pm
Afternoon	1.00pm	to	3.00pm

Primary 1 pupils attend school on a full-time basis from the first day of term in August.

School year

First Term	Return date for Teachers	Tuesday 13 August 2019 (IS)
	In-service Day	Wednesday 14 August 2019 (IS)
	Return of Pupils	Thursday 15 August 2019
	September Weekend	Friday 27 September 2019 and Monday 30 September 2019 (inclusive)
	In-service Day	Friday 11 October 2019 (IS)
	Schools closed	Monday 14 October 2019 to Friday 18 October 2019 (inclusive)
	Schools re-open	Monday 21 October 2019
	St Andrew's Day	Monday 02 December 2019
	Schools re-open	Tuesday 03 December 2019
	Christmas / New Year	Monday 23 December 2019 to Friday 3 January 2020 (inclusive)
Second Term	Schools re-open	Monday 06 January 2020
	In-service day	Friday 07 February 2020 (IS)
	Mid Term break	Monday 10 February 2020 to Tuesday 11 February 2020 (inclusive)
	Schools re-open	Wednesday 12 February 2020
	Spring Holiday	Friday 03 April 2020 to Friday 17 April 2020 (inclusive)
Third Term	Schools re-open	Monday 20 April 2020
	In-service Day	Friday 01 May 2020 (IS)
	May Day	Monday 04 May 2020
	Schools re-open	Tuesday 05 May 2020
	May weekend	Friday 22 May 2020 and Monday 25 May 2020 (inclusive)
	Schools re-open	Tuesday 26 May 2020
	Last day of session	Monday 29 June 2020

Teachers return Wednesday 12 August 2020.

School in-service days

- Tuesday 13 August 2019
- Wednesday 14 August 2019
- Friday 11 October 2019
- Friday 07 February 2020
- Friday 01 May 2020

School dress

Renfrewshire Council encourages each school to adopt a dress code after discussion with parents, pupils and the parent council. The council supports an agreed dress code because of the benefits it brings, including improvements in safety, security, discipline, ethos and community spirit, and a decrease in bullying and expense for parents.

Some types of clothing will not be allowed in school for reasons of safety, decency or indiscipline. Types of clothing, which will not be allowed, include:

- clothes which are a health or safety risk;
- clothes which may damage the school building;
- clothes which may provoke other pupils;
- clothes which are offensive or indecent; and
- clothes, which encourage the use of alcohol or tobacco, or other inappropriate substances.

Pupils will not be deprived of education, any benefit or access to examinations because of not wearing school uniform.

Our uniform consists of:

Boys

Royal blue blazer
Grey trousers
White, blue or grey shirt
School Tie
Grey jumper
Blue fleece
Blue polo shirt
Blue sweatshirt
Grey or white socks

Girls

Royal blue blazer
Grey skirt or pinafore
White, blue or grey blouse
School Tie
Grey jumper or cardigan
Blue fleece
Blue polo shirt
Blue sweatshirt
Grey or white socks



P.E. Kit for boys and girls – T-shirt, shorts and gym shoes/trainers

In the interests of health and safety, of both individual and others present, all jewellery, including body jewellery, must be removed before taking part in physical education lessons or physical activities.

Grants for footwear and clothing for children are available to parents receiving certain benefits. Please see the council's website:

<http://www.renfrewshire.gov.uk/Freeschoolmealsandclothinggrants>

Information and application forms for free school meals are available from schools, registration offices and customer service centres. A form can be downloaded from the council's website: <http://www.renfrewshire.gov.uk/Freeschoolmealsandclothinggrants>

Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school. The council has no insurance to cover the loss of valuable items.

Registration and Enrolment

The date for registration of new school entrants is advertised in all local nurseries, national and local press and on the council's website www.renfrewshire.gov.uk. It is normally in January each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

Infant beginners, that is children who reach 5 years of age between 1 March 2018 and 28 February 2019 inclusive, will be registered in January 2018 and will start school in August 2018.

Parents who want to send their child to a school other than the catchment school must make a placing request. Information on this procedure is contained in the leaflet 'Sending your child to school.' The leaflet is available from any school, by phoning our customer contact centre on 0300 300 0330, or on our website www.renfrewshire.gov.uk. It is important to note that a successful placing request into a primary school does not guarantee a successful placing request when a child is transferring to secondary school.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

School staff will be pleased to meet with parents to explain enrolment procedures for both the school and nursery.

The date for registration of new school entrants is advertised in all local nurseries, national and local press and on the council's website www.renfrewshire.gov.uk. It is normally in January each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Information on how to make a placing request is contained in the leaflet 'Sending your child to school.' The leaflet is available from any school, by phoning our customer contact centre on 0300 300 0300, or on our website www.renfrewshire.gov.uk. It is important to note that a successful placing request into a primary school does not guarantee a successful placing request when a child is transferring to secondary school.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

Induction procedures for pupils starting school and their parents

Arrangements for meetings with parents and induction days for pupils will be notified during the spring or summer terms.

Primary 1 teachers make every effort to visit the children in their nurseries prior to the summer term; we then have an information evening in June for parents to hear about current practice in P1. Children are invited to spend two afternoons in their new class after this open evening.

Parents will be advised of parent meetings and pupil induction days during the spring and summer terms.

Class Organisation

In 2018 – 2019 the school is organised into 18 classes. This includes classes of 22 at primaries 1 & 2.

Assessment and reporting

As part of our ongoing assessment procedures, class teachers will use a variety of materials to support their assessment of each child. This will be done at any time when a child or group of children has completed the programme of work within a particular Curricular Area. Targets are set for each child in these areas and are carefully monitored at all times.

The achievement and attainment will be reported, at Parents' Evenings, through the annual report or at any time when a parent contacts the school.

There are three broad levels of educational development through nursery and primary, each of which are set out below:

Early Level
First Level
Second Level

The pre-school years and P1, or later for some.
To the end of P4, but earlier or later for some.
To the end of P7, but earlier or later for some.

Summary of the School Improvement Plan

Develop high quality assessment and moderation leading to improved levels of attainment and achievement.

Continue to implement the Renfrewshire Primary Literacy Coaching Programme.

Continue to implement the Renfrewshire Dive into Reading approach.

Continue to implement the Renfrewshire Dive in to Writing approach.

Develop staff knowledge of and confidence in Number talks.

Develop staff knowledge of, and confidence in the SEAL approach.

We will engage with Renfrewshire Educational Psychology Service to develop a nurturing school.

What we achieved last year to improve West Primary School –

We introduced French to Primary 2 and Primary 3.

We trained a number of staff in the Dive in to Writing approach.

We trained a number of staff in the Dive in to Reading approach.

We trained staff in an introduction to positive mindset.

The Scottish Attainment Challenge

Attainment Challenge and Pupil Equity Funding (PEF)

The Scottish Attainment Challenge, launched in 2015, is about achieving equity in education. This can be achieved by ensuring every child has the same opportunity to succeed. Renfrewshire is one of nine 'challenge authorities' who have received funding to improve literacy and numeracy and health and wellbeing, with a particular focus on closing the poverty-related attainment gap.

The Pupil Equity Fund (PEF) is being provided as part of the £750 million Attainment Scotland Fund which will be invested over 2016-2021. The PEF is allocated directly to schools and targeted at closing the poverty related attainment gap. Every council area is benefitting from the fund and is based on the number of pupils in P1-S3 known to be eligible for free school meals. The funding is to be spent at the discretion of the head-teacher working in partnership with parents, pupils and staff to devise plans which focus on closing the poverty-related attainment gap.

Transfer to secondary school

Pupils normally transfer to secondary school between the ages of eleven and a half and twelve and a half years, 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 before the date of transfer.

Parents who want to send their child to a school other than the catchment school must make a placing request. Information on this procedure is contained in the leaflet 'Transferring from primary to secondary school.' It is important to note that a successful placing request into a primary school does not guarantee a successful placing request when a child is transferring to secondary school.

West Primary School is an associated primary school of Castlehead High School. Pupils will normally transfer to Castlehead High. Parents wishing further information should contact the Head Teacher - Mr M. MacDonald (telephone: 0141 887 4261).

Over the years many links have been forged between West primary and Castlehead High School. Visits to the high School are arranged for both pupils and parents in advance of transfer and discussions take place between the Guidance staff at Castlehead High School and our own staff so that relevant information about our pupils is efficiently relayed to the new school.

Nursery class of West Primary School

Nursery Class Provision

The school's nursery class provides 24 places for children aged 3 - 5 years. Our sessions runs from 8.30am until 3.40pm.

Nursery class provision is non-denominational. This means that all nurseries are open to children and parents of all religions and beliefs. Placement in the nursery class does not guarantee a place in the primary school.

Admission to Nursery

Nursery class provision is non-denominational. Placement in the nursery class does not guarantee a place in the primary school if a placing request is necessary. All Renfrewshire nursery classes adhere to the council's admission policy and all applications are dealt with in line with its guidelines.

The head teacher is a member of the local admissions panel which is made up of nearby nursery classes, nursery schools and partnership nurseries - state whichever is applicable. All applications are discussed at a meeting of this panel and agreement about the allocation of places is made by the members. Parents will receive notification when their child is allocated a place and information will accompany this about starting dates and times.

Normally children will start at the appropriate time in the term after their third birthday. In some circumstances children may be eligible for a place after their second birthday.

Transfer from Nursery to Primary

Before leaving Nursery, a transfer of information record is prepared for each child by Nursery staff to ensure a smooth transition and continuity of education for the child transferring to primary.

Within our establishment, we have two Nursery Officers, one Enhanced Nursery officer and an Early Years Graduate is responsible for Learning and Teaching. We also have access to a teacher will staff the Nursery once day a week. Depute Head Teacher, Mrs Wiszniewski has responsibility for the Nursery and Primaries 1, 2 and 3, conducts the administration for entry



At present, there are 8 main components in the early level of A Curriculum for Excellence. The playrooms are set up to support these 8 curricular areas and ensure all children have an interesting and stimulating Nursery environment. Children take a lead in their own learning journey facilitated by staff. The children take responsibility and a lead role developing vital skills for lifelong learning.

Languages	This focuses on early reading and writing skills as well as supporting children in their talking and listening skills.
Mathematics	We develop early number skills as well as mathematical concepts such as shape, time, length etc.
Health & Well Being	This focuses on all aspects of health from emotional well-being

	to mental health as well as physical health. Physical play is encouraged outdoors as well as indoors.
Expressive Arts	Children have the opportunity to be creative in art, drama, dance and music.
Social Subjects	We learn about our community and our wider world through children's own interests
Science	Children are encouraged to develop their natural curiosity. These include baking, woodwork, as well as topical science.
Technologies	Children develop skills in using tools, equipment, software, graphic media and materials. They learn through collaborating, leading and interacting with others.
Religious & Moral Education	We encourage children to be kind to each other, to share and be a good citizen. We promote equality and inclusion through celebrating all cultures.

Language Centre

Within West Language Centre, there are two separate classes – the Language Unit am and pm classes and the Assessment & Development Class.

Children in the Language Unit attend part time while maintaining a place in their own mainstream school. The main aim is to enable children with specific language difficulties to access the curriculum and to return them to full time education in their mainstream school as soon as possible.



The Assessment & Development Class offers a full time placement to children who have reached school age and whose primary difficulty is language but for whom the most appropriate educational provision is not yet clear.

The Language Centre offers specialised teaching, direct and indirect language therapy as appropriate and psychological assessment and advice.

Car Parking

The school has a staff car park to the rear of the building. Dedicated parking for people with disabilities is located at the front of the building near the main entrance. Please do not use this space without authorisation. Do not park on the zigzag lines.

Care and welfare

Your child's welfare is central to the ethos of the school. Please contact the school to share any concerns you have about your child's welfare or wellbeing. The staff will work with you as parents or carers of our pupils, to make sure they are safe, happy and able to benefit from the educational opportunities we offer. This handbook gives details of how we deal with bullying, homework, additional support needs and many other areas that may affect your child's wellbeing.

At the present time, we have several children who suffer from nut allergy and I respectfully ask that no child brings food containing nuts for lunch or snack.

Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated. Most do this by sending their child to school regularly. Attendance is recorded twice a day, morning and afternoon.

Absence from school is recorded as authorised, that is approved by the education authority, or as unauthorised, and that is unexplained by the parent (truancy).

Please let the school know when your child is absent from school. If no message is received, the school will contact you by text message to alert you to your child's absence.

Please let the school know by letter or phone if your child is likely to be absent for some time, and give your child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child's parents or carers, the absence will be regarded as unauthorised.

Please make every effort to avoid family holidays during term time as this disrupts the child's education and reduces learning time. The head teacher can approve absence from school for a family holiday in certain extreme situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the head teacher before the holiday. If the head teacher does not give permission before the holiday, it will be recorded as unauthorised absence. The head teacher may also exercise discretion when a parent can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the head teacher on this basis is regarded as authorised absence.

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved by the head teacher on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

A supportive approach is taken to unexplained absence. However, the education authority has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary, for poor attendance.

Attendance and absence data

Absence rates are calculated as a percentage of the total number of possible attendances for all pupils of the school in the stage shown. Each morning and each afternoon of each school day is considered as a separate possible attendance.

Bullying

“Tackling Bullying in Renfrewshire” is the authority’s policy on preventing and dealing with bullying in our school. The policy stresses the importance of involving the whole school community - pupils, parents and all the staff in the school.

You can view the anti-bullying policy by asking the school office for a copy of the document or by accessing the policy online at www.renfrewshire.gov.uk.

In West Primary School, we take bullying very seriously and always tackle the problem promptly. Bullying is an unacceptable form of behaviour through which an individual or groups of individuals feel threatened, abused, or undermined by another individual. Bullying is behaviour, which can be defined as a repeated attack of a physical, psychological, social or verbal nature by those who are able to exert influence over others.

We actively encourage positive behaviour using reward and incentive strategies and have watchful adults in the playground when the children are playing.

We believe in early parental involvement and welcome the support of parents at every opportunity.

It is most important to us that all children in West Primary School receive their education in a safe environment free from harassment. Please feel free to contact the school if there are any matters that are causing you or your child concern or if you have any comments or opinions on bullying.

Safeguarding including Child protection

All children have a right to be protected from harm, abuse and neglect. The vision of the Renfrewshire Child Protection Committee is that “it’s everyone’s job to make sure that children in Renfrewshire are safe.”

Renfrewshire Council has a child protection policy and guidelines in place to make sure that all staff receive training each year and are confident in responding to any child protection or safeguarding issue, including e-safeguarding, child sexual exploitation and radicalisation. Staff ensure the wellbeing of children they come into contact with and work closely with other agencies to protect children and keep them safe. All school staff must report any concerns they have about the welfare of children.

Mobile phones

The benefits of mobile phones are recognised. Many young people and their parents regard them as an essential means of communication. Mobile phones can continue to be brought into schools, however the following limitations will apply in Renfrewshire schools and nursery establishments.

- All phones should be turned off and kept out of sight during the school day within the school campus.
- Photographing or recording of sound or images of staff, other pupils or visitors to the school is not allowed at any time within the school campus or on school transport.
- Mobile phones may be confiscated where these rules are broken.
- Any recordings made on school premises or school transport found on confiscated phones must be deleted on their return.
- Any photographs or recordings of staff in any situation, whether taken on school premises or elsewhere, found on confiscated phones must be deleted from phones on their return.
- Children's Services expects that schools will, through normal collegiate procedures, develop or review existing policies on the use of mobiles phones that take account of the views of all staff, parents and pupils.
- Schools should ensure that pupils, parents and staff are aware that should a pupil breach the policy they will be disciplined in line with the school's positive behaviour/discipline policy.
- Individual school policies should clearly state for the benefit of staff, pupils, parent and visitors any variations from the restrictions on use of mobile phones set out below.
- Pupils and parents should be notified that mobile phones will be confiscated where these limitations are breached.
- Smartphones introduce additional challenges for schools and parents. Pupils and parents should be aware that this also leaves pupils open to dangers such as cyber bullying, grooming and access to inappropriate material. Parents are encouraged to read anti-bullying policy for further guidance.
- Staff should not delete photographs or recordings from confiscated mobile phones.
- When staff confiscate mobile phones or other devices, they should ensure that these are retained in a safe place that cannot be accessed by others. This may be a lockable drawer or cupboard, a base area or a delegated area in the school office. Confiscated mobile phones should normally be passed to the school office or senior member of staff as soon as possible after confiscation.

Legal Aspects

- There are a number of aspects of the law that may apply to mobile phone misuse and the responses to that misuse. In the most serious cases there may be a crime involved – an incident that is being filmed might be an assault or breach of the peace. The misuse of a mobile phone might be an offence under the Communications Act 2003, if it involves a call or message that is grossly offensive or is of an indecent, obscene or menacing in character; and, the distribution of certain pornography might be an offence under the Civic Government (Scotland) Act 1982.
- In situations which are so serious that a school might call in the police, it is for the police and not the school to consider what, if any, criminal offence may apply.

These restrictions on use apply equally during any school activity that takes place off campus.

Pupils breaking the rules will be disciplined in line with the school's positive behaviour or discipline policy.

School meals

All Primary 1– Primary 3 children are automatically entitled to a free school meal.

Children of parents receiving certain benefits, are entitled to a free midday meal. Information and application forms for free school meals are available from schools, registration offices, customer service centres or may be downloaded from the council's website:

<http://www.renfrewshire.gov.uk/article/2303/School-meals>

Children who are also entitled to free school meals are entitled to free milk at lunchtime. Milk may also be on sale in the school during the lunch period.

We operate a cashless cafeteria system in the school promoting a healthy and balanced choice at lunchtimes. Pupils can pay money to the office or direct to catering staff.

Special diets, which are required for medical or religious reasons may be arranged by contacting the school.

Pupils may bring their own packed lunches and eat them in the dining hall. Please remember to keep food and drink in separate containers and not in the child's school bag. Please ensure the lunch box is clearly labelled with the child's name and class. As we have a number of children who suffer from nut allergy, I ask that no food containing nuts be brought for lunch or snack.

School transport

Renfrewshire Council's current policy is to provide home to school transport to all primary school pupils who live more than 1.609 kilometres (1 mile) from their catchment school by the recognised shortest safe walking route. Parents who think they are eligible can get an application form from the school or Children's Services in Renfrewshire House, Paisley or online at <http://www.renfrewshire.gov.uk/article/3486/Home-to-school-transport>. These forms should be completed and returned before the end of February for those pupils beginning school in August to allow appropriate arrangements to be made. However, parents may make an application at any time.

In special circumstances, the Director of Children's Services has discretion to grant permission for pupils to travel in transport provided by the education authority, where spare places are available, at no additional cost to the authority.

Pick-up Points

Where home to school transport is provided, some pupils will require to walk a reasonable distance from home to the transport pick-up point, but this should not exceed the authority's agreed limit of 1.6 kilometres (1 mile).

It is the parent's responsibility to make sure that their child arrives at the pick-up point on time and behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Children who misbehave can lose their right to home to school transport.

Placing Requests

You should be aware that if we grant your placing request, we do not have to provide a school bus pass or any other help with transport.

Assisted support needs

Renfrewshire Council may provide home to school transport for children assessed to attend any school because of their Additional Support Needs. We also provide seat belt and wheelchair restraints needed to transport pupils.

Playground supervision

An adult presence is provided in playgrounds at break times, as required by law.

Pupils leaving school premises at breaks

Schools have a duty to look after the welfare of their pupils. This means that the staff should take the same care of pupils as a sensible parent would take and includes taking reasonable care of pupils' safety during intervals and lunchtimes, where they are engaged with them.

Renfrewshire Council recommends that pupils should not leave school grounds at intervals. Primary pupils should only leave at lunch times when they are going home for lunch, with their parents' agreement. Parents should encourage their children to follow these rules in the interests of safety.

Equalities

Renfrewshire Council values the variety of individuals and communities, living and working within Renfrewshire and their contribution to the political, economic, cultural and social life of the area. This is reflected in our equalities policies including Promoting Race Equality in Education and our schemes for disability and gender equality.

Recent equalities law concerns six equalities themes:

- race;
- disability;
- gender;
- religion and belief;
- sexual orientation; and
- age.

School education is open to all pupils and all reasonable measures will be taken to make sure that the curriculum is available to every child. Equalities law places duties on public organisations, including education authorities and schools to:

- promote equality of opportunity between people of different races, between disabled and other people, and between men and women;
- eliminate unlawful discrimination on grounds of race, disability or gender;
- eliminate harassment on grounds of race, disability or gender;
- promote good race relations among different racial groups;
- promote positive attitudes towards disabled people;
- encourage participation of disabled people in public life; and
- take account of disabled people's disabilities, even where that involves treating disabled people more favourably than others.

The council supports the right of each citizen to a quality of life, which is free from violence, discrimination and harassment. The council will take steps to ensure that all citizens, regardless of race, ethnic or national origin, religion, social background, marital status, gender, disability, age or sexuality have full access to its services, taking all possible measures to prevent discrimination in the way its services are delivered.

The school chaplain, Rev Graeme Clark, visits the school each term. West Primary promotes equalities through the curriculum delivery at all stages and our Assembly programme aims to offer children a range of opportunities to participate in events, which promote cultural diversity. All incidents of a racist nature are monitored.

Parents can help to monitor our success in promoting equality of opportunity for all by providing equalities related information when asked.

Renfrewshire Council is committed to ensuring that all employees, customers and partners are treated fairly and with respect at all times. We are committed to promoting equality and tackling discrimination through the way services are planned, delivered and purchased. The council promotes and encourages a culture whereby equality of opportunity exists across all

the protected characteristics of age, disability, race, gender reassignment, pregnancy and maternity; religion and belief; marriage and civil partnership, sex and sexual orientation.

School education is open to all pupils and all reasonable measures will be taken to make sure that the curriculum is available to every child. The Equality Act 2010 introduced a new public sector general equality duty which requires Scottish public authorities to pay 'due regard' to the need to:

- Eliminate discrimination, victimisation, harassment or other unlawful conduct that is prohibited under the Equality Act 2010;
- Advance equality of opportunity between people who share a characteristic and those who do not; and
- Foster good relations between people who share a relevant protected characteristic and those who do not.

The council supports the right of each citizen to a quality of life which is free from violence, discrimination and harassment. The council will take steps to ensure that all citizens, regardless of race, ethnic or national origin, religion, social background, marital status, gender, disability, age or sexuality have full access to its services, taking all possible measures to prevent discrimination in the way its services are delivered.

Parents can help to monitor our success in promoting equality of opportunity for all by providing equalities related information when asked.

Medical and health care

Medical examinations are carried out at various times during a child's primary school years. As parents, you will be given notice of these and encouraged to attend, except for vision and hearing tests and dental examinations. Parents will be told about any recommended action or treatment. All examinations are carried out by NHS Greater Glasgow and Clyde.

Parents should notify the school of any medical requirements or allergies that their child may have. Wherever possible, where a child requires medication, it is better if this is provided outside of school hours. In cases where it is necessary that the child receives medication during school hours, parents should contact the school to make appropriate arrangements. School staff are under no obligation to give medicines to pupils and staff will advise parents of local arrangements. Where appropriate, schools will support parents in helping children and young people learn the life skills which allow them to manage their own healthcare needs.

Minor accidents are dealt with by the school's qualified first aider. If a pupil takes ill or has an accident at school which requires that they be sent home or for treatment, the school will provide first aid and contact parents or carers. It is very important that the school has up to date contact details for all parents or carers and an additional contact person in case parents or carers can't be reached. This information should be current, and the school notified of any changes. We will not send children home from school unaccompanied.

In the event of a serious illness or accident, a member of staff will accompany the child to a doctor or hospital and parents or carers will be notified immediately.

Relationships and Nurture Approach

At West Primary, we expect high standards of behaviour and foster an ethos of respect between all school users. We focus on positive reinforcement of behaviour, like to 'catch' our children, 'Going over and above', and reward this positive behaviour. The basis of our school behaviour is the continued focus of an ethos founded on values of RESPECT, TRUST and HONESTY. We promote a nurturing environment where everyone feels safe, happy and secure. We do not believe in children being 'bad' but instead, see good children making wrong choices at times. We work to the principles of restorative practises. The restorative approach gives pupils the opportunity to discuss and reflect on their action and to suggest ways of putting things right and think about what they could do differently next time.

This year through our School Improvement Plan and Working Party we are developing a policy to reward positive behaviour.

Wet weather arrangements

On wet mornings, the door at the Primary 1 and 2 entrance will be opened at 8.50am and pupils may come in and make their way straight to class.

At interval and lunchtime, children will remain in class monitored by Primary 7 pupils. An adult presence of Classroom Assistants and Additional Support Needs Assistants will patrol the corridors.

Curriculum matters

School curriculum

Curriculum for Excellence (CfE) - Scotland's approach to learning and teaching - has been a very positive development in our schools. Scotland's children and young people are now much more confident, resilient and motivated to learn.

The National Improvement Framework, updated in 2018, sets out activity the Scottish Government and partners will take to drive improvement for children and young people.

Crucially, it sets out a clear **vision** for Scottish Education:

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Moving forward schools will provide a more coherent, flexible and child-focused curriculum which ensures high-quality, interesting and engaging learning, to raise attainment, close the gap, and give all our young people the best chance of success in life.

Curriculum for Excellence

The curriculum in Scotland is built on the values of wisdom, justice, compassion and integrity. It has been recognised that all children and young people should develop skills for life, skills for learning and skills for work, which will prepare them for a world that is changing very fast. The curriculum in our school will continue to develop over coming years to ensure that all our children become successful learners, confident individuals, responsible citizens and effective contributors.

We are in an exciting and challenging time as we endeavour to further develop and embed a Curriculum for Excellence. To achieve its four capacities and seven principles we will continue to employ a range of teaching strategies, strive to build effective relationships with parents and other agencies and endeavour to promote collaborative working.

In all areas of the curriculum, equal opportunities are offered to all children, irrespective of difference in sex, nationality or creed. Each child is offered a wide and varied range of subjects and will be encouraged to achieve the highest possible standard throughout.

We are currently developing Cooperative Learning and Critical Skills strategies and further implementing the Assessment is for Learning philosophy.

Language

There are two aspects of the language area of the curriculum. The first covers the experiences and outcomes in the language a young person needs in order to engage fully in society and in learning.

The second covers experiences and outcomes in additional languages.

In West Primary School, the main language spoken is English. Additional support is available from the Authority for those children for whom English is not their first language.

The second language taught throughout West Primary School is French.

Learning through the languages area of the curriculum enables children and young people to:

- Develop their ability to communicate their thoughts and feelings and respond to those of others
- Develop the high levels of skills in listening, talking, reading and writing which are essential for learning, work and life
- Use different media effectively for learning and communication
- Develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages (in West Primary this is French)
- Exercise their intellectual curiosity by questioning and developing their understanding, and use creative critical thinking to synthesise ideas and opinions.
- Enhance their enjoyment and understanding of their own and other cultures through literature and other forms of language.
- Develop competence in different languages so that they can understand and communicate in the wider world.

Competence and confidence in literacy, including competence in grammar, spelling, punctuation and the spoken word, is essential for progress in all areas of the curriculum. All teachers have the responsibility for promoting language and literacy development. We are at present focusing on writing skills by developing the Big Writing approach.

In West School, we recognise that very strong connections between learning in languages and learning in the other areas of the curriculum are essential. We actively pursue opportunities to work in a cross-curricular way and to create contexts for learning which help promote understanding and relevance for the children.

Mathematics

Mathematics includes specific aspects of numeracy, which will be developed both in mathematics and in other areas of the curriculum.



Learning through mathematics enables children and young people to:

- Develop essential numeracy skills, including arithmetical skills, which allow them to participate fully in society
- Develop a secure understanding of the concepts, principles and processes of mathematics and apply them in different contexts
- Have an understanding of the application of mathematics, its impact on our society past and present, and its potential for the future



In West Primary School, we place importance on the value of active learning. In the early stages, children have the opportunity to explore mathematics through purposeful play.

As children progress through the school, they will learn about the development of mathematics and its connections with other areas of learning in a relevant and active way. This cross-curricular approach helps to set contexts helping children find greater understanding.

The main components in the development of mathematics are:

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

We use a number of resources including Scottish Heinemann and Tee Jay Mathematics resources throughout the school.

The Expressive Arts

The Expressive arts include experiences and outcomes in the contexts of art and design, drama, dance and music. The main lines of development are creating, presenting and evaluating.

Through activities of this kind, children are encouraged to develop their powers of observation, personal response, critical analysis, evaluation and communication.

Learning in the expressive arts provides opportunities to underpin and enrich learning in all other curricular areas more widely.

West Primary School recognises the tremendous scope to work in partnership with a wide range of artists and musicians, co-ordinators and organisations in culture and the arts who are able to enrich young people's experiences and learning. In addition, our own community of parents, neighbours and staff have a wealth of skills and experience to contribute.

Citizenship

We continue to develop many ways of including citizenship at West Primary School.

In learning about caring for the environment and supporting and respecting others, the children have been involved in a wide range of activities including Pupil Council and Eco Committee. In Primary 7, pupils take on responsibilities as House Captains and monitors and as Buddies for Primary 1 and are involved in planning and organising fundraising for a variety of causes. In Primary 6, pupils have the opportunity to volunteer as paired readers for Primary 1 & 2 and to train as playground leaders.

The challenges the children experience have enabled them to work collaboratively, play, organise and make decisions which affect themselves and others and as such help prepare young people with strategies which can be applied throughout their lives and help them become responsible citizens with enquiring minds able to make successful choices.

We actively pursue ways to ensure children are healthy and safe in our school and its environment. We have been involved in conjunction with staff, children and other agencies in devising a school travel plan, which helps raise awareness of a number of issues for our children as they travel to and from school.

There has recently been the opportunity for staff and pupils to look afresh at the playtime activities and with the help of our classroom assistants, we now have a wide variety of supervised activities in which the children can take part.

The staff car park helps ease congestion on the street at the front of the school. All parents are asked to support our efforts to keep our children safe on the road by adhering to the parking arrangements around our school.

Children are actively encouraged to present to the whole school at assemblies, on all activities that they take part in, in and out of school.

Science

Science includes experiences and outcomes in five organisers, planet earth, forces, electricity and waves, biological systems, materials and topical science.

In West Primary School the most important goal for science education is to stimulate, nurture and sustain the curiosity, wonder and questioning of children and young people.

Learning through the sciences enables children and young people to:

- Investigate their environment by observing, exploring, investigating and recording
- Demonstrate a secure understanding of the big ideas and concepts of science
- Make sense of evidence collected and presented in a scientific manner
- Recognise the impact science makes on their lives, on the lives of others, on the environment and on culture
- Express opinions and make decisions on social, moral, ethical, economic and environmental issues informed by their knowledge and understanding of science.

In West Primary School, relevant teaching contexts and activities will be developed to a

depth relevant to the stage, class or group being taught. Teachers may integrate aspects of living, material and physical world as appropriate.

Social Studies

Social studies include experiences and outcomes in historical, geographical, social, political, economic and business contexts.

Learning through social studies enables children and young people to:

- Broaden their understanding of the world by learning about human activities and achievements in the past and present political, social and environmental issues, and the values underpinning their own society and other societies
- Develop the capacity for critical thinking, through accessing, analysing and using information
- Form their own beliefs and view of the world and develop their understanding of different values, beliefs and cultures
- Establish firm foundations for lifelong learning.

In West Primary School, experiences and outcomes will be grouped in the following way:

- People, past events and societies
- People, place and environment
- People in society, economy and business

Staff select contexts for learning and combine the experiences and outcomes to meet the needs of our own community. We try to focus on key periods and turning points in Scotland's past and present, and on key elements of Scotland's geography, its place in the United Kingdom, Europe and the World.

Technologies

This curriculum area has experiences and outcomes in six organisers, namely:

- Technological developments in society
- ICT to enhance learning
- Business
- Computing science
- Food and textiles
- Craft , design, engineering and graphics

Experiences and outcomes will promote innovative, creative learning approaches with a strong emphasis on practical activities. In West Primary School, the technologies provide a wide range of opportunities to design challenging and motivational cross-curricular work throughout all stages of the school.

Learning through technologies enables children and young people to:

- Develop an understanding of technologies and their impact on society—in the present, past and future
- Apply knowledge, understanding and practical skills to design and to create products, processes and solutions that meet needs in play, work and daily life
- Gain the confidence in the skills to embrace and use technologies now and in the future
- Evaluate the technological processes and products critically and constructively, taking account of cultural, ethical, environmental and economic factors
- Experience work-related learning

Information and Communications Technology (ICT) has had a massive impact on education in recent years. Computers can support learning across the whole curriculum and can provide us with quick access to vast amounts of information. At West Primary, we have benefited greatly from the government's initiative to promote ICT in schools.

Our computer suite has 33 PCs and an interactive 6ft whiteboard where children will be taught a progression of skills and activities based on word processing, databases, spreadsheets and graphics work. In addition, all classes have access to 2 PCs to support the skills taught to the class in the computer suite. Pupils have supervised access to the Internet. This will enable our children to gain the knowledge and skills to be successful in the future. Children also have timetabled access to laptops and netbooks from the class in a box.



All of our classrooms are furnished with an interactive whiteboard. This aspect of the curriculum is continuing to develop and we will be developing through a range of sites and apps.

Health and Wellbeing

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 West Primary School, learning through health and wellbeing enables our young people to:

- experience positive aspects of healthy living and activity for themselves
- make informed decisions in order to improve their mental, emotional, physical and social wellbeing
- experience challenge and enjoyment
- apply their physical, emotional and social skills to pursue a healthy lifestyle
- make a successful move to the next stage of education
- establish a pattern of health and wellbeing which will be sustained into adult life

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and as such, it is the responsibility of all staff to contribute to learning and development in this area. We strive to provide a caring, nurturing environment where positive relationships promote health and wellbeing.

The approach in West Primary School will be a holistic one, promoting learning that is coherent, progressive and meaningful. The lines of development will cover the following contexts:

- Mental, emotional, social and physical wellbeing
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood
- Planning for choices and changes

West Primary School promotes partnership working and regards consultation with parents as vital when addressing sensitive health issues, promoting an atmosphere of trust, respect and support.

Active Learning

Active learning is learning which challenges children's thinking using real life and imaginary situations. It takes full advantage of the opportunities for learning presented by:

- Spontaneous play
- Planned, purposeful play
- Investigating and exploring
- Events and life experiences
- Focussed learning and teaching

In West Primary School, in particular in the early years all areas of the curriculum are enriched and developed through purposeful play. This is an approach which explores the scope for a more learner centred and differentiated approach in primary¹ and gives opportunity for a very smooth transition building on the good practice of the pre-5 setting.

Getting it right for every child (GIRFEC)

Getting it right for every child (GIRFEC) is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. It supports them and their parent(s)/carers to work in partnership with the services that can help them.

All education staff have a statutory responsibility to promote and support the wellbeing of children and young people in their care. There are 8 wellbeing indicators and you can find out more about these here: <https://www.gov.scot/Publications/2016/03/5084/1>

Additional support for learning

Education (Additional Support for Learning) (Scotland) Act 2010

The above Act commenced on November 14th 2010, is a revision of, and replaces the 2004 Act of the same name.

Under the Act, children or young people have additional support needs where they are unable to benefit from school education without the provision of additional support.

In the Act, 'additional support' means provision which is additional to, or otherwise different from, the educational provision made generally for children or young people of the same age in a local authority's schools, or as is appropriate to the circumstances, in early years establishments or any other education provision.

The Act aims to ensure that all children or young people are provided with the necessary support to reach their potential.

Extending Support in Renfrewshire: A partnership Approach for Additional Support Needs

This is the policy, which operates and is embedded in our **Extended Support Framework** in Education and Leisure Services. It applies to all mainstream schools, specialist provision, and all early years establishments including partner nurseries.

The Extended Support Framework provides a pathway through universal and targeted services to meet additional support needs. The policy and framework are fully incorporated into the **Getting It Right For Every Child** (GIRFEC) model across all learning establishments and provisions.

Further information is available by contacting your school directly or by visiting -

www.renfrewshire.gov.uk/els/additionalsupportforlearning

Independent sources of information and advice nationally include -

Enquire – the Scottish advice service for additional support for learning

Telephone – 0845 123 2303

E-mail – info@enquire.org.uk

Scottish Independent Advocacy Alliance Ltd - a national organisation that promotes and supports advocacy

Telephone – 0131 260 5380

E-mail – enquiry@siaa.org.uk

Inclusion

Renfrewshire's inclusive approach affords all children and young people the opportunity to be part of a community, boosting their emotional wellbeing and aiding the development of social skills. This approach is based on the core inclusive value of providing education for children within their own community as much as possible. The child's wellbeing plan is the core planning framework for individual support for each child and young person.

Support

All children and young people need support to help them learn and develop. The needs of the child or young person should always be central to the identification, planning and provision of support. Support should be appropriate, proportionate and timely.

Universal support

Universal support starts with the ethos, climate and relationships within every learning environment. It is the responsibility of all practitioners and partners.

An environment which is caring, inclusive, fair and focused on delivering learning to meet individual needs will encourage all children and young people to strive to meet their learning potential.

Personal learning planning is at the heart of supporting learning. The conversations about learning, reviewing progress and planning next steps are central to this process. Planned opportunities for achievement which focus on the learning and progress made through activities across the full range of contexts and settings in which the curriculum is experienced also contribute to the universal aspect of support.

In addition, all children and young people should have frequent and regular opportunities to discuss their learning and development with an adult who knows them well and with whom they have a mutually trusting relationship. This key member of staff has the holistic overview of the child or young person's learning and personal development.

Targeted support

Children and young people can benefit from additional or targeted support, tailored to their individual circumstances. This could be at any points of their learning journey or throughout the journey.

Barriers to learning may arise from specific learning difficulties, disability, social, emotional or behavioural needs, bereavement or family issues.

Targeted support also encompasses children and young people requiring more choices and more chances to achieve positive, sustained post-school destinations.

This 'targeted' support is usually, but not exclusively, delivered by staff with additional training and expertise. In a secondary school, this support may be coordinated by guidance/pastoral care/pupil support staff through a staged intervention process.

Independent sources of information and advice nationally include -

Enquire – the Scottish advice service for additional support for learning

Telephone – 0345 123 2303

Email – info@enquire.org.uk

Scottish Independent Advocacy Alliance Ltd - a national organisation which promotes and supports advocacy

Telephone – 0131 556 6443

Email – enquiry@siaa.org.uk

Educational Psychology Service

Educational Psychologists (EPs) support equity, inclusion and attainment and deliver evidence-based intervention to support pupils' wellbeing in Renfrewshire's schools, nurseries and other learning centres.

EPs work with teachers, parents and support staff to help children and young people make the most of their lives and support schools, nurseries and other learning centres to improve and develop supportive healthy learning environments through the Renfrewshire Nurturing Relationships Approach, Mental Health in Schools, Attunement Coaching and Language and Communication-Friendly Environments.

Our school has a system in place for monitoring and reviewing the progress of all children and we have a link educational psychologist who visits on a regular basis and is part of the extended support team. When concerns are raised about a child or young person, the schools takes action to address these concerns and may involve a link EP. Parental permission will always be obtained before we request to involve the link EP.

Health and Wellbeing 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 positive mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children and young people
- and, for some, perform at high levels in sport or prepare for careers within the health and leisure industries.

Health and Wellbeing in schools covers:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood.

Health and wellbeing cannot exist in a vacuum. It requires exchange of information, mutual support and collaboration with community partners, schools and parents.

Specialist support service – teachers teaching in more than one school

We have a number of teachers who work in nurseries and schools to provide specialist support to children and young people who have a range of additional support needs. These teachers work with teachers within the nursery or school to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- children with English as an additional language who are at the early stages of learning English;
- looked after and accommodated children and young people who are experiencing difficulties engaging with school;
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend the Flexible Learning provision; and
- nursery aged children who have been identified as having significant support needs.

Homework

Homework is an integral part of learning and teaching. It provides children and young people with the opportunity to develop self-reliance, self-discipline, self-confidence and be responsible for their own learning. It also strengthens the link between home and school by supporting parents and carers to share in the learning process. Homework can take many forms and will reflect the age, stage and area of learning currently being undertaken by your child. It will be issued on a regular basis and will be varied, meaningful and interesting.

West Primary School has a homework policy based on Renfrewshire Council's policy and guidance. You can request a copy of this policy from the school office.



Our homework policy ensures that children receive homework to reinforce class work, establish good work habits and encourage parental involvement. This involves a great variety of activities to support both class and group work.

Parents are the most important people in a child's life. Parental interest and encouragement influence the child's feelings about work in school and at home. The undivided attention of one adult is something that children value highly at any time. The recommended time to be spent at each stage is as follows: (P1-3, no longer than 15 minutes per night.), (P4, no longer than 20 minutes per night), (P5-6, no longer than 30 minutes per night), (P7, no longer than 45 minutes per night).

Parents are asked to sign all homework tasks to acknowledge that their child has completed them.

Enterprise in education

Enterprise in Education Determined to Succeed is our strategy to develop the business and employability skills in young people.

It lies at the centre of curriculum for excellence and promotes a wide-range of opportunities for our children and young people aged 3-18 to become successful learners, confident individuals, responsible citizens and effective contributors.

The four main areas of Determined to Succeed are:

- Enterprising learning and teaching;
- Entrepreneurial learning;
- Work-based vocational learning; and
- Careers education.

Six inter-related themes are built around the main areas:

- Supporting the development of skills for life and skills for work;
- Engaging employers;
- Broadening the reach of the programme;
- Embedding enterprise in the curriculum;
- Building capacity; and
- Enhancing our international profile.

Enterprising activities will be organised to reflect the age and interests of our pupils.

The range of activities can include:

- Links and partnerships with businesses, colleges, and schools abroad;
- Fundraising events organised and run by pupils;
- Fairtrade activities;
- Joint school and community initiatives; and
- Work experience placements and speakers.

Extra curricular activities

During the session, most classes will have at least one outing, where the educational value is enhanced by thorough preparation in advance and follow up work on completion.

Such trips have involved visits to: -Deep Sea World, Kelvingrove Museum, The Scottish Parliament, Vikingar, Clyde Muirshiel Country Park, Robert Burns Birthplace Museum, Holyrood Palace and Paisley Museum and Art Galleries.

Since May 2006, we have organised a P7 trip to Lockerbie Manor Adventure. The activities the pupils are able to choose from include rock climbing, orienteering, ghil scrambling, kayaking and hill walking. We are looking forward to another successful trip in May 2018.

Netball is offered to our P6 & 7 pupils and training and matches, run by Active Schools take place within the school. Active schools coaches run the P6 /P7 basketball club. Our basketball players have participated very successfully in the Basketball Paisley Festivals. Mrs Park organises the football team who play their matches on Thursday afternoons in the Paisley and District Schools' League. Mrs McLean and Miss Wilson's Primary 6 & 7 running club is very popular and they regularly takes teams to local events.

Our staff work closely with our Active Schools' Sports Coordinator Paul Keegan to ensure that a wide range of sports clubs and activities are available to all pupils. Our most popular clubs – football, netball and basketball run throughout the whole year. Other clubs are offered in blocks either at lunchtimes or after school. P1-3 multisport clubs are very popular and P4-7 dodgeball clubs have been well attended. Recently we have added gymnastics dance and cheerleading clubs.

Our Inclusion Support Assistant runs a variety of clubs within the school, such as Hand bells, Musical Theatre, Drama and Recorder which are extremely popular.

Home school community links

Parental Involvement



By law, schools have a duty to promote parents' involvement in their child's education and our school encourages parents to:

- be involved with their child's education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their child's schools.

Every parent who has a child attending our school is automatically a member of the Parent Forum. As a member of the Parent Forum, each parent can expect to:

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The Parent Forum elects a smaller group of parents to form the Parent Council. Parent Councillors may be involved in:

- supporting the work of the school;
- gathering and representing parents' views to the head teacher, education authority and Education Scotland;
- promoting contact between the school, parents, pupils, and the local community;
- fundraising;
- organising events;
- reporting to the parent forum;
- being involved in the appointment of senior promoted staff; and
- providing a representative to the National Parent Forum of Scotland.

Parent council chairs can attend the Parent Council Liaison Group, which gives parent councils an opportunity to speak with elected members and senior managers from the Council about issues relating to education in Renfrewshire. These meetings take place four times a year and details are sent to Parent council chairs at the start of each new academic year.

For more information on parental involvement or to find out about parents as partners in their child's learning, please contact the school or visit the Parentzone website at:

<https://education.gov.scot/parentzone>

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

Friends of the West

Dear Parents

The Parental Involvement Act 2006 brought in by the Scottish Parliament means that every parent would automatically become a member of the Parent Forum in their child's school. From this Forum, a Parent Council is created to act as the voice of the parents.

"Friends of The West" was adopted as the name for our Parent Council. We meet regularly and we have adopted a model that incorporates a fundraising arm to look after the events and activities which we hope to organise during the school year. We continue to expand on that model to ensure that, as a Parent Group, our views are being heard in proper circles.

As always, our main aim is the welfare of all our children and for all parents to actively support them in their formative years.

Julia Muir (Friends of the West Chairperson)

Home school links

The Home Link Service is one of the services that supports children and families in Renfrewshire. They are a multi-disciplinary team based in different areas across Renfrewshire and linked to school clusters.

The main aim of the service is to increase the educational attainment of children and young people. This is achieved by developing links between home and school to ensure pupils identified through the school's Extended Support Framework as facing issues at home or in school that are barriers to learning are offered additional support.

Support offered to pupils can be given individually or in a group setting. Parents are fully involved, with an initial home visit to discuss the referral and updates on progress reviewed and evaluated on a regular basis.

Support is also offered to pupils who are identified as anxious during times of change, such as moving from nursery to primary, primary to secondary and secondary to further education or employment. These can be stressful times for both pupils and parents and a Home Link Worker with can support parents and the school to work together to ensure a smooth transition, and help children and young people learn how to cope with change.

Home Link is a non-statutory service and staff work in partnership with parents or carers, school staff and other agencies, including counselling and support services, health, social work and community learning and development, and other identified local voluntary and government agencies.

We have established a website and are working to maintain and develop this www.west.renfrewshire.sch.uk, facebook, twitter.

Pupil council

The pupil council is made up of children who were chosen by children from Primaries 3 to 7. They meet regularly to discuss how to make the school better. The children are increasingly involved in decision making regarding their learning and different aspects of their school life.

Community links

School & Community

At West Primary, we are keen to encourage our children to become caring and considerate pupils. We try to achieve this by providing our children with opportunities to look towards the needs of others.



Parents and friends are invited annually to our Christmas Nativity Play, Burns Supper, P1 Open Afternoon and Summer Sports Day.

A range of fund raising activities to support both the school and various charities are organised each year. Our gathering of Easter Eggs at Easter time has become an annual event.

Maxwellton Park Day Nursery has been established in the school for many years and is now in partnership with Renfrewshire Council. It runs from Monday through to Friday between 8.30am and 3.40pm. Further information can be obtained from Mrs E. Williams on 0141 889 9528. After school, care is also run in the school and details of this can be obtained by contacting Mrs Williams.

In the evenings, the school is used for a variety of events organised by the Right2Dance Project and other local organisations.

We have forged very positive links with local businesses and in particular, we wish to thank the Maxwellton Park Day Nursery and Right2Dance for their support.

School lets

The sale and/or consumption of alcohol on school premises is prohibited. No applications for occasional licences by the school, Parent Council or other party hiring or using the school premises should be made to allow for the sale of alcohol on school premises.

To apply to use school facilities, contact the Community Facilities Section. Contact details are in the important contacts section at the end of this handbook.

Other useful information

Listening to learn - complaints, comments and suggestions

Renfrewshire Council encourages feedback on its services from parents and pupils as part of our overall commitment to giving the best possible service and to working in partnership. We are interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

If you want to register a comment of any type about the school you can do this by writing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences from making a complaint and we will deal with the issue <https://www.npfs.org.uk/confidentially>. If we have made a mistake, we will apologise quickly and clearly and try to put things right.

There are some things which you should be aware of when making a complaint:

- Complaints about the school should be made first to the head teacher.
- It is helpful if you can give some details of the issue and ask for an early appointment to discuss it.
- We want to resolve complaints as quickly as possible. You will get a decision on your complaint in five working days or less, unless there are exceptional circumstances. If it is going to take longer than five working days, we will let you know.
- If you are not happy with the response to your complaint, you have the right to take it further. You can fill in a complaints form (available from the school or any council office), fill in the online form, write to us, email us at complaints@renfrewshire.gov.uk, or call us on 0300 300 0170. At this stage, we will carry out an in-depth investigation. We will acknowledge receipt of your complaint within three working days and give you a full response within twenty working days. If the investigation is going to take longer than this, we will contact you to discuss timescales.
- If you are still unhappy after the further investigation and our reply, you can take the matter up with the Scottish Public Services Ombudsman. Our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillor, MSP or MP.

Data protection

Information on pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative purposes. The information is protected by the EU General Data Protection Requirement and can only be shared or disclosed in accordance with the law.

Pupils attending any type of school have a right of access to their own information. This is known as the right of subject access. When a child cannot act for themselves or the child gives permission, parents will be able to access this information on their behalf.

For more information on data protection, please contact the school.

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. Schools may be affected by severe weather, traffic and transport disruption, power failures or fuel shortages. In such cases, we will do all we can to let you know when we are closing and reopening the school or nursery.

We use a variety of methods to keep you updated in emergency situations including: e-mails, our schools digital newsletter, text messages, the school and council websites and Renfrewshire Council's social media channels (Facebook - renfrewshirecouncil and Twitter - @RenCouncilNews).

Further information may also be provided through letters, announcements in the local press, local radio, or notices in local shops, churches and community centres.

Please ensure we have the most up-to-date emergency contact information for your family and you are following the council's social media channels. You can sign up for the school's digital newsletter via www.renfrewshire.gov.uk/e-alerts.

Important Contacts

Director of Children's Services

Peter Macleod	Renfrewshire House Cotton Street Paisley PA1 1LE	Email sw@renfrewshire.gov.uk Phone: 0141 618 6839
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Homelink Service

Senior Home Link Workers

c/o West Primary School Newton Street Paisley PA1 2RL	Email morag.mcguire@renfrewshire.gov.uk margaret.mcmanus@renfrewshire.gov.uk Phone: 0300 300 1415
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Community Learning & Development

Community Facilities Section	Renfrewshire Leisure 3 rd Floor Renfrewshire House Cotton Street Paisley PA1 1LE	Email comfac.els@renfrewshire.gov.uk Phone: 0300 300 1430
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Adult Learning Services	West Johnstone Shared Campus Beith Road Johnstone PA5 0BB	Email als.els@renfrewshire.gov.uk Phone: 01505 382863
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Youth Services	West Primary School Newton Street Paisley PA1 2RL	Email youth@renfrewshire.gov.uk Phone: 0141 889 1110
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Customer Service Centre

Customer Service Centre	Renfrewshire House Cotton Street Paisley PA1 1AN	Email registrar.cs@renfrewshire.gov.uk Phone: 0300 300 0300
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Websites

You may find the following websites useful.

- www.west.renfrewshire.sch.uk/ -the school website
- <https://education.gov.scot/parentzone/> - parents can find out about everything from school term dates to exam results. This site also offers information for nursery aged children and young people who have left school. It also lists relevant publications for parents and provides hyperlinks to other useful organisations.
- <https://education.gov.scot/what-we-do/inspection-and-review/reports> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <https://education.gov.scot/parentzone/find-a-school> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- <http://www.renfrewshire.gov.uk/> - contains information for parents and information on Renfrewshire schools.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <https://education.gov.scot/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLAD – Community Learning and Development

FOI – Freedom of Information

GIRFEC – Getting it Right for Every Child

HT/PT/GT – Head Teacher/Principal Teacher/Guidance Teacher

LTS – Learning and Teaching Scotland

SIP – Service Improvement Plan

Although this information is correct at time of printing, there could be changes affecting any of the contents before or during the course of the school year or in future school years.

Parent feedback

Please take a few minutes to fill in and return the questionnaire on the next page. Your feedback will help us improve the hand book next year.

Tell us what you think

Your feedback will help us to improve our handbook.

Did you find

Please tick

1. the handbook useful?

☐ Yes ☐ No

2. the information you expected?

☐ Yes ☐ No

3. the handbook easy to use?

☐ Yes ☐ No

Please tell us how we can improve the handbook next year.

Name of school: _____

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to:

Policy & Commissioning Team

Children's Services, Renfrewshire Council

Renfrewshire House

Cotton Street

Paisley

PA1 1LE

email address: csdatapolicy@renfrewshire.gov.uk