



Education Resources



***Primary School Handbook Information
(November 2023)***



Contents

Introduction by the Head Teacher

- 1. About our school**
- 2. School Ethos**
- 3. Staff List**
- 4. Attendance**
- 5. Parental Involvement/Parent Council**
- 6. The curriculum**
- 7. Assessment and Tracking**
- 8. Reporting**
- 9. Enrolment and Transitions**
- 10. Support for Pupils**
- 11. School Improvement**
- 12. School policies and practical information**
- 13. General Data Protection Regulation as supplemented by the
Data Protection Act 2018 (GDPR)**

If you need this information in another language or format, please contact us to discuss how we can best meet your needs.

Phone: 0303 123 1023 Email: education@southlanarkshire.gov.uk.

Introduction by the Head Teacher

Welcome to our Handbook. I hope you will find it useful. If you do not find what you are looking for do not hesitate to contact the school for further information.

Victoria Park School caters for pupils with a broad range of additional support needs including complex learning needs, health needs and complex needs relating to an autism diagnosis. We have a modern, bright and appropriately stimulating school environment and enjoy the benefits of sharing a campus with High Mill Primary School.



All learners across the school can expect to experience a nurturing, attachment informed, stimulating and appropriately challenging learning environment where they will be supported to be the best they can be. We seek to embody equality of opportunity and inclusion across our school, our campus and wider community. Staff embody and practice our vision:

“In our Safe, happy, fun, school we all grow to be the best we can be”

Our pupils benefit from smaller class sizes and higher staff ratios to support their learning. In line with Scottish educational policy our pupils learn through Curriculum for Excellence. To ensure progression for all our learners we work across Curriculum for Excellence outcomes and experiences and Education Scotland’s “Milestones to support learners with complex needs”. Active learning and play based learning are at the core of our curriculum, to ensure that learning is meaningful and relevant. Children’s school and wider achievements in the community and at home are recognized and celebrated on a regular basis. Pupils take a pride in their achievements and their school.

Pupils enjoy extracurricular activities across the school, including Barn Buddies and input from qualified music therapists. All pupils have access to outdoor learning, soft play and a light room within the school building. We have trained staff in Rebound Therapy to work with our learners with specific identified health and wellbeing needs. Pupils have access to a courtyard, for breaks and play. We recently developed a Green Classroom to further develop our Outdoor Learning and children benefit from learning about nature and experiencing awe and wonder through the seasons.

Through our self-evaluation, improvement planning cycle we have set ourselves goals to continue to improve our approaches to Teacher’s professional learning. Our Parental Involvement also continues to be an improvement priority. We are working closely with our parents, carers and families to continue to build stronger relationships to support our children’s learning. We are in our third year of revisiting and redesigning our curriculum across the school. Teachers continue to undertake ongoing professional learning in curriculum development and curriculum approaches to best meet the needs of our learners.

South Lanarkshire Council is the fifth largest authority in Scotland. It covers the following main areas; Clydesdale in the south which features extensive rural areas, Cambuslang, Rutherglen, Blantyre and Uddingston to the north as well as the towns of East Kilbride and Hamilton.

The Council’s Plan Connect sets out the Council’s vision which is, “to improve the lives and prospects for everyone in South Lanarkshire”.

For Education Resources this means delivering services of the highest quality as well as striving to narrow the gap. It is about continually improving the services for everyone at the same time as giving priority to children, young people, families, and communities in most need. The priorities for schools and services are set out in the Education Resources Plan which confirms the commitment to provide better learning opportunities and outcomes for children and young people.

The priorities for all schools in South Lanarkshire are set out on the back page of the handbook.

1. About our school

- **Name of School** Victoria Park School
- **Address** Market Road, Carluke, ML8 4BE
- **Telephone number;** 01555 750 591
- **Website address;** <https://blogs.glowscotland.org.uk/sl/victoriaparkprimaryschool/>
- **email address;** office@victoriapark.s-lanark.sch.uk
- **Stages of education provided for;** P1 to P7 **Present roll;** 62
- **Denominational status;** *Non denominational*
- **Parent Council contacts:** Laura Brown and Lorna Baillie (contact through school office or social media on request)
- **Parental concerns or issues**

Schools and establishments should be first point of contact for parents who wish to discuss issues about their child. Our aim is to resolve issues at local level. Education Resources wishes to promote liaison among schools, members of Parent Councils, parents/carers and with other services. We wish to provide advice and support to Parent Councils, parent/carers.

All enquiries and concerns received from parents are taken seriously. In order to ensure that enquiries are dealt with effectively contact should be made in the first instance with the school.

Name	Area of responsibility of team	Contact number
	Bullying and related issues, care and welfare issues	parents@southlanarkshire.gov.uk
Liz Coomber	Classroom organization and complaints	01555 750591 gw14vicparkht@glow.sch.uk
Des Dickson	Parental Involvement, Parent Council: procedural and administrative issues	01698 454375 des.dickson@southlanarkshire.gov.uk

Working with our parent body

Parental enquiries and concerns relating to parental involvement, class organisation, school transport, placing requests, property, additional support needs and inclusive education, can be directed to the appropriate service manager:

Name	Area of responsibility	Contact number
David Hinshelwood	School transport (mainstream), placing requests and property issues	01698 454408 david.hinshelwood@southlanarkshire.gov.uk
Aisling Boyle Manager	Inclusive Education aisling.boyle@southlanarkshire.gov.uk	01698 454666

- **Procedure in cases of a pupil's absence or sickness;**

We work with parents in encouraging all children to attend school. All absences from school are required by law to be recorded. Absences will normally fall under 2 categories – authorised or unauthorised absence.

- If you know in advance of any reason why your child is likely to be absent from school, please tell someone at the school, phone us or let us know in writing. Please also give your child a note on his/her return to school, telling of the reason for absence
- Notify the school first thing in the morning on the day when your child is going to be absent. Let the school know the likely date of return and keep them informed if the date changes. Parents should also inform transport of any absences to ensure they do not make any unnecessary journeys to pick up pupils not attending school
- Please inform the school of any change to the following:
 - home phone number
 - mobile number
 - emergency contact details
- Requests for your child to be absent from school to make an extended visit to relatives must be made in writing to the head teacher, detailing the reason, destination and duration of absence and arrangements for their continuing education. On these occasions the pupil will be marked as an authorised absentee in the register.



Absence with no explanation from parents will mean that the absence will be recorded as unauthorised.

In our approach to raising achievement, it is recognized that attendance at school is something that should be continuously encouraged. Parents/carers, children and the school all have a part to play in encouraging and stressing the importance of attendance at school.

- **Parents wishing to visit the school.**

Please contact the office to speak with the Head Teacher or Depute Head to arrange visits. Children's routine and contexts for learning are at the forefront of our considerations when planning visits

- **Emergency arrangements**

We make every effort to ensure the school remains open during term-time for pupils. However, on occasions circumstances may arise which can affect the school. Schools may be affected by, for example, severe weather, power failures or through any other circumstances that may impact on the school day. In such cases we shall do all we can to let you know if this happens. We shall keep you in touch by telephone, text, where appropriate, letters, web news and through local radio stations particularly if there are prolonged periods of severe weather. The Council's website www.southlanarkshire.gov.uk will be used to let you know if the school is closed and when it will re-open.

It is important for parents/carers to let the school know of any change to your mobile/home telephone number and change of address.

If for any reason, you are unsure if the school is open visit the website www.southlanarkshire.gov.uk or email education@southlanarkshire.gov.uk

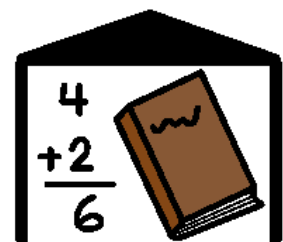
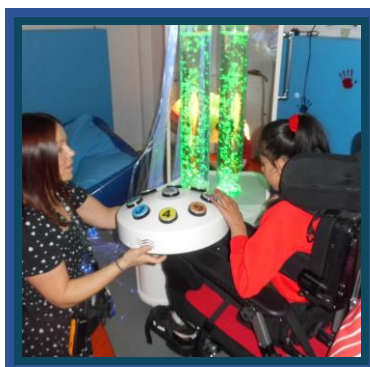
2. School Ethos

Our Values



At Victoria Park School we all share

- Our values of kindness, equality, and respect
- A culture where the contribution of every learner is valued and celebrated
- A sense of community where positive relationships and compassion are at the heart of our work
- A commitment to building strong teams and pursuing best practice in all aspects of learning and teaching.
- A commitment to Career Long Professional Learning where staff engage with current and evidence-based ideas to support learners and ongoing professional development
- A strong commitment to working together with families to get it right for every single child.



Our Values in Action: What our Parents and families have said about the school in 2023

The support offered to parents/carers of children in the school is above and beyond.

My little sister loves the school. She comes home every day full of stories and songs and so happy.
Ruaridh 10

The school makes learning enjoyable through play for our kids



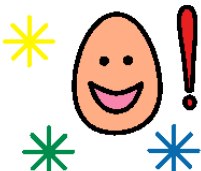
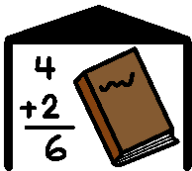
The community of the school has been such a blessing to A and our family



"Victoria Park is much more than just a school. The knowledge, support, adaptability, and advice from all members of the school team are beyond compare. Most importantly our daughter is happy and thriving and can't wait to attend school each day, we are so lucky to have such a strong network within the school community."

The parent and family support is extraordinary. I've never known another school to put so much time into knowing each individual child and their family and life at home.

The Mellow Ability (parent) group has been fantastic. I have thoroughly enjoyed all the sessions with other parents and staff. It's been great to talk with other parents.
Parent course participant



VP has been great for my son. He has come on leaps and bounds since starting. We as a family feel completely supported by the school and continue to build great relationships with staff/parents year after year

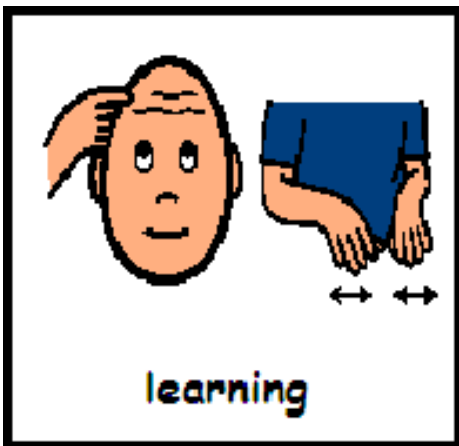


The school is recognised as an integral part of the local community. We are well supported by our community, with local residents and community groups regularly fund raising for our school for which we are very grateful. We have recently had a strong presence in the Carluke Gala Day parade winning Best Newcomers for 2023 and are looking forward to having a significant presence in the Gala 2024

We embrace opportunities for our children to have meaningful and stimulating learning experiences. Our collaboration with South Lanarkshire Leisure and Culture and Drake Music has supported this.

Through strong positive relationships we work collaboratively with our Allied Health Professionals, Nursing Teams and colleagues in Social Work Services to get the best possible outcomes for our children.

Our culture focuses on what children can do and achieve. We celebrate our learners achievements through class presentations of Achievement Awards and our displays in classes and around the building reflect the active learning that is happening across the school. We invite our parents and carers to share in their children's learning at special times of the year such as Christmas and Parents Evenings.

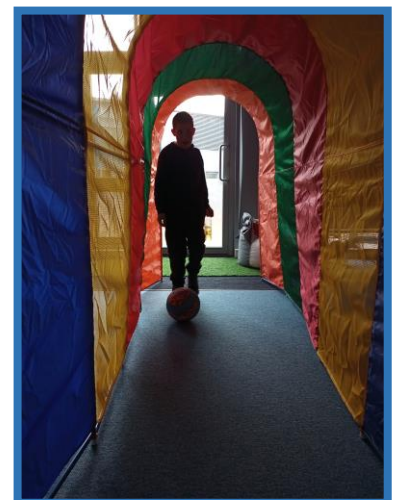


We are committed to minimising and removing where ever possible, barriers to learning stemming from the impact of poverty and plan effectively using our Pupil Equity Fund and policy in respect of The Cost of the School Day. We effectively direct our Pupil Equity Fund to areas, decided through Participatory Budgetting and Stakeholder consultation to best meet learners needs across the school and in targeted groups.

Our curriculum and culture is child-centred driven by the needs of all our learners. All of our children and young people are entitled in law to experience a total communication

learning environment, an environment that supports equality of opportunity, positive and attachment formed relationships and approaches that recognises that families are at the centre of children's learning.

We understand that all behaviour is communication. School guidelines for supporting children who may present distressed behavior have been produced to be in line with guidance from South Lanarkshire Council Inclusion Services "Promoting Positive Relationships and Understanding Distressed Behaviour" to support all teaching and support staff and, inform them of their roles and responsibilities in respect of supporting children while ensuring our duty of care.



to support all teaching and support staff and, inform them of their roles and responsibilities in respect of supporting children while ensuring our duty of care.

3. Staff List

Head Teacher Liz Coomber
Depute Head Teacher Kirsty McKellar
Principal Teachers Elspeth Blair
 Alison Hawthorn

Class Teachers			
Room 1 Margaret Duffy	Room 2 Jen Gray	Room 3 Michelle Harris	Room 4 Alison Hawthorn and Elspeth Blair 3 days each per week Carene Taylor 0.6 Zoe Banks 0.4
Support Staff			
Stacy Banks Lesley McKay Pauline Redfern Sheena McPhail Laura Drysdale – Tues	Gillian Doherty Carol Millar 3 days Linda Martin 4 days Rachael Gibson Laura Drysdale Fri	Agnes Thomson Lynn Cunningham Michelle Crawford Liz Crossan 2 days	Suzanne Wailes Megan Stewart Hayley Cook Alana Graham
Class Teachers			
Room 5 Louise Hayley Murray	Room 6 Annie Baird	Room 7 Leeanne Inglis and Cameron Mullen	Room 8 Michaela McIntosh
Support Staff			
Jackie Henderson Rhyan Czarnocki Lesley Anderson 4 days	Sonia Rintoul M/T/W Laura Irvine 4 days Sarah Pietryszyn Rosie Davidson 4 days Lisa Wilson	Lucy Lafantova M/T/W Sharon Balanda Caroline Thomson T/F Norma Cairns M/T/W/T Vicky Goodwin (cover Linda Law)	Ashley Smith M/T/W Hew Colquhoun Thurs Kirsten McAughey Nicola Hughes
Office Staff Pauline Newns and Alison Coltart Team Leaders Donna Melvin, Laura Drysdale and Pauline Newns PEF Staff Donna Melvin and Michaela McIntosh CCC Michaela McIntosh			

4. Attendance

Every effort should be made to ensure that your child attends school during term time. Please contact the school as soon as possible if your child is unable to attend school. It is important for the school to work with parents/carers in encouraging children to attend school. All absences are required by law to be recorded. Absences will normally fall under two categories – authorised or unauthorised absence. In cases where your child is unable to attend school parents are asked to:

Call the school office directly on the number at the beginning of this hand book, before 9.00am on the first day of absence. If you are unable to get through, please leave a message and a Team Leader will call you back.

If you know your child has a hospital/dental appointment, please let us know in advance.

Requests for your child to be absent from school to make an extended visit to relatives either in the UK or overseas must be made in writing to the head teacher, detailing the reason, destination and duration of absence and arrangements for their continuing education. On these occasions the pupil will be marked as an unauthorised absence.

Parents may request that their children be permitted to be absent to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted, and the pupil noted as an authorised absentee in the register. (See section 6).

Information on emergencies

We make every effort to ensure the school remains open during term-time for pupils. However, on occasions circumstances may arise which can affect the school. Schools may be affected by, for example, severe weather, power failures or through any other circumstances that may impact on the school day. In such cases we shall do all we can to let you know as soon as possible. We shall keep in touch by the most appropriate method at the time normally through text message, and via our social media channels.

In cases of severe weather in the morning such as snow and a heavy frost and if there is a reason the school cannot open in the morning at the normal time, we will adopt the protocol for a delayed start until 10am.

If this is the case a message via social media and on the council's website will be posted.

The Council's website www.southlanarkshire.gov.uk will be used to let you know if the school is closed or has a delayed start. Further information will be provided later in the day as to whether the school will be open as normal the next day.

Things we need you to do:

- It is important for parents/carers to let the school know of any change to your mobile/home telephone number and change of address.
- If for any reason, you are unsure if the school is open visit the website www.southlanarkshire.gov.uk or email education@southlanarkshire.gov.uk

a. Your commitments

We ask that you:

- support and encourage your child's learning – ask them what they have been doing.
- respect and adhere to the school's policies and guidance.

- accept your responsibility to respect staff who work in the school and for the school to be proactive in taking forward its commitment to care for and educate your child.

Family holidays during term time

Every effort should be made to ensure that your child attends school during term time. Please contact the school as soon as possible if your child is unable to attend school.

Family holidays should be avoided during term time as this both disrupts the child's education and reduces learning time. If holidays are taken during times when the school is open parents should inform the school in advance by letter.

If your child is taken on a family holiday during term time, then in line with Scottish Government advice this will be classified as an unauthorised absence. However, in exceptional circumstances schools may register a family holiday during term time as an authorised absence when for example, parents are able to demonstrate they have been unable to obtain leave during the school holiday period.

Absence with no explanation from parents will mean that the absence will be recorded as unauthorised.

In our approach to raising levels of attainment and achievement it is recognised that attendance at school is something that should be continuously encouraged. Parents/carers, children and the school all have a part to play in encouraging and stressing the importance of attendance at school.

The school holiday dates, and in-service dates are available from the website www.southlanarkshire.gov.uk

5. Parental involvement/Parent Council

South Lanarkshire Council recognises the importance of parents as partners in the education of their child and has published a strategy entitled, 'Making a difference – working together to support children's learning'. This is available from the Council's website: www.southlanarkshire.gov.uk/downloads/file/13457/parents_as_partners_-_strategy_2019

Parents, carers, and family members are by far the most important influences on children's lives. Children between the ages of 5 and 16 children spend only 15% of their time in school! Research shows that when parents are involved in their child's learning, children do better at school and throughout life. Parental involvement can take different forms, but we hope you share the same aims and agree that by working together we can be partners in supporting children's learning.

As a parents/carers we want you to be:

- Welcomed and given an opportunity to be involved in the life of the school.
- Fully informed about your child's learning.
- Encouraged to make an active contribution to your child's learning.
- Able to support learning at home.
- Encouraged to express your views and involved in forums and discussions on education related issues.

Every parent with a child at school is automatically a member of our parent forum. The Parent Council is a formal group, with a constitution, and acts as the Parent Voice of the school.

To find out more on how to be a parent volunteer, or a member of the Parent Council and/or the Parent Teacher Association contact the school or visit our website. We are working with

our newly formed Parent Council on a guide on the role of a Parent Council which will be produced by parents for parents, further details will be available soon.

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education.

Parentzone Scotland also has details about schools, including performance data for school leavers from S4-S6 and links to the national, local authority and school level data on the achievement of Curriculum for Excellence levels.

6. The Curriculum



Curriculum for Excellence is the name given to the curriculum in Scotland for all children and young people aged 3-18. It is forward looking, coherent, flexible and an enriched curriculum that provides young people with opportunities to engage with the knowledge, skills and attributes they will need to flourish in life, learning and work.

The curriculum places learners at the heart of education and at its centre are four fundamental capacities - successful learners, confident individuals, responsible citizens, and effective contributors.

It includes all of the experiences that are planned for children and young people to support the development of their skills, wherever they are being educated, for example in the family and community, pre-school centre, nursery, and school.

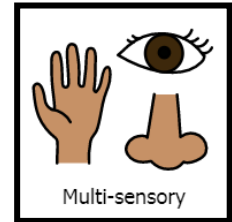
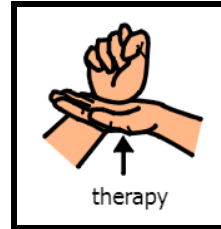
In taking this forward our school will work closely with South Lanarkshire Education Resources and other services to enrich the curriculum, to provide the best possible education for all children and young people. We wish you to feel confident that your child is encouraged and supported to develop their learning skills whilst they attend our school. The curricular areas are as follows:

- Self and Emotions
- Making Connections
- Communication
- Health and wellbeing
- Literacy and English
- Mathematics and numeracy
- Interdisciplinary Play Based Learning

If you want to know more about Curriculum for Excellence, please visit [Scotland's Curriculum for Excellence \(scotlandscurriculum.scot\)](http://scotlandscurriculum.scot)

Our learning and teaching activities are based on the outcomes and experiences in the guidelines that all schools have for Curriculum for Excellence particularly Milestones to Support Learners with Complex Additional Support Needs and BSquared





Our Curriculum covers everything that learners experience in their time at school and we acknowledge the needs of the “24 hour Child” (*The SCERTS Model*). Our Learning and Teaching Policy sets out some of our aims for our curriculum these include our aim:

- To ensure an educational environment conducive to learning for children with complex additional health and learning support needs.
- To ensure attachment informed practice and positive relationships are the foundations of our curriculum and learning and teaching approaches.
- To promote the development and acquisition of communication through learners preferred means of communicating, in all learning and teaching situations.
- To employ a responsive and tested range of approaches and strategies to enhance learning and teaching situations thus raising achievement and success for all pupils.

Spiritual, social, moral, and cultural values (religious observance)

We aim to uphold our values of equality, kindness and respect through all of our interactions as adults and we aim to develop these values in our learners.



Our aim is to develop our learners' spiritual, moral and cultural values through collective school community experiences including class and school assemblies and meaningful experiential opportunities to learn about faith and religion including special events in the Christian calendar.

Schools and local authorities in Scotland must provide religious and moral education to every child and young person in accordance with their legal requirements. Religious and moral education in non-denominational schools and religious education in Roman Catholic schools is a statutory core subject for all pupils attending primary and secondary education and it is their entitlement to have this taught in a meaningful and progressive way.

Parents may request that their children be permitted to be absent to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted, and the pupil noted as an authorised absentee in the register.

7. Assessment and tracking progress

Assessment is an integral part of planning and informs next steps in learning. Assessment procedures are detailed on forward plans and evaluations completed termly. Assessment of children's achievements is on-going, both formal and informal, to ensure each child progresses to their full potential. All agencies involved with a pupil are invited to participate in assessment, through collaborative working with teachers in completing annual reports.

We track our pupils progress in the following areas using CfE, Milestones, BSquared tracking software tools including the Autism Progress Framework, and Connecting Steps:

- Self and Emotions
- Making Connections
- Communication
- Health and wellbeing
- Literacy and English
- Mathematics and numeracy
- Interdisciplinary Play Based Learning



8. Reporting

Assessment of children's learning is ongoing throughout their time in school. Our Parents and Carers will receive updates on their child's progress through an Interim Report which is sent home before the October Week at the end the Autumn Term of and an End of Session Report which will be sent home in June. Teachers will also update Additional Support Plans three times through a session and our parents and carers will be invited to comment and contribute to next steps for progress.

Our 'learner reports' will help you to get to know more about the curriculum which each child follows and will describe their strengths, achievements, and areas for development so you know what encouragement and support you can give.

We welcome any comments or additional information from parents to help us provide the best possible education for your child.



9. Enrolment and Transitions

Enrolment – how to register your child for school.

Placements at Victoria Park School are allocated through a process conducted by Education Inclusion at South Lanarkshire Council. Parents, Nurseries, Inclusion Managers, Educational Psychologists and the school will be involved in an enhanced transition from children's nurseries should it be agreed that a place at Victoria Park School should be allocated.

All children should be registered for their catchment school in addition to this process. To register your child for school you should complete our online registration form. This can be done using the South Lanarkshire website.

www.southlanarkshire.gov.uk/info/200186/primary_school_information/392/enrolling_your_child_for_school

If you have any difficulty in identifying your catchment school, please email Edsuppserv.helpline@southlanarkshire.gov.uk

The online registration form will ask you to provide each child's full birth certificate and two pieces of recent official documentation both containing your permanent home address for example a utility bill, council tax statement, housing rent card, child benefit documentation.

Proof of where the child lives may also be needed.

If your child is due to start school in August 2024, you can enrol online from Monday 8 January 2024. Your catchment school will contact you between Monday 15 to Friday 19 January 2024 to confirm your enrolment.

If your child attends the nursery of your catchment school, please do not assume that they will automatically be transferred. You must register them as normal at the school that is in the catchment area for your home address

If parents want their child to go to another school, they must enrol in the first instance with their catchment school and intimate that they wish to make a placing request. An online placing request form is available from the SLC website – www.southlanarkshire.gov.uk or by contacting edsuppserv.helpline@southlanarkshire.gov.uk or phone **0303 123 1023**.

Change of School/Placing Request

Normally children attend the school in their catchment area. However, there are times when parents may wish their children to go to other schools. If you wish your child to go to another school, then you may make what is known as a 'placing request'. If you live in South Lanarkshire and decide to submit a 'placing request', we are unable to reserve a place in your catchment school until the Council have made a decision on the 'placing request'. Please note if your 'placing request' application is unsuccessful and all places at your catchment school are filled you will be offered a place at the next nearest appropriate South Lanarkshire School.

Please note that if an application for a 'placing request' is successful then school transport is not provided.

If you move outwith your catchment primary school a 'request to remain form' must be completed. If you move outwith your catchment primary, this may affect your right to transfer to the associated Secondary School. Please note the secondary school is determined by the pupil's permanent home address and chosen denomination. If you require further information, please contact Education Support Services on edsuppserv.helpline@southlanarkshire.gov.uk or **0303 123 1023**.

Transition from primary to secondary school

Pupils normally transfer from primary to secondary school between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Arrangements are made by the school to transfer children to the associated secondary school as determined by their home address. Parents of P7 children will be informed of the transfer arrangements made for their child to attend secondary school.

We join our partners from our ASN High Schools and Secondary Bases in providing our pupils with enhanced transition programmes in their transition year. Teaching staff from the high school establishments will meet our P7 pupils and teacher at Victoria Park as part of this enhanced transition. We will provide you with information at this time on events designed to support our P7 children before they move on to secondary school.

10. Support for Pupils

Getting it right for every child.

Getting it right for every child (GIRFEC) supports families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe, and respected so that they can realise their full potential.

Most children and young people get all the help and support they need from their parent(s), wider family, and community but sometimes, perhaps unexpectedly, they may need a bit of extra help. GIRFEC is a way for families to work in partnership with people who can support them, such as teachers.

If you have any concerns about your child's wellbeing, you can speak to the named person who will work with you to provide support and decide how to move forward. Your school will let you know who this is. It is likely to be the Head Teacher in a primary school and a principal teacher (pupil support) in Secondary.

More information can be found on:

www.scotland.gov.uk/gettingitright

Support for All (Additional Support Needs)

At Victoria Park School we support all of our learners through an appropriate curriculum that aims to promote the development of skills and greater independence, through learning activities that are relevant, focused on pupils strengths and support pupils in overcoming individual barriers to learning. We cater for pupils with a wide range of complex learning and health needs.

All of our pupils have an Additional Support Plan (ASP) which addresses any barriers to learning that are over and above learning that will take place through teachers' appropriately individualised Forward Planning. A child's ASP outlines their strengths and development needs along with a plan for meeting specified targets.

Forward Plans and Additional Support Plans are updated termly, and parents and carers are consulted on next steps for their child's progress. Parents are invited to meet with teachers twice a year to ensure that additional support needs are being met.

We work closely with our NHS Speech and Language Therapy colleagues when setting targets for communication skills development, in addition we work in partnership with a wide range of agencies including NHS Physiotherapists and Occupational Therapists, South

Lanarkshire Council Teachers for supporting both visual and hearing impairment, Family Support Workers and Social Workers, to support children's learning and wellbeing.

South Lanarkshire Education Resources have published a series of leaflets available which cover information for parents and carers about the Additional Support for Learning Acts.

Enquire

Enquire is funded by the Scottish Government to provide information on the framework for supporting children who require additional support for learning and to encourage positive partnerships between families, schools, and local authorities to ensure children get the right support.

Enquire – the Scottish advice service for additional support for learning

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

Phone Helpline: 0345 123 2303

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

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 fact sheets including the parents' guide to additional support for learning.

If you would like to order our leaflets, postcards or guides to share with parents and carers of pupils in your school, please contact us on info@enquire.org.uk

Attachment Strategy for Education Resources

Attachment – what we do to support children and young people

South Lanarkshire Council Education Resources is committed to improving outcomes for children and young people by creating emotionally supportive learning experiences in our nurseries and schools.

The Education Resources Attachment Strategy supports the action in the 'Getting it Right for Every Child in South Lanarkshire's Children Services Plan 2021-23', following the launch of the Attachment Strategy in 2020, to provide staff training in Attachment and Trauma based practice.

What does it set out to do?

The aim of the strategy is to promote better experiences of attachment for South Lanarkshire's children and young people and to ensure that all education practitioners understand the importance of attachment theory and its application and how positive relationships can make a difference to outcomes.

How can I find out more?

South Lanarkshire Council Education Resources have published a series of leaflets and posters for establishments and for parents/carers which aim to share information on attachment theory and on how this informs the ways in which we support children and young people. These are available in schools and on the SLC Staff Learning Centre Sway accessible by teachers and staff.

11. School Improvement

Achievements in Session 2022 – 2023

School priority 1: Redesign whole school curriculum to best meet the changing needs of our learners and improve pedagogy in ASN learning approaches across the school. **Largely achieved and Ongoing**

School priority 2: Re-establish high quality partnership working with parents to support children's learning
Largely achieved and Ongoing

School priority 3: Further develop a culture of Professional Enquiry across the school.
Achieved and Embedding

Further detailed information about our progress in these priorities can be found on our Glow Blog/website by following the link below



<https://blogs.glowscotland.org.uk/sl/public/victoriaparkprimaryschool/uploads/sites/13094/2023/08/29141616/SQ-Report-2022.23-Copy.pdf>

Pupil Equity Funding Session 2023 – 2024

- Deployment of an additional teacher to support Senior Teachers in delivering Intensive Support using SCERTS Model
- Deployment of an additional School Support Assistant to deliver health and wellbeing outcomes including sensory integration programmes
- Training and funds for DHT to be able to run Mellow Ability Parent Courses this session

Through consultation with stakeholders especially our children's parents we have allocated 5% of the schools Pupil Equity Fund to the Participatory Budget process. Parents/carers voted for this budget to be directed towards Sensory Integration Resources. All parents are asked for their views on the schools spending plans through consultation prior to the completion of our School Improvement and Standards and Quality Report, SQ usually in April/May each year. This year we will be supported in this by our newly formed Parent Council

Further detailed information about our improvement priorities for session 2023 – 2024 can be found on our Glow Blog/website by following the link

<https://blogs.glowscotland.org.uk/sl/public/victoriaparkprimaryschool/uploads/sites/13094/2023/08/29150904/SQIP-2023.24-Victoria-Park-School-2.pdf>

12. School policies and practical information

School Meals

Primary pupils

Healthy eating is something that the school supports, and a range of meals are available at lunchtime that meet the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020

For their lunch each day pupils have the option to choose from two hot meal options plus a snack option. These are all served with vegetables or side salad. All meals also come with fresh chilled drinking water, salad, seasonal fruit and depending on the day - soup or a dessert.

Milk will be available for those pupils entitled to free school meals through the free school meal eligibility scheme at morning break or lunchtime.

All pupils at Victoria Park School receive a free school lunch as eating and drinking is a part of our curriculum planning.

Adapted diets

If your child within Nursery, Primary or Secondary requires an adapted diet for medical reasons please speak to the school office who will provide the request form for you to complete. In addition, if you have a halal or vegan diet request for your child, please speak to the school office who will provide you with a request form.

School uniform

The wearing of a school uniform helps promote the identity of the school in the local community and helps create an ethos of sharing and pride in the school. We have a uniform that consists of white polo shirt, red sweatshirt or cardigan and any black or grey jogging bottoms. Many of our children love to wear their uniform.

In addition, the wearing of a uniform helps towards increasing the protection of all pupils. The wearing of a uniform helps staff and the pupils to distinguish between who belongs to the school and those who may be visitors. This enables staff to approach and identify visitors more readily and helps in trying to offer a safer environment for pupils and teachers alike.

Equality of opportunity is an important aspect of the life of the school. The most important consideration for our school and families when making decisions about school uniform is the individual needs of the child. Children's health and sensory needs could potentially present a significant barrier to learning if particular clothing is in any way not suitable for them. Our parents know their child best and this should be the first consideration when deciding which items of school uniform are sourced. Another priority for our school community is that children are comfortable and able to engage in play-based learning while at school, so t-shirts sweatshirts and joggers are ideal for this. In line with our Cost of the School Day policy it is not essential that these items have the school badge, but items are available on request for details of our supplier.

There are forms of dress which are unacceptable in all schools such as:
the wearing of football colours

- clothing with slogans that may cause offence (anti-religious, symbolism or political slogans)
- clothing which advertises alcohol, tobacco, or drugs
- clothing which can be deemed unsuitable in terms of health and safety grounds such as shell suits, combat style clothing, dangling earrings, loose fitting clothes particularly in practical classes.

- articles of clothing that could be deemed to inflict damage on other pupils or be used by others to do so.
- footwear that may damage flooring.

Allergies

A significant number of children and young people in our schools will have allergies and it is important that parents keep the school fully informed on these matters.

Allergies can present in a variety of ways and can occur at any point in a person's life. Symptoms range from mild to severe. Children and young people known to have an allergy with moderate to severe symptoms will likely have a Health Care Plan drawn up by the NHS. This will detail symptoms and appropriate interventions.

It is vital that parents share this information with the school and continue to provide any updated information.

Where symptoms are mild and a Health Care Plan is not in place, parents should still continue to liaise regularly with the school on any new triggers, medications and actions required.

In all cases, our employees need to know your child's symptoms, treatments and any actions required to help prevent exposure to the allergen and minimise the risk of allergic reactions.

Employees in schools will receive training on allergies and will liaise with parents and NHS on any additional specialist training required.

In supporting children and young people with allergies, school employees will operate in accordance with South Lanarkshire Council's Safe Systems of Work / risk assessment and national guidance on the administration of medicines.

Support for parent/carers

Clothing grant

In certain circumstances the Council provides support to parents/carers for the purchase of school wear. This also now includes nursery children aged 3 and 4 years old.

Applications can be made online at www.southlanarkshire.gov.uk. If you are required to submit evidence of your Tax Credit income it is important that a copy of this evidence is attached to your online application. Should you require further information, or you are unable to submit an application online then please contact the helpline number **0303 123 1011** (option 5).

School hours/holiday dates

The start time, lunch time and closing time for each day should be listed.

Information on holiday dates (including in-service days) should be provided for the forthcoming session.

School holiday dates and in-service dates are available from the website

www.southlanarkshire.gov.uk

Transport

School transport

The Inclusive Education Service is responsible for arranging the transportation of school children with Additional Support Needs. We have a duty to ensure that the most efficient and effective method of transportation is provided and that all children are transported timeously, safely and without prejudice.

Insurance for schools – pupils’ personal effects

South Lanarkshire Council is concerned at the level of claims being received for loss or damage to pupils’ clothing or personal effects. Parents are asked to note the Council’s position in terms of insurance for pupils’ personal effects:

Theft/loss of personal effects

The Council is not liable for the loss or theft of pupils’ clothing or personal effects for example mobile phones, tablets etc. and any items are therefore brought into the school is done so at the pupil/parents’ own risk.

Parents can assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

Teachers and other staff have been advised not to accept custody of any such items.

The same principle applies to musical instruments and other equipment used for activities within the school, which belong to the pupil, but are brought into the school. Parents should be aware that if such equipment is left in school, it is done at the pupil/parents’ own risk.

In the case of valuable items such as musical instruments, parents should ensure that these items are covered by their own household insurance.

(ii) Damage to clothing

The Council is only liable for damage caused to pupils’ clothing where the damage has resulted from the negligence of the Council or one of its employees. Claims arising otherwise will not be accepted by the Council’s insurers.

Promoting positive behaviour

It is the responsibility of staff within the school to ensure that parent council members, parents and pupils are involved in the creation of a positive school ethos that encourages good behaviour. Equally, the school whilst trying to promote positive behaviour must support young people should incidents or occur.

Our approach is to create an environment where better behaviour will encourage better learning. The school, along with the support of parents, can work together to create a learning environment which young people can enjoy and feel safe.

Incidents of bullying should be reported to the school immediately so that each alleged incident can be looked at. Together we can work towards creating a safer school for children and staff.

We understand that all behaviour is communication. A guideline (Promoting Positive Relationships and Behaviour) has been produced to support all teaching and support staff and inform them of their roles and responsibilities in respect of supporting children and young people who may display distressed behaviour. Early identification is crucial so that intervention can be provided to support children and young people to learn skills for self-regulation and to support staff in providing what will be needed from them to help children regulate. Staff training is provided to help develop the skills needed to respond to and manage distressed behaviour. A wide range of appropriate staff development opportunities has been developed for this purpose.

Child Protection

All staff in educational establishments in South Lanarkshire Council receive an annual Child Protection update and are required to follow the advice and guidance contained within relevant Education Operating Procedures. They must also complete a mandatory Learn on Line Course “Child Protection in Education”.

South Lanarkshire's children's services partnership works together to support children, young people, and their families so that children grow up in communities where they are safe, healthy, active, achieving, respected, responsible and included, and have the opportunity to achieve their full potential. They are committed to continuously improve our services to ensure children, young people and their families get the right support at the right time.

Sometimes children and young people need additional help to make sure that they are "*cared for and protected from abuse and harm in a safe environment in which their rights are respected*" (CPC South Lanarkshire Child Protection shared vision). The Child Protection Committee has the overarching responsibility to ensure that agencies individually and collectively work to protect children and young people as effectively as possible.

All staff have a responsibility to report any suspicions that a child has been abused or is at risk of harm, abuse, or neglect. Robust procedures and guidance are in place to support education staff to: -

be alert to signs that a child may be experiencing risks to their wellbeing,
report concerns to the head of establishment or the child protection coordinator without delay.
be actively engaged in support and protection and development of wellbeing.

If you would like more information, or have a concern of a child protection nature, please contact the head of the educational establishment which your child attends.

The Child Protection Committee's website has a range of useful information for parents/carers to help them keep their children safe. www.childprotectionsouthlanarkshire.org.uk

13. General Data Protection Regulation as supplemented by the Data Protection Act 2018 (GDPR)

Information on pupils, parents and guardians is held by the school to enable the teaching, registration, and assessment of pupils as well as associated administrative duties. The information is stored and used as per the requirements of the GDPR, with South Lanarkshire Council defined as the data controller. The Council have established a data protection policy that applies to all of its school.

Education Resources has also prepared a privacy notice (below) which sets out how we will deal with personal information as part of our statutory function as an education authority. For more information, please contact the school.

Privacy Notice

Introduction

In line with the General Data Protection Regulation (GDPR) we have produced this privacy notice to inform you how we deal with personal information as part of our statutory function as an education authority.

The Council has a legal obligation to deliver effective education services to children, young people, and adult learners in South Lanarkshire. In order to do this, we need to collect personal information about children, young people, and their families so that we can help them to learn and keep them safe.

Using your personal information

The Council is a “controller” of the personal information you provide when enrolling for a nursery or school, applying for an education service, or participating in groups or activities provided by Education Resources.

Information we collect from you about you and your child at enrolment.

When you enrol for a nursery or school, we ask for the following information:

parent/carer contact details (name, address, phone, email).

the child’s name, date of birth, gender, and address.

information about medical conditions, additional support needs, religion, and ethnicity.

any information you may wish to provide about family circumstances.

Information we collect at other times.

We will also collect information at other times such as when you apply for a benefit, request a services or other support. We will provide an additional privacy notice at these times.

If you apply for an education service or benefit, such as school transport, free school meals, clothing grant, placing request or EMA, we will also ask for personal information as set out above.

We will also ask for information about your income for education benefits applications.

If you make a request for additional support such as an educational psychologist or other support for learning, we will ask for more detailed information to allow us to provide the most appropriate support for your family. This may include information about family circumstances or medical conditions.

If there are concerns about your child’s wellbeing and/or your child has needs that may require additional support, we will wish to work with you to collect and consider information to enable us to help you get the right support at the right time in line with the Getting it right for every child approach.

We require this information to ensure that children and young people are educated appropriately, supported, and that we take account of their health and wellbeing. We will also ask you to update this information annually and to tell us when there are changes to your details.

Information that we collect from other sources.

As an education authority and as part of our statutory function in accordance with our legal obligations, we receive information from other sources such as the SQA, the NHS or Social Work about you or your child, this includes:

exam results and assessment information.

information about health, wellbeing, or child protection.

Why do we need this information?

We need this information so the Council can ensure it is delivering education services appropriately to all learners:

for the education of children, young people and adult learners.

for teaching, enrolment, and assessment purposes and to monitor the educational progress of children, young people and adult learners;

to keep children and young people safe and provide guidance services in school;

to identify where additional support is needed to help children, young people and adult learners with their learning;

to maintain records of attendance, absence and behaviour of children and young people (including exclusions);

to support children and young people moving on each year from nursery to primary, primary to secondary and when they move or leave school;

to help us develop and improve education services provided for young people, adult learners, or families

In accordance with our legitimate interests as an education authority we will also use your information to create statistical reports.

We will share your information with:

As an education authority and as part of our statutory function in accordance with our legal obligations we will share information with other bodies or parts of the Council, including:

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

Other parts of the Council when required for services such as school meals, school transport, education benefits and with Social work in connection with any child protection concerns we become aware of.

The NHS, to support health initiatives in accordance with the legal obligation on the Council in terms of section 39(3) of the National Health Service (Scotland) Act 1978.

South Lanarkshire Leisure and Culture Limited, where children and young people are participating in sports and leisure activities.

Other schools/local authorities – if a child moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school/local authority.

You have the right to access your personal information as well as the rights of rectification, erasure, restriction, and the right to object. For information on these rights and how to exercise them or for information about how we manage your personal information, you can get a copy of our full privacy notice from our website:

https://www.southlanarkshire.gov.uk/info/200235/meta/1730/general_privacy.

Our full privacy notice will also provide information on how to make a complaint or to request a paper copy of the privacy notice from the Data Protection Officer.

Appendix A

This annex gives a list of useful information and the links to the content is now available from the Council's website by accessing the following link

http://www.southlanarkshire.gov.uk/info/200186/primary_school_information/1264/curriculum_for_excellence/3

Information can be accessed on the following:

Education Scotland's Communication Toolkit for engaging with parents.

The Scottish Government Guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities.

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school.

Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils, and others.

Parentzone provide information and resource for parents and Parent Councils
National Parent Forum for Scotland; www.npfs.org.uk

School Ethos

Supporting Learners - guidance on the identification, planning and provision of support

Journey to Excellence - provides guidance and advice about culture and ethos.

Health and wellbeing guidance on healthy living for local authorities and schools

Building Curriculum for Excellence Through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support.

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education.

Curriculum

Information about how the curriculum is structured and curriculum planning.

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas.

Advice, practice, and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing.

Broad General Education in the Secondary School – A Guide for Parents and Carers

Information on the Senior Phase

Information on Skills for learning, life, and work

Information around the Scottish Government's 'Opportunities for All' programme

Information for organisations responsible for the planning, management and delivery of career information, advice, and guidance services

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning.

Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework.

Information about Curriculum for Excellence levels and how progress is assessed.

Curriculum for Excellence factfile - Assessment and qualifications

Information on recognising achievement, reporting, and profiling.

The Scottish National Standardised Assessment- in Scotland, pupils in P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy as part of their everyday learning and teaching.

Transitions

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond.

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice, and guidance strategy.

Choices and changes provides information about choices made at various stages of learning.

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs.

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition.

Enquire is the Scottish advice service for additional support for learning.

Parenting Across Scotland offers support to children and families in Scotland.

Support for Pupils

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs.

Information about the universal entitlement to support that underpins Curriculum for Excellence

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended.

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers.

School Improvement

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports.

Education Scotland's Inspection and review page provides information on the inspection process.

Scottish Credit and Qualifications Framework (SCQF)

Scottish Qualifications Authority provides information for teachers, parents, employers, and young people on qualifications.

Amazing Things - information about youth awards in Scotland

Information on how to access statistics relating to School Education

School Policies and Practical Information

National policies, information and guidance can be accessed: from the Scottish Government website on www.gov.scot with an update on school inspection outcomes being available via the Education Scotland website.