



Education Resources



***West Mains School Handbook
(2023-24)***

Contents

- Introduction by the Head Teacher**
- About our school**
- School Ethos**
- Staff List**
- Attendance**
- Parental Involvement/Parent Council**
- The curriculum**
- Assessment and Tracking**
- Reporting**
- Enrolment and Transitions**
- Support for Pupils**
- School Improvement**
- School policies and practical information**
- 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.

1. Introduction by the Head Teacher

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.

West Mains School is one of 9 Additional Support Needs schools in South Lanarkshire Council. Our pupils benefit from smaller class sizes and higher staff ratios to support their learning. We share a campus with Halfmerke Primary School, and we moved into our new Inclusive School building in February 2017 as part of South Lanarkshire's schools' modernisation programme.

West Mains is a non-denominational primary school for children who have additional support needs. West Mains School specialises in supporting children with complex communication and language needs, often related to extreme Autistic Spectrum Disorder (ASD).

A message from the Head Teacher

The Staff team welcome you to West Mains School. In this handbook we aim to give you the information you and your child might need to benefit from all West Mains offers.

We recognise the value of a genuine partnership with parents. Just like you, we want the very best for your child. Working together in partnership will ensure that your child is supported to make the most of learning opportunities to fulfil their true potential and discover their unique strengths and talents. I know your child will enjoy their time with us and will learn from a wealth of rich and stimulating experiences and opportunities.

Children and their needs are at the heart of our school. Our high expectations, dedication and professional expertise drive us to make every effort to provide the very best learning experiences in a safe, caring, inclusive and interesting environment.

Our stimulating, relevant curriculum supports the development of a wide range of knowledge, skills and experiences. We seek to provide opportunities to allow each child to develop real enthusiasm for learning.

We in West Mains School pride ourselves on having a welcoming atmosphere. We know how important it is that you have a voice and feel able to join us in building our school community. We appreciate and value your time and involvement.

Please contact us about any matter regarding your child. If you have any concerns or ideas you wish to share, we are always happy to discuss these with you. We love to celebrate successes with you

We hope that your child will be very happy at West Mains and that they, and you, will be proud of their school. Learning together to be the best!



Christine Shaw, Head Teacher

Historically West Mains supported children with phonological, speech and language delays/disorders. Pupils with speech and language difficulties are increasingly supported within their local mainstream schools, so the needs of learners placed in West Mains are now more complex and pervasive, affecting all aspects of their lives and learning, and likely to be very long-term. We ensure our environment is supportive and communication friendly.

The few children who attend with Phonological Difficulties or Specific Language Impairment normally attend West Mains School for between one and three years before moving on to their local mainstream school or occasionally other suitable provision. Continuous assessment of progress and need by the school and speech and language therapist will determine when a pupil is ready for transition. A review with parents/carers will discuss enhanced transition options. We work closely with families and mainstream schools to ensure that pupils are well prepared and looking forward to the change with expectation and confidence. Pupils will always go to the school that can meet their needs best.

Many of our learners are pre-intentional, pre-verbal communicators with significant and complex barriers to their learning. Children with more complex communication and learning needs remain with us until P7 and then transition to high school provision.

As with mainstream education we follow the Curriculum for Excellence. We offer learning within the Curriculum for Excellence in small group situations supported and differentiated to meet the individual needs of pupils. We use interdisciplinary and active play-based learning to make learning relevant, real and fun. We encourage pupils to use problem solving and we support independent working to enhance

pupils' learning experiences; ensuring each pupil is supported to meet their own milestones and be the very best they can be.

We structure the curriculum around different 'Worlds' which enable us to ensure choice and relevance is central to learning. All aspects of the Curriculum for Excellence are planned for each topic with specific focus on learning outcomes from the term's 'World'. In Term 4 teachers support learning around a theme that the class have direct choice about.

THE WORLDS				
Structuring the curriculum for all learners using Interdisciplinary Learning Themes.				
	Term 1	Term 2	Term 3	Term 4
Year 1	My Healthy World	My Cultural World	My Historical World	My World of Choice
Year 2	My World of Relationships	My Enterprising World	My Technological World	My World of Choice
Year 3	My Geographical World	My Scientific World	My Sustainable World	My World of Choice

We share a campus with Halfmerke Primary School and Halfmerke Community Nursery, giving ideal opportunities for inclusive working.

A range of therapists is employed by N.H.S. Lanarkshire are an integral part of the staff team at West Mains. The therapist works closely with the school team and families to support the development needs of pupils. They have a diverse role, working with teachers and school support assistant teams to give practical advice about approaches. This can involve working within the classrooms modelling approaches and strategies. Attending class team meetings and reviews is another way we work together to support individual pupil needs. This level of support is available to all pupils if assessment shows it necessary. When appropriate therapists will work on a specific identified goal to meet an individual pupil's needs.

2. About our school

School Name: West Mains School

Address Logie Park
East Kilbride
G74 4BU

Telephone 01355 249938

Website <http://www.westmains.s-lanark.sch.uk>

Email: School Office: gw14westmainsoffice@glow.sch.uk
Head Teacher: gw14westmainsht@glow.uk

Stages covered P1 - P3 Speech, Language and Communication
There are only a few of learners in this category

P1 - P7 Complex Learners, often associated with Autistic Spectrum Disorder.
These are most of our learners

Present roll 64

Denominational status: Non-denominational

Head Teacher Mrs Christine Shaw

Communication

Home-School communication is key to our successful partnership. Regular communication through a Home-School diary or by email will contain any notes or important information and homework the teacher sends home. Please check emails or your child's school bag for any notes and letters. We value your comments through these communication links. We also use South Lanarkshire's Parent Portal to keep parents and families informed about any school news and information. Parents will be informed about registering the Parent Portal system and if there are any concerns, please contact the school office staff for support

Open communication is key to the successful relationship between parents and school, and we have an open-door policy where parents can call at any time to discuss problems or concerns, we may be able to help with. Call or email the school to request an appointment with your child's teacher or one of the senior leadership team at any time. If you feel that your serious concern cannot be resolved at school level, you should contact Education Resources/Inclusion Services where the complaint can be investigated, and a resolution sought.

3. School Ethos

West Mains has a firm commitment to support all learners within the flexibility our curriculum provides, empowering us to make the decisions needed to provide experiences that are adaptable and responsive to the diverse needs of individual learners, and which reflects the uniqueness of our community. Our curriculum allow creativity and innovative nurturing approaches that notice and celebrate potential for everyone to flourish. We nourish and nurture relationships to establish well-being, encouraging trust, resilience and robust risk-taking. We treasure relationships as therapeutic, capable of affirming and nurturing our children. We can give trust, time and space to allow the growth of empowerment, esteem, and security.

West Mains School Pedagogy





West Mains School Curriculum Rationale: growing learning across the four contexts...

Opportunities for personal achievement

- Teachers' moderation dialogues deepen their understanding of differentiation. This with an explicit focus on learning processes and scaffolding enables them to design curricular frameworks for deep, challenging learning for all.
- Clear assessment within responsive planning, tracking and monitoring, and moderation cycles drive learners' progression and pedagogical change. This is reflected in robust assessment recording and analysis on B-Squared.
- AjEL strategies are visible and widely used to support all to engage with learning effectively.

- Our positive ethos allows creativity and innovative nurturing approaches that notice and build potential for all to flourish in a safe place where fun, laughter, and joy in learning are celebrated and treasured.
- Parental engagement with learning and in the life of the school is essential and encouraged in creative and empowering ways.
- Total Communication is powerfully empowering for all pupils and built on opportunities to work collegiately with partners
- Evidence-based self-evaluation and enquiry builds capacity for empowering all stakeholders to actively lead change

Ethos and life of the school as a community

The Curriculum
'the totality of all that is planned for learners throughout their education'

Interdisciplinary Learning

- Exciting Interdisciplinary learning provides context for meaningful learning that is stimulating, relevant and challenging. It builds deeper coherence as skills and concepts are revisited from different perspectives
- Responsive planning led by learners' interests and motivations and developed within Experiences, Outcomes and Milestones, enable rich connections between different areas of learning
 - Collegiate planning, learning and teaching dialogues build frameworks to challenge learners to be their best

- Active and play-based learning using the triangulation of 'Teach, Target, Play' is fundamental to all planning of curriculum, learning, teaching and assessment.
- Complementary pedagogies supporting diversity and difference are essential to differentiation and challenge
- Learning is set within clear structures or 'Worlds' enabling learning experiences bundled around themes to build creativity and deep sustained learning across the whole curriculum; especially in Literacy and Numeracy.

Curriculum areas and subjects



West Mains School Curriculum Rationale: designed to enable ALL learners to become...



- Learners are engaged, enthusiastic and making progress
- Learning processes are more important than the learning activity or product

- Learning expectations are aspirational and empowering
- All attainment and achievement, even if it looks very different, is celebrated
- Learning is fun, motivational and actively play-based



- Expressive Arts develop self-esteem and confidence
- Performances, showcases and assemblies encourage and support participation

- Learners are supported to initiate, lead and control their learning
- Leadership is grown as learners are supported to reframe, create and invent
 - All are supported to play and work together

A quality curriculum shaped to meet all learners' unique support needs, talents and interests with flexibility and fun.



- Solution-focused and consistent trust-building approaches are used to nourish and nurture positive, sensitive, and responsive relationships
- All behaviours are responded to as communicative acts and learners supported positively

- Learners are supported to make their views known in meaningful, inclusive real-life contexts
- Learning experiences are shaped to develop citizenship



- Learners are involved and supported to plan their learning across the curriculum
- A range of AAC and communication supports develop empowered pupil voice enabling all to be supported and encouraged to share opinions and views

- Total Communication approaches are foundational to supporting all learners' interactions and learning
- Digital Learning is key to effective engagement and participation for all

How do we know our curriculum is having the desired impact?

Teachers	Children	Children's Learning
<ul style="list-style-type: none"> • Passionate about their own learning using enquiring, research-based approaches. • Have higher levels of confidence in delivering all areas of the curriculum, seeking support when needed. • Can give senior leaders and colleagues feedback about what is working well, and how to build on it. • Acutely aware of how children are learning and are very responsive to needs and interests. • Teach consistently well, applying sound pedagogical practices creatively in all learning activities. • Collegiately plan coherent learning journeys based on Milestones and/or Experiences and Outcomes. • Nurture well-being and are supportive of all additional needs 	<ul style="list-style-type: none"> • Can communicate about what their learning experiences using a wide range of AAC. • Are enthused and interested in a wide range of curricular areas and are motivated and engaged with play-based learning activities • Demonstrate effective learning behaviours across a range of learning activities. • Can demonstrate thoughtful links between learning activities using schema and observable behaviours. • Can all access, enjoy and make progress within the curriculum- regardless of their starting point or any additional learning needs they may have. • Can show examples of their learning and celebrate their own progress. 	<ul style="list-style-type: none"> • Is fun, active, and play-based, supporting their joy for learning and interests in exploring the world around them in meaningful and sensory ways. • Takes place within stimulating and creative environments; inside, outdoors and in the community. • Is set within immersive, real-life interdisciplinary approaches that explore learning themes with depth and breadth. • Is highly valued no matter how small the steps on the learning journey. • Meets individual learning needs, and enriches communication, social opportunities, and friendships • Promotes pupil voice using rich Total Communication that actively supports planning with children. • Follows coherent teaching sequences.
Visitors & Partners <ul style="list-style-type: none"> • Give us positive feedback about pupil engagement across all learning activities. • Work collegiately with us to support and provide high-quality learning and teaching 	Parents & Families <ul style="list-style-type: none"> • Give us positive feedback on their children's attitudes to school/learning. • Express commitment to the school and value working in partnership with us. 	

What parents say about West Mains

WEST MAINS PRIMARY HAS HELPED MY SON TO GROW LIKE A BUTTERFLY AND BE PROUD TO STAND OUT COLOURFULLY LIKE HIMSELF.



West Mains nurtures our children into something even more beautiful.



A PLACE WHERE EVERY CHILD IS FREE TO BE THEMSELVES AND REACH THEIR POTENTIAL



Westmains feels like a family based school always shows love & support.

Keep up the hard work.



Since joining West Mains our son has come on leaps & bounds when he started he was non verbal & struggled socially. West Mains has brought him on in ways we couldn't have dreamed.



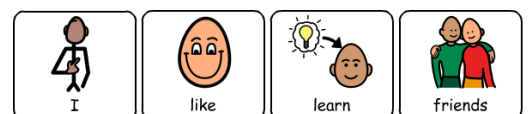
Being free to be yourself surrounded by love, compassion and kindness



School is an important time in our children's lives. It's a journey that we wish will be great for them. Westmains Primary school takes them on a journey they should never forget.



What pupils say about West Mains



It is the coolest school EVER! It is a big building. It's got soft play, computers, sensory room and pizza for lunch.

4. Staff List

Head Teacher Ms Christine Shaw

Depute Head Teacher Ms Lisa McMahon

Acting Principal Teachers Ms Morna McKenzie (part-time)
Ms Elaine Simmons (part time)

Class Teachers

Ms Donna Harvey

Ms Dawn Kean

Ms Kyra King

Ms Amber Mason

Mr Kevin McAdam

Ms Gillian McCann

Ms Lisa Nichol

Ms Elaine Simmons (part time)

Ms Emma Stevenson (part-time)

School Support Assistants

Team Leader Ms Lorna Alexander

School Office Ms Kim Martis (part-time: MTW)
Ms Nicola Core (part-time: WThF)

Class based

Ms Litsa Alatasaris

Ms Nikki Ballantyne

Ms Jennifer Brisbane

Ms Louise Brown

Ms Katelyn Brownlee (part-time)

Ms Leanne Coleman (part-time)

Ms Suzanne Galagher

Ms Steff McGill

Ms Gillian Goldie

Ms Gillian Gourlay (part-time)

Ms Gillian Emmerson (part-time)

Ms Ksenia Findlay

Ms Laura Hall

Ms Ashley McCarry (part-time)

Ms Jenni McLaren (part-time)

Ms Patricia Nodwell

Ms Christiana Sutherland (part-time)

Ms Nicola Ramsay

Janitor Ms Lynsey McDowall

Catering Supervisor Ms Fiona Parkinson

Speech and Language Therapist Ms Sandra Brathwaite

Educational Psychologist Ms Marie-Clare Allan

5. 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.

Absence

In keeping with South Lanarkshire Council policy, we would ask that you to phone the school before 10.00 if your child is going to be absent from school. Please also inform the school transport of any absence. If your child has a hospital/dentist 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 in order 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 7).

Illness

As with all schools we must very vigilant about the spread of infection amongst children and staff, therefore, please do not send your child to school if they have an infection. If your child has been vomiting or if they have diarrhoea, they must remain at home until they are 48 hours clear of sickness or diarrhoea.

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.

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

In our approach to raising 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

6. 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 helper, or a member of the Parent Council and/or the Parent Teacher Association contact the school or visit our website. We have also produced a guide on the role of a Parent Council which was produced by parents for parents.

https://www.southlanarkshire.gov.uk/downloads/file/13458/parents_as_partners_-_introductory_guide_for_parent_councils_2019

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.

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.

Literacy:

Active learning supports us to develop our literacy skills in fun and motivating ways. We use Boardmaker symbols, Makaton and communication supports as part of our Total Communication approach to support learners to communicate in natural and effective ways. We explore stories and rhymes in lots of interactive ways and in different areas of the school.

Numeracy:

Working together in active ways to understand and use numbers. Talking and communicating about numbers is supported through play and sensory activities.

Interdisciplinary Learning:

Our topics and themes help us to learn across the curriculum and develop knowledge and understanding in meaningful contexts. We like to choose what we learn about too!

Family Learning:

We have regular events to showcase and share learning with our families.

Assemblies and Celebrations:

We celebrate major World Festivals and achievements in our weekly whole school assemblies. Each class presents their learning in their Class Showcase.

Learning in West Mains...in school, outdoors, on trips, residential experiences...Learning anywhere and everywhere...





Learning in West Mains is just

Fun

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 literacy, numeracy and other skills whilst they attend our school. The curricular areas are as follows:

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Science
- Social studies
- Technologies

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.

Level	Stage
Early	The pre-school years and Primary 1 or later for some.
First	To the end of Primary 4, but earlier or later for some.
Second	To the end of Primary 7, but earlier or later for some.

Learning in West Mains School is differentiated and supported to meet the complex and sensory needs of children. Assessments are recorded using an on-line system called B-Squared. This enables teachers to monitor and celebrate progression and to plan next steps for learning. Learning is supported for children to develop at their own pace.

West Mains School continues to develop an active, interesting and relevant curriculum to engage all children at all stages of their learning. We use North Lanarkshire's Literacy Programme to develop children's reading and spelling and Talk4Writing to develop a real understanding and love for stories that enables them to create their own new version of the familiar story. We use a very active approach to numeracy and mathematics using Stages of Arithmetical Learning. All pupils are given opportunities to engage actively in all learning across the curriculum. We are aware that ICT can enhance our pupils' learning and have invested in iPads and other ICT to support learning. We are constantly developing our school grounds to provide further opportunities for outdoor learning. We regularly take our learning in to the community.

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

Scottish Government ministers consider that religious observance complements religious education and is an important contribution to pupils' development. It should also have a role in promoting the ethos of a school by bringing pupils together and creating a sense of community. The Education (Scotland) Act 1980 continues to impose a statutory duty on local authorities to provide religious observance in Scottish schools.

There is a statutory provision for parents to withdraw children from participation in religious observance. This right of parents' wishes will be respected. Where a child is withdrawn from religious observance, schools will make suitable arrangements for the child to participate in a worthwhile activity.

In West Mains School pupils are given opportunities to learn about Christianity and Other World Religions. An awareness of the development of beliefs and values, both their own and those of faith and none are explored in relation to the needs of the pupils. Integral to this approach is the principle of mutual respect. The diversity of belief and tradition provides an ideal context in which pupils can learn about, and so learn from, what is important in the lives of themselves and others. We in West Mains recognise and welcome diversity and promote respectful understanding.

Yvonne Coulter, an elder in East Kilbride URC Church is our school chaplain.

Parents may request that their children be permitted to be absent in order 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.

Special arrangements can be made for preparation for sacraments and religious education for Roman Catholic children in West Mains. This is done in consultation with parents.

8. Assessment and tracking progress

West Mains School recognises that partnership between parents, pupils and professionals is the key to a successful education for your child.

All children who attend West Mains School are assessed on a formal and informal basis by teaching staff, speech and language therapists and other appropriate professionals. As part of the teachers' forward planning process differentiated targets and success criteria are set. These are reviewed and evaluated on a termly basis as part of class teachers' cycle of planning and assessment. Assessments are recorded to allow progression to be tracked and monitored informing plans for future learning and whether any additional support is required.

9. Reporting

We will provide parents with reports so that you can see what your child is doing and how they are progressing. In addition, there will be parents' meetings which offer you the opportunity to discuss how your child's progressing and how you can contact the school if you wish further information. The school will offer you an appointment time so that you can visit in person to discuss your child's education.

Our 'pupil 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.

A 'settling in' review meeting is held within three months of each child starting school in order to discuss progress. At this meeting your child's Additional Support Plan will be established and incorporate information and views from other professionals and parents. In subsequent years, review meetings are held later in the school year. The purpose of all review meetings is to review progress, update Additional Support Plan, and to establish whether West Mains remains the most appropriate placement for the pupil. All review meetings are held during the school day.

10. Enrolment and Transitions

Enrolment – how to register your child for school.

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**.

Placements in West Mains

Initially all children need to be registered at their local catchment primary school. Your child's nursery or school will liaise with you to make an application for West Mains School. All applications for West Mains School are made through Psychological Services and education establishments completing a Well-Being Assessment. Parental contributions are valued and essential as part of the assessment. Parents can request information about West Mains School, that can include a visit. This is done by contacting the school directly, by phone or by email. The assessment is then considered by the Primary Allocations Forum. The Allocations Forum is chaired by the Inclusion Manager and will include appropriate service managers. Together they will make the final decision regarding placement. There are guidelines and procedures for parents who wish to appeal decisions made by the Allocations Forum.

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 edsupportserv.help@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. When a child reaches P6 in West Mains School we will prepare a Well-Being Assessment form which is presented to the Secondary Allocations Forum. The Allocations Forum is chaired by the Inclusion Manager and will include appropriate service managers. Together they will make the final decision regarding placement. There are guidelines and procedures for parents who wish to appeal decisions made by the Allocations Forum. Parents of P7 children will be informed of the transfer arrangements made for their child to attend secondary school. We will also provide you with information at this time on events designed to support 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

Support for All (Additional Support Needs)

A statement of the school policy in relation to pupils with additional support needs, including the assistance given to pupils experiencing learning difficulties who do not have a co-ordinated support plan should be given.

The range of additional support for learning catered for, and the specialist services provided along with details on unit(s) and/or class(es) that the school offers.

The number of pupils who have a co-ordinated support plan should be shown. (Where the number of pupils who have a co-ordinated support plan is between 1-4 inclusive, it should not be published in the school handbook).

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.

In keeping with duties set out in the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) the guidance states that handbooks should specifically mention Enquire, the Scottish advice service for additional support for learning.

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?

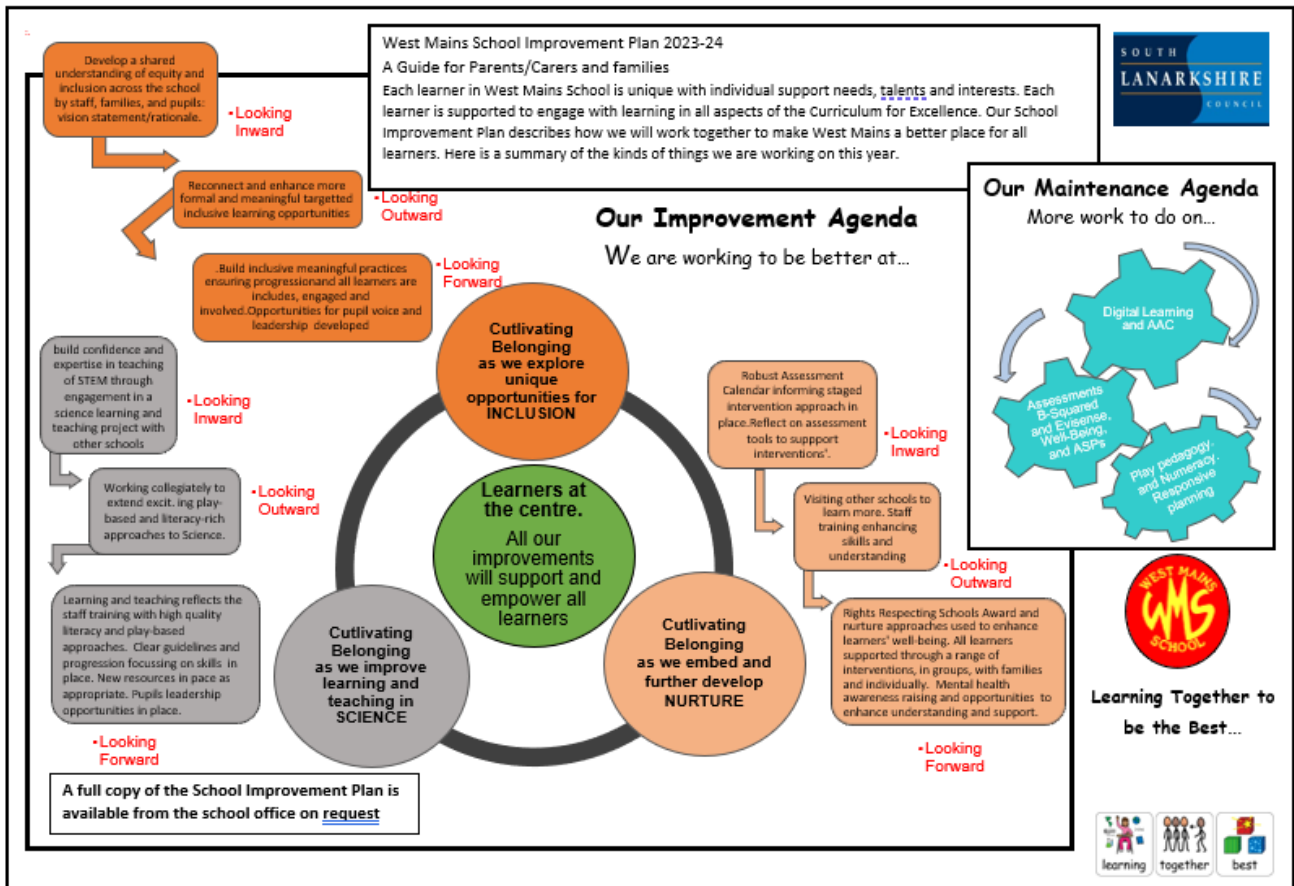
The aim of the strategy is to promote better experiences of attachment for South Lanarkshire's children and young people and to ensure that all education practitioners understand the importance of attachment theory and its application and how positive relationships can make a difference to outcomes.

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.

12. School Improvement



13. School policies and practical information

School/Nursery 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 in West Mains are entitled to a free school lunch

Adapted diets

If your child within Nursery, Primary or Secondary requires an adapted diet for medical reasons please speak to the school/nursery 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.

Free School Meals

Children of parents who receive the following benefits are entitled to a free lunchtime meal for their child:

Income Support, Universal Credit (where your take home pay is less than £726 per month), Job Seeker's Allowance (income based), Employment and Support Allowance (income related), Working Tax Credit and Child Tax Credit (where your gross annual income does not exceed £8,717 as assessed by the HM Revenues and Customs), Child Tax Credit Only (where your gross annual income does not exceed £18,725 as assessed by the HM Revenues and Customs) or receive support under Part VI of the Immigration and Asylum Act 1999.

If you are in receipt of Housing Benefit and/or Council Tax Reduction from us there is no need for you to apply online, we will use the information we hold to automatically award free school meals (P6 to S6) and/or school clothing grants (P1 to S6) to eligible families.

We would encourage parents of children who are in receipt of any of the above benefits to take up this opportunity of having a meal provided for their child when they are at school. Arrangements are in place so that children who receive free meals are not singled out and we encourage all children to remain in school at lunch time.

School uniform

We ask all parents/carers to support the school by encouraging your child(ren) to adhere to the agreed dress code and the wearing of our 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.

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. Any proposals on the dress code and on what constitutes the school uniform will be the subject of discussion with the Parent Council and where appropriate consultation with parents, pupils and staff.

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

West Mains School starts at 9:00. Support staff are on duty to receive children from parents of school transport at 8:50

Lunch is at 12:30-1:15

Children in West Mains School leave their class at 2:50 to assemble for school transport or for parents. School closes at 3:00

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

Transport

(General information on school transport should be given. The following statement should be incorporated in all handbooks.

School transport

South Lanarkshire Council has a policy of providing school transport to mainstream primary pupils who live more than one mile by the recognised shortest walking route from their catchment school. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should complete a form online www.southlanarkshire.gov.uk or contact **0303 123 1023**. These forms should be completed and returned before the end of March for those pupils starting the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year and will be considered by Education Resources.

A privilege transport scheme is operated for mainstream school contracts where a pupil is not entitled to free school transport. Privilege transport will only be granted providing there is spare capacity on an existing school contract and will be from and to designated pick up and drop off points. Privilege transport will not be provided where a service bus is used on the school run. Any spare capacity will be allocated using agreed priorities. More information on school transport is available www.southlanarkshire.gov.uk/info/200188/secondary_school_information/545/school_transport or phone **0303 123 1023**.

Pick-up points

Where school transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's distance limit for school transport.

It should be noted that it is the parent's responsibility to ensure their child behaves in a safe and acceptable manner while travelling in, and alighting from, the vehicle. Misbehaviour can result in your child losing the right to school transport.

Parents are asked to note that South Lanarkshire Council does not provide transport for those pupils who attend school via a placing request.

ASN Transport

All children in West Mains School are eligible for school transport. This is organised by South Lanarkshire ASN Transport and full details, including guidelines for parents, are given when either bus or taxi transport is confirmed. All school transport to West Mains has a driver and a support escort.

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 bullying occur. Parents have a significant role to play in working with the school so that teachers, parents, and pupils know what is expected of them in trying to change the behaviour and attitudes that contribute to bullying behaviour.

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.

In addition, 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 dealing with the small number of children and young people who display challenging behaviour. Early identification is crucial so that intervention can be provided to support children and young people to help them address their issues and concerns. Staff training is provided to help develop the skills needed to respond to and manage challenging 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

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

The list is not intended to be exhaustive, and authors may wish to consider additional sources of school, local and national information, material, and resources.

Contact Details

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.