

**Education Resources**



***Primary School Handbook Information  
January 2026***

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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](mailto:education@southlanarkshire.gov.uk)

# 1. Introduction by the Head Teacher

Welcome to Victoria Park School. I hope you will find our handbook useful. If you do not find what you are looking for do not hesitate to contact the school for further information. Victoria Park School supports primary aged children with a broad range of complex learning, communication and health needs. We have a modern school environment which is adapted to the needs of our learners. We enjoy the benefits of sharing a campus with Hill Mill Primary School.



All children across the school can expect to experience a nurturing and attachment informed ethos where they will be supported to be the best they can be. We have recently received an award for "All Behaviour is Communication" through South Lanarkshire's Attachment Informed Trauma Sensitive Practice accreditation. 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 children benefit from smaller class sizes and higher staff ratios to support their learning and health needs. In line with Scottish educational policy our children learn through Curriculum for Excellence. To ensure progression for all our children 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 engaging. We employ a total communication approach with our children using verbal language, Makaton signing, visuals and digital supports.

Children's school and wider achievements are recognised and celebrated on a regular basis. Children take a pride in their achievements and their school. Children enjoy specialist teaching from qualified music therapists from "Hear my Music". Children have access to a Movement Hub, Soft Play and a Sensory Room within the school building. We have trained staff in Rebound Therapy to work with our children with specific identified health and wellbeing needs. Children have access to a courtyard, for breaks and play. We recently developed a Green Classroom to further develop our outdoor learning opportunities and children benefit from learning about nature and experience awe and wonder throughout the seasons. Through our improvement planning cycle we have set ourselves goals to continue to improve our approaches to staff 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 approaches which will best meet the needs of our learners. We take pride in connecting with our local community and we have built up links with Motherwell FC, The Men's Shed, Kirkton Church, Make a Difference Scotland as well as participating in the local Gala Day.

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.

This is available at [Education Resources Plan 2025/26 Education and learning - South Lanarkshire Council](#). As part of our school improvement plan for this session, we are reviewing and updating our vision and values which we hope to publish in term 4 of 2025-2026.

## 2. About Our School



<b>Name of School:</b>	Victoria Park School
<b>Address:</b>	Market Road, Carlisle, ML8 4BE
<b>Telephone Number:</b>	01555 750 591
<b>Website Address:</b>	<a href="https://blogs.glowscotland.org.uk/sl/victoriaparkprimaryschool/">https://blogs.glowscotland.org.uk/sl/victoriaparkprimaryschool/</a>
<b>E-mail Address:</b>	<a href="mailto:office@victoriapark.s-lanark.sch.uk">office@victoriapark.s-lanark.sch.uk</a>
<b>Stages of Education:</b>	Primary 1 to Primary 7 <b>Present roll:</b> 63
<b>Denominational Status</b>	Non-denominational

### Parent Council Contacts:

**Chairperson:** Position to be filled

**Vice Chairperson:** Position to be filled

**Treasurer:** Jennifer Graham

## **Complaints Procedure**

The school should be first point of contact for parents who wish to discuss any complaints or concerns. We will take all complaints and concerns seriously and with sensitivity. Kirsty McKellar, Head Teacher or a member of the senior management team will respond to you promptly and we will endeavor to be in touch with you within 48 hours of your complaint. If you feel that your complaint or concern has not been resolved, you can get in touch with our Quality Link Officer Martina Hendry by calling 0303 123 1023. South Lanarkshire Council operates a complaints procedure called "Have Your Say" which can be accessed through their website.

## **Visits to Victoria Park School**

Please contact the office to speak with the Head Teacher or Depute Head to arrange visits. You may wish to visit the school if your child has been allocated a place and you are considering accepting the place. Children's routine and contexts for learning are at the forefront of our considerations when planning visits.

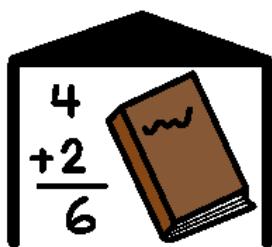
### 3. School Ethos

#### 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.

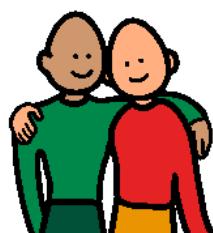


## Our Values in Action: What our Parents and families have said about the school

*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*

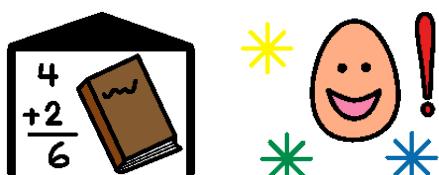


*"Victoria Park is much more than just a school. The knowledge, support, adaptability, and advice from all members of the school team are beyond compare. Most importantly our daughter is happy and thriving and can't wait to attend school each day, we are so lucky to have such a strong network within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

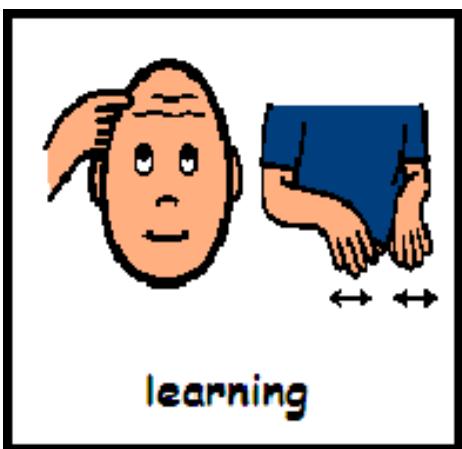


The school is recognised as an integral part of the local community. We are well supported by our community, with local residents and community groups regularly fund raising for our school for which we are very grateful. We have recently had a strong presence in the Carlisle Gala Day parade winning Best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

We embrace opportunities for our children to have meaningful and stimulating learning experiences. Our collaboration with South Lanarkshire Leisure and Culture and Hear My 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.

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.



## 4. Staff List

<b>Head Teacher</b>	<b>Kirsty McKellar</b>
<b>Depute Head Teacher</b>	<b>Leeanne Inglis</b>
<b>Principal Teachers</b>	<b>Elspeth Blair &amp; Alison Hawthorn</b>

<b>Class Teachers</b>			
<b>Room 1</b> Annie Baird	<b>Room 2</b> Michelle Harris	<b>Room 3</b> Rosie Stopford	<b>Room 4</b> Michaela McIntosh Alison Hawthorn
<b>Support Staff</b>			
Jackie Henderson Mhari McMillan Sarah Pietrysak Sracey Banks	Suzanne Wailes Courtney MaClean Lisa Wilson	Kirsten McAughey T/W/F Pauline Redfern M/T/W/Th Rhyan Czarnocki Briony Reddington Rachel Gibson	Lynn Cunningham M/Th/F Lesley Anderson M/T/W/F Rosie Davidson T/W/F Sonia Rintoul M/T/W Vicky Goodwin T/W/Th
<b>Class Teachers</b>			
<b>Room 5</b> Carene Taylor	<b>Room 7</b> Louise Hayley Murray Zoe Dovgy	<b>Room 8</b> Lewis McCourt	<b>Room 9</b> Elspeth Blair Rachael Hall Leah
<b>Support Staff</b>			
Michelle Crawford Adam Doran Eva McLaughlin Carol Miller	Lucie Lafantova Gillian Docherty Samantha Graham Linda Martin M/T/W/Th Hew Colquhoun F	Kirsty Ritchie Hayley Cook Hazel Owens Caroline Thomson	Nicola Hughes Sheena McPhail Agnes Thomson Samantha Eadie
<b>CCC Teachers:</b> Supply Teacher – To be confirmed <b>Team Leaders</b> Donna Melvin, Laura Drysdale and Pauline Newns <b>Office Staff</b> Pauline Newns (M/T/W) and Alison Coltart (Th/F)			
<b>Educational Psychologist:</b> Judith Dickenson <b>Quality Improvement Officer Inclusion Clydesdale:</b> Liz Burns			

## 5. Attendance

### Encouraging School Attendance

We believe that regular school attendance is key to raising attainment and achievement. It's a shared responsibility among parents/carers and the school to emphasise the importance of attending school. For your convenience, school holiday dates and in-service dates can be found on the council's website: [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk).

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 handbook, before 9.00am on the first day of absence. If you are unable to get through, please leave a message on the answering machine. You can also e-mail the school office at [office@victoriapark.s-lanark.sch.uk](mailto:office@victoriapark.s-lanark.sch.uk)

*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).

### Family Holidays During Term Time

Family holidays taken during school term time will be recorded as unauthorised absences in line with Scottish Government and South Lanarkshire Council policy. The school is not required to provide work during this period, and parents are asked to avoid arranging holidays that disrupt their child's learning.

### Information on Emergencies

#### Emergency Information

We strive to keep the school open during term-time. However, there may be instances such as severe weather or power failures that could affect the school day. In such cases, we will inform you as soon as possible through text messages and our social media channels.

#### Severe Weather Protocol

In the event of severe weather like snow or heavy frost, if the school cannot open at the usual time, we will delay the start until 10 am. Notifications will be posted on social media and the council's website.

#### Communication

The Council's website, [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk), will provide updates on school closures or delays including further information about the next school 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 phone number and change of address.
- If for any reason, you are unsure if the school is open visit the website at [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) or email: [education@southlanarkshire.gov.uk](mailto:education@southlanarkshire.gov.uk)

## 6. Parental Involvement and Parent Councils

Parents and carers play a vital role in their child's learning. Research shows that when families are involved, children do better at school and beyond. South Lanarkshire Council values parents as partners and works closely with schools to make this happen.

### Why Parental Involvement Matters

- Strong partnerships help schools understand children's needs and help parents feel informed and supported.
- Parents can reinforce learning at home, making schoolwork more meaningful and connected to everyday life
- Parental involvement can help children develop a love of learning and resilience when facing challenges
- When parents work with school and take an interest in learning, children often achieve more academically and feel more confident.

### Our Commitment

We want parents and carers to:

- Feel welcome and involved in school life.
- Be well informed about their child's learning.
- Have opportunities to support learning at home.
- Share views and take part in discussions about education.

### Parent Forum and Parent Council

- Every parent with a child at school is part of the Parent Forum.
- Each school has a Parent Council, a formal group that represents parents' views and works with the school to improve learning and experiences.

### Connect – Supporting Parent Councils

All Parent Councils in South Lanarkshire are members of Connect, Scotland's national organisation for parent groups. Connect offers:

- Free training and advice for Parent Councils.
- Resources and guides to help parents support learning.
- Insurance cover for Parent Council activities. Find out more at <https://www.connect.scot>.

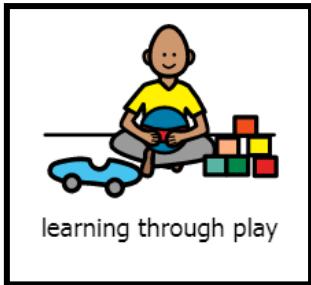
### Other Helpful Resources

- Parentzone Scotland – Practical advice and information about learning, additional support needs, and how to get involved: [Parentzone Scotland | Education Scotland](https://parentzone.scot)
- National Parent Forum of Scotland – Guidance and updates for parents: <https://www.npfs.org.uk>.

### Getting Involved

Interested in joining the Parent Council or helping in school? Contact your school office or visit the Council website for details.

## 7. 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.

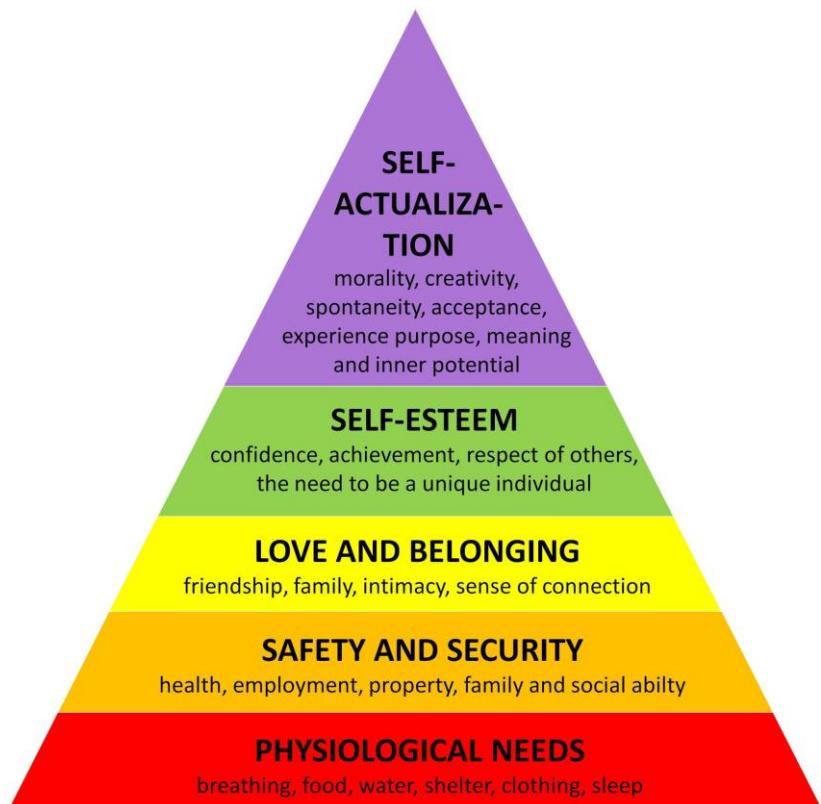
The curriculum places learners at the heart of education and at its centre are four fundamental capacities - successful learners, confident individuals, responsible citizens, and effective contributors.

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 curriculum is split into different levels, and our children progress mainly through the milestones level, early level and some will progress to first level. Many children with complex learning needs however may not progress in an atypical linear pathway and so for instance a child could be working on milestones for attention skills but may be at early level in number. We aim to have an in-depth knowledge of children so that we can identify progress when it occurs and know development needs.

We also take into account the Maslows Heirarchy of Needs to ensure that we are planning and supporting children's readiness for learning. In our school this may mean that we are taking careful consideration of health needs or sensory needs and building this into the child's day.

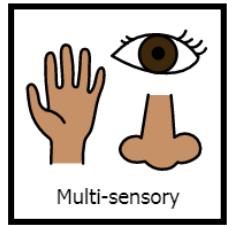
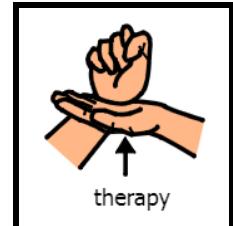
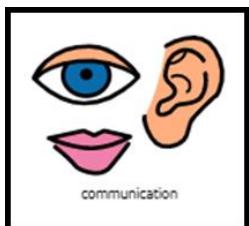


The curricular areas at Milestones level are as follows:

- 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 \(scotlandscurriculum.scot\)](https://www.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. We regularly welcome Lesley Ewing (Kirkton Church Children's Youth Worker) as well as Brian Lowrie and Jenny Haggerty from "Make a Difference Scotland" to support religious observance activities.

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.



## **8. 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 and 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

## **9. Reporting**

Assessment of children's learning is ongoing throughout their time in school. Our parents will receive updates on their child's progress through an Interim Report which is sent home before the October break at the end the Autumn Term 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.

New starts can expect a "Settling-In Review" around 8 weeks after they join the school. We hold a parents night before the October break and annual reviews for all children are held around May. P7s will have transition meetings in April.

This session we have fully embedded Evisense as a way of reporting learning to parents. Through Evisense we can share photographs and assessments of your child's learning.

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

## 10. 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](http://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](mailto: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 2026, you can enrol online from Monday 5 January 2026. Your catchment school will contact you between Monday 12 and Friday 16 January 2026 to confirm your enrolment.

If your child is due to start school in August 2025, you can enrol online from Monday 6 January 2025. Your catchment school will contact you between Monday 13 to Friday 17 January 2025 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 should then be completed. This is available from the SLC website – [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) or by contacting [edsuppserv.helpline@southlanarkshire.gov.uk](mailto: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](mailto: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 out 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.

## 11. 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](http://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](mailto:info@enquire.org.uk)

Advice and information is also available at [www.enquire.org.uk](http://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](mailto: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.

## **Promoting Positive Relationships and Understanding Distressed Behaviour (PPRUDB)**

PPRUDB is South Lanarkshire's framework for understanding and managing behaviour in schools. It emphasises that all behaviour is a form of communication, often indicating unmet needs, and stresses the importance of building positive relationships as a fundamental skill for

teachers and a preventive approach to distressed behaviour. The guidance aligns with key Scottish Government policies and legislation and supports the development of safe, inclusive, and nurturing school environments.

Children and young people who feel safe, healthy, respected, and included are more likely to develop self-confidence and resilience. South Lanarkshire Council's attachment-informed, trauma-sensitive approach, aims to create a secure base and safe haven to reduce the impact of adverse childhood experiences. School staff recognise that distressed behaviour can stem from disrupted attachment, anxiety, and other complex needs, including neurodevelopmental conditions and limited communication skills.

When incidents of distressed behaviour arise in schools, staff will use a range of strategies to de-escalate situations and prevent re-occurrence. Strategies include structuring the environment with consistent routines and quiet areas, adapting communication to accommodate speech and sensory needs, and building positive relationships based on shared values. Setting clear limits with dignity, active listening, and inclusive teaching practices support behaviour management. Planning for transitions and using support plans like Additional Support Plans (ASPs) and Behaviour Assessment and Support Plans (BASPs) assist in addressing individual needs.

Each educational establishment should use the PPRUDB framework to develop and implement a relationships and behaviour policy through consultation with staff, pupils, and parents, reviewing it every three years.

Further information is available from the Headteacher of the establishment your child attends.

## 12. School Improvement

### Achievements in Session 2024 - 2025

**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. **Achieved**

**School priority 2:** Re-establish high quality partnership working with parents to support children's learning

**Achieved**

**School priority 3:** Further develop a culture of Professional Enquiry across the school.

**Achieved**

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

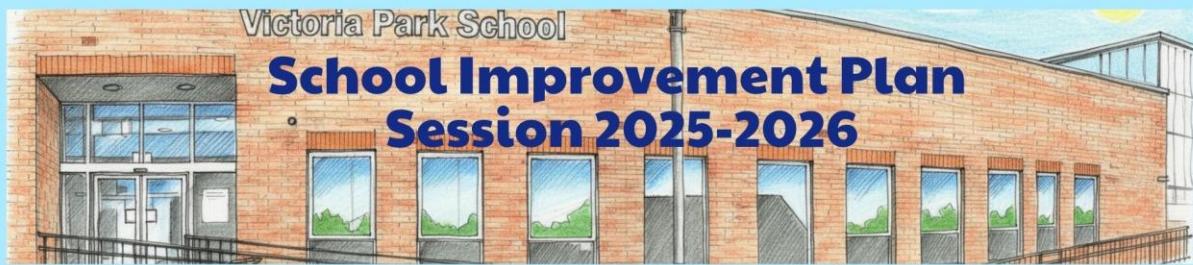
<https://blogs.glowscotland.org.uk/sl/public/victoriaparkprimaryschool/uploads/sites/13094/2025/09/01120759/Public-Facing-SQIP-20242025.pdf>



### Pupil Equity Funding Session 2025 – 2026

- Making adaptions to the school environment to the meet the needs of our learners.
- Purchase of sensory resources and equipment.
- Adoptions to the school environment including new sensory room.
- Supporting pupils with long-term absence.
- 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 enhancing the curriculum through school trips and experiences. 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, usually in April/May each year. This year we will be supported in this by our newly formed Parent Council.



## Strategic Priorities

To refresh school vision, values and school badge in order to reflect the school's current direction and purpose.

To ensure that planning for teaching and learning reflects our refreshed curriculum and reflects the individuality of our pupils.

To establish consistent assessment practices which will allow teachers to have valid and reliable judgements of pupil progress.

To establish consistent reporting practices which will give key information to all stakeholders about pupil progress, development needs and supports required.

To develop staff skills in providing a bespoke curriculum which meets the complex learning needs of our learners.

## 13. 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

We provide children with breakfast club from 8:45am onwards. Children are offered a selection of toast, cereal or fruit along with a cup of milk.

For their lunch each day pupils have the option to choose from two hot meal options (one being vegetarian option) plus a sandwich selection everyday. -All meals also come with fresh chilled drinking water, vegetable choice, salad selection, 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 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

Many children in our schools have allergies, and it is crucial for parents to keep the school informed about these conditions.

## Health Care Plans

- Allergies can manifest at any time with symptoms ranging from mild to severe.
- Children with moderate to severe allergies often have a Health Care Plan from the NHS, detailing symptoms and interventions.
- Parents must share this plan with the school and provide updates as necessary.

### Mild Symptoms

- Even without a Health Care Plan, parents should regularly update the school on any new triggers, medications, or actions required.

## Employee Training

- School staff need to know your child's symptoms, treatments, and actions required to prevent exposure and minimise the risk of reactions.
- Employees receive training on allergies and will consult with parents and the NHS for any additional specialist training needed.

## Policy Adherence

- In supporting children and young people with allergies, school staff will follow South Lanarkshire Council's Safe Systems of Work, risk assessment process, and national guidance on the administration of medicines.

## Mobile Device Policy

Our school follows South Lanarkshire Council guidance on mobile device use, which is rooted in Scottish Government policy. Mobile technology can support learning and communication, but it can also disrupt lessons and affect wellbeing if misused. To maintain a safe, respectful, and inclusive learning environment, pupils are expected to use mobile devices responsibly and in line with school rules.

Devices should not be used during class unless specifically permitted for learning purposes.

We are currently developing our own Digital Technologies policy which we hope to complete by the end of 2025-2026 session.

The policy has been developed in consultation with pupils, parents, and staff to balance the benefits of technology with the need to minimise distractions and protect privacy. We ask parents to support this approach by reinforcing responsible use at home and ensuring that devices are used appropriately.

## Support for Parents

### 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.

Eligibility criteria and online applications can be found at [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk).  
Or via this link [Clothing grants - South Lanarkshire Council](http://www.southlanarkshire.gov.uk)

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**

*Pupils Arrive: 8:45am Onwards*

*Lunch: 12noon*

*Pupils Leave: 2:45pm Onwards*

School holiday dates and in-service dates are available from the website [www.southlanarkshire.gov.uk](http://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 Pupils' Personal Effects**

South Lanarkshire Council has noted an increase in claims for loss or damage to pupils' clothing and personal effects. Please be aware of the Council's insurance policy regarding pupils' personal items.

#### **Personal Items**

- The Council cannot accept responsibility for the loss or theft of personal belongings, including mobile phones, tablets, or other valuables. These are brought to school at the pupil's and parents' own risk.
- To reduce the chance of loss, please avoid sending expensive or unnecessary items to school.
- School staff are not permitted to look after pupils' personal belongings.
- This policy also applies to musical instruments and equipment used for school activities. If these items are left at school, it is at the pupil's and parents' own risk.
- For valuable items such as musical instruments, parents should make sure they are covered by their own household insurance.

#### **Clothing**

- The Council will only consider claims for damage to pupils' clothing if the damage was caused by negligence on the part of the Council or its employees.
- Claims for any other reason cannot 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 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](http://www.childprotectionsouthlanarkshire.org.uk)

### **Our Commitment to Children's Rights**

In line with the United Nations Convention on the Rights of the Child (UNCRC), our school is committed to respecting and promoting every child's rights. We believe that children have the right to express their views on matters that affect them, and we will actively listen and take these views into account when making decisions.

To achieve this, we will:

- Create opportunities for pupils to share their opinions through class discussions, pupil councils, and consultation activities.
- Ensure that decisions about school policies and practices consider the voice of the child.
- Promote an inclusive, rights-respecting environment where every child feels valued and heard.

This approach supports our aim to empower learners, strengthen partnerships with families, and uphold equality and participation for all.

## **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 service 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](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**

For a comprehensive list of useful information, please visit the Council's website: [http://www.southlanarkshire.gov.uk/info/200186/primary\\_school\\_information/1264/curriculum\\_for\\_excellence/3](http://www.southlanarkshire.gov.uk/info/200186/primary_school_information/1264/curriculum_for_excellence/3)

### **Additional Information**

- Education Scotland's Communication Toolkit: A resource for engaging with parents.
- The Scottish Government Guide Principles of Inclusive Communications: Offers information on communications and a self-assessment tool for public authorities.
- Choosing a School: A Guide for Parents: Provides information on choosing a school and the placing request system.
- A Guide for Parents About School Attendance: Explains parental responsibilities regarding 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](http://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](http://www.gov.scot) with an update on school inspection outcomes being available via the Education Scotland website.**