

# School Handbook

*December 2019*

# St Fergus RC Primary School



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## Section 1: Welcome and Vision



Safe  
Teamwork

Faith  
Excellence  
Responsible  
Growth  
Unique  
Successful

Love, Respect

Happiness & Friendship

### In St Fergus RC Primary School we aim:-

To create an inclusive community of Faith and Learning through nurture, love and care where all children feel safe, happy and develop their God Given Talents.

To provide a motivating and engaging learning environment which ensures high-quality learning experiences to allow each individual to maximise their successes and achievements.

To work in partnership with our whole school community to improve outcomes for all our children based on relationships of mutual trust and respect.

## Section 2: School Ethos

All aspects of life in St Fergus are based upon Gospel values, and religious education is taught throughout the school based upon the Catholic tradition within the Christian faith. We help children to appreciate that religion is concerned with relationships, which have implications for the value one sets on people for personal behaviour. We encourage sensitivity towards and tolerance of others. We try to illustrate and use human experience to highlight what the Gospels can teach us and to encourage the children to search for truth, values and meaning in life.

The staff in St Fergus work as a team to plan, prepare and deliver effective, stimulating and engaging learning experiences for all pupils, based upon national, local and school policies and procedures. We work to ensure that these are reflected in every classroom across the school. Members of our school community are encouraged to take on leadership roles in different areas and to contribute to the life of the school beyond the classroom, in a spirit of collegiality.

Success in all areas, academic and non-academic is promoted, encouraged, recognised and celebrated in St Fergus, in class, at assemblies and in many other ways. We value the achievements of all of our children and encourage them to utilize their own unique set of gifts, talents and skills. Children are also encouraged to bring photographs, certificates, medals and other awards in to school so they can be shared and displayed on our 'Celebrating Wider Achievement Wall', situated in the dinner hall.

## Section 3: School Information

**School Address:** ..... St Fergus' R.C. Primary School  
Scotsraig Lane, Dundee

**Telephone:** ..... 01382 436495

**Fax:** .....

**Email Address:** ..... st-fergus.primary@dundeecity.gov.uk

**Website:** .....

**Head Teacher:** ..... Mr D Bald

**Depute Head Teacher:** ..... Miss S Hendry

**Principal Teacher:** ..... Mrs C Smith

**School Status:** ..... Denominational P1-P7

**School Roll:** ..... 177

**School Hours:** ..... 09.00 - 15.15

**Parent Council Contact Info:** ..... Chair - Cheryl Brooks Bailley

**Parish Priest or Minister:** ..... Rev. M Cassidy

**Parish Address:** ..... Immaculate Conception  
Lochee, Dundee

## Section 3: School Information

For the first three weeks in the first term (August – early September), Primary 1 will be dismissed at 12.15pm.

### **Office Hours**

The school office is open from 09.00 - 15.15.

Please help us by making routine telephone calls within office hours. The answering machine is switched on for your convenience when the school office is unmanned. Please do leave a message and we will return your call as quickly as possible.

The school also communicates via newsletters, twitter and regular letters home. We arrange parent/teacher appointments by request and at specific points during the school session. The school involves parents in focus groups and seeks parental feedback via questionnaires and open mornings.

### **Class Organisation**

The organisation of classes may vary from year to year dependent upon certain factors such as the school roll and the number of teachers allocated to the school that session.

At any stage of the school, pupils may be in a straight class which comprises of pupils from the same stage e.g. all Primary 2 pupils or they may be part of a composite class which comprises of pupils from more than one stage, for instance a class with some Primary 2 and some Primary 3 pupils.

You should be confident that the professionalism of the staff in the school will ensure that your child will always work within a programme appropriate for his/her age, ability and aptitude.

## Section 4: School Policies & Practical Information

### School Terms and Holidays

#### AUTUMN TERM

Monday 17 August 2020 - IN SERVICE DAY (Staff resume)

Tuesday 18 August 2020 - Term starts (Pupils resume)

Friday 2 October 2020 - Term ends

#### AUTUMN HOLIDAY

Monday 5 October 2020 - Holiday starts

Friday 16 October 2020 - Holiday ends

#### WINTER TERM

Monday 19 October 2020 - Term starts

Thursday 12 November 2020 - IN SERVICE DAY

Friday 13 November 2020 - IN SERVICE DAY

Wednesday 23 December 2020 - Term ends

#### CHRISTMAS HOLIDAY

Thursday 24 December 2020 - Holiday starts

Wednesday 6 January 2021 - Holiday ends

#### SPRING TERM

Tuesday 7 January 2021 - All resume

Friday 12 - Monday 15 February 2021 - Mid term

Tuesday 16 February 2021 - IN SERVICE DAY

Thursday 1 April 2021 - Term ends

#### SPRING HOLIDAY

Friday 2 April 2021 - Holiday starts

Friday 16 April 2021 - Holiday ends

#### SUMMER TERM

Monday 19 April 2021 - Term starts

Monday 3 May 2021 - May Day (schools closed)

Thursday 6 May 2021

Monday 31 May 2021 - Victoria Day (schools closed)

Friday 2 July 2021 - Term ends

## Section 4: School Policies & Practical Information

### School Uniform

There is an expectation for all pupils to wear the correct school uniform. This helps us in our aim of encouraging children to take a pride in their appearance and to have respect for their school.

| <b>BOYS</b>   | <b>GIRLS</b>   |
|---|--|
| School sweatshirt,<br>White shirt & School Tie<br>Fleece/coat<br>Grey trousers<br>Black shoes | School sweatshirt/Cardigan,<br>White shirt & School Tie<br>Fleece/coat<br>Grey trousers/skirts/pinafore<br>Black shoes |
| All items of clothing should be labelled. This assists greatly in recovering lost property.   |  |

### School Clothing Grants

If you are in receipt of Income Support, Job Seekers Allowance - Income Based, Income Related Employment and Support Allowance, Universal Credit (where take home pay is less than £610 per month), Support under Part VI of the Immigration and Asylum Act 1999, Housing Benefit, Council Tax Reduction or Child Tax Credit with an income of less than £16,105 (as assessed by HMRC), you may be entitled to receive a grant towards the cost of buying essential clothing to enable children up to the age of 16 to attend school.

Grants are paid directly into the applicant's bank account or paid by cheque only where the applicant does not have a bank account.

The current value of a Clothing Grant is £100 per child.

Applications forms can be submitted online:

[www.dundecity.gov.uk/edufoms](http://www.dundecity.gov.uk/edufoms)

## Section 4: School Policies & Practical Information

### School Meals

School lunches cost £2.15 per day and all children are provided with a lunch menu by Tayside Contracts.

All children staying for lunches within school will eat in the dining hall. Safety flasks containing hot food may be brought to school, but not the glass vacuum type, which may be dangerous, as they are liable to break. Glass bottles should not be brought to school.

Please inform us in writing if your child has any special dietary needs so that arrangements can be put in place to accommodate their needs.

The dining room is supervised by support staff at all times. Please note that the school does not approve of pupils going out of school to buy their lunch due to safety reasons.

### Free School Meals

Free school meals are available to all pupils whose parents receive Income Support, Job Seekers Allowance - Income Based, Income Related Employment and Support Allowance, Universal Credit (where take home pay is less than £610 per month), Support under Part VI of the Immigration and Asylum Act 1999, Child Tax Credit ONLY with an income of less than £16,105, or BOTH Child Tax Credit and Working Tax Credit with an income less than £6,900 (as assessed by HMRC).

Applications forms can be submitted online:

[www.dundee.gov.uk/eduforms](http://www.dundee.gov.uk/eduforms)

### Instrumental Tuition

Tuition fees are currently free and instrument hire is £85.00 per year.

## Section 4: School Policies & Practical Information

### **Payments to Schools**

The school currently accepts payments online, using a secure website called ParentPay, for items such as school meals, trips and uniforms. The ParentPay system is easy to use and offers parents the freedom to make payments by debit or credit card, whenever they like, ensuring that monies reach schools safely and securely.

The system helps to remove the costs associated with having to manage cash securely on school premises and it frees up time to better support the smooth running of the school. We will of course continue to accept cash and cheque payments as necessary but we do hope that parents will use the new online facility. The more parents use the service, the greater the benefit to the school, the parents and the pupils alike.

If you already have a ParentPay account you don't have to do anything. If you haven't yet activated your ParentPay Account, please contact the school office who will reprint your activation letter to enable you to set up your ParentPay account ready for the start of the new term.

### **Emergency School Closure Procedures**

In exceptional circumstances the school may be unable to function normally. The school may be affected by severe weather or power failures. We shall do all we can to let you know about the details of closure and re-opening through the local radio, press, text messages and letters home. You can be assured that we will never send a child home without first checking that there is an adult at home.

## Section 4: School Policies & Practical Information

### **Enrolment & Placing Requests**

If you wish to apply for a school place, whether you are moving into Dundee or moving between two Dundee schools, you are required to complete a placing request form. To do this, you should go direct to the school you wish your child to attend and apply there. The child's full birth certificate and a proof of address, in the form of a Tenancy Agreement, Council Tax book or recent (within two months) utilities account must be shown. If you are moving into the area, applications can be made 4 weeks prior to your arrival. Applications are dealt with in date order and the process may take up to 60 days.

Parents of prospective Primary 1 pupils who reside in the school's catchment area are asked to register their child's name at the school office between December and the February of the year the child starts school. The child's full birth certificate and a proof of address, in the form of a Tenancy Agreement, Council Tax book or recent (within two months) utilities account must be shown.

Parents of children living outwith the school's catchment area, who wish their child to attend the school, are asked to make a placing request. Forms can be obtained from Customer Services, 50 North Lindsay Street, Dundee.

Prospective parents who wish to come to see the school are invited to telephone the school office to make an appointment to visit.

## Section 4: School Policies & Practical Information

### School Absence procedures

Please contact the school as soon as possible if your child is absent. Please send a note to school with your child on their return explaining the reason for the absence.

If your child is absent and no contact is made by you, a text message will be sent from the school. If three days pass without explanation for an absence an Education Welfare Officer will arrange to visit you and your child at home.

The following points are included in the Education Authority's Attendance Initiative

- If your child is ill and cannot attend school please contact the school before, or as soon as possible after 9.00am on the first day of absence.
- If the absence is planned, e.g. a hospital appointment, we ask you to let us know prior to the absence.
- If your child is absent for more than three days please call again or write to tell us.
- If you have not contacted the school to say your child is absent and have received a text message please contact us as soon as possible.

Regular attendance at school ensures your child is receiving the continuous education they are entitled to. Dundee City Council asks that, where possible, parents do not take children out of school for family holidays during term time. In accordance with Scottish Executive guidelines for pupil attendance, most holidays are recorded as unauthorised unless there is proof from an employer that this is the only time when holidays could be taken.

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school – <http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

## Section 4: School Policies & Practical Information

### Appointments

If your child has an appointment during the school day or needs to leave school for any other reason, please put this in writing. We would appreciate it if routine appointments could be made outwith school hours but understand that this isn't always possible.

If your child does need to leave school during the school day they must be collected by a parent/carer at the main reception. In the interest of safety we cannot allow children to leave the school unaccompanied.

### Accidents/Illness at School

In the event of a child having an accident or becoming ill at school we will attempt to contact the parents so that they can collect the child from school. However, if we cannot contact the parents, we will contact the Emergency Contact whose name and telephone number should be given to us by the parents.

**Therefore it is very important that parents inform the school of the name, address and telephone number of the Emergency Contact and advise the school immediately of any changes that occur.**

### General Safety

1. Pupils are not allowed to leave the school grounds during interval
2. Pupils staying for school lunches or packed lunches must not leave the grounds during lunch time
3. To ensure the safety of all children, children should behave responsibly both in the playground and within the school

## Section 4: School Policies & Practical Information

### Promoting Positive Relationships

The high standard of behaviour in the school has always been a source of great pride to the school community. This has been maintained thanks to excellent co-operation between pupils, parents and staff. We ask all new parents to support us in promoting the highest standards of behaviour, based upon respect for everyone. All members of our school community are expected to treat people with respect at all times. All that we do in school is based upon three basic rights to which everyone in school (children, adults and parents/carers) is entitled: the right to learn, the right to be safe and the right to be respected.

The school promotes a positive view of discipline through our positive behaviour management programme which operates in all classes and play areas. This approach aims to help children to accept responsibility for their behaviour thorough understanding of the principle of cause and consequence. Further information about our behaviour management programme can be accessed via the school office.

### School Concerns and Complaints Procedures

If you want to talk to your child's teacher or a member of the senior staff it is generally better to make an appointment. This ensures that the member of staff is available, that classes are not disturbed and that pupils' lessons are not affected.

If you have made a complaint to the school and you are not satisfied with the outcome, you can have your complaint reviewed by a senior officer in the Education Department.

Education Department publications can be found at:

<http://www.dundecity.gov.uk/departments-publications/Education>

## Section 5: Parental Involvement

We welcome parents and carers coming in to school to share information, skills and events. Any parent who wishes to be involved in learning and school events should contact Mr Bald in the first instance.

We have a School and Family Development Worker, Keith Gibson. Part of Keith's role is to facilitate parent Parent groups, as required.

Parentzone is a very useful web based resource which provides information and resource for parents –  
<http://www.educationscotland.gov.uk/parentzone/index.asp>

### **Parent Council**

The Parent Council is a group of parents who have been selected in accordance with the Parent Council constitution to represent all the parents of children at our school. Parents of any child at St Fergus can seek to be part of the Parent Council in line with arrangements set out in the constitution. The Parent Council can also co-opt other members as it sees fit.

Anyone interested in helping out in any way should approach one of the council members directly or through the School Office.

If you would like more information about the Parent Council please contact the clerk to the Parent Council via the school.

## Section 6: The Curriculum

### Curriculum for Excellence 3-18

Curriculum for Excellence has been introduced to raise standards of learning and teaching for all pre-school to 18 year olds. It aims to help prepare children and young people with the knowledge and skills they need in a fast changing world. As part of Curriculum for Excellence all children from pre-school to the end of S3 will receive a rounded education known as a Broad General Education. Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.

Through the experiences we provide we want our children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. We are committed to providing children with a broad general education and focus on eight curriculum areas.

|                              |                               |                       |                     |
|------------------------------|-------------------------------|-----------------------|---------------------|
| <b>Expressive Arts</b>       | <b>Health &amp; Wellbeing</b> | <b>Languages</b>      | <b>Mathematics</b>  |
| <b>Religious &amp; Moral</b> | <b>Sciences</b>               | <b>Social Studies</b> | <b>Technologies</b> |

Progress in learning is indicated through curriculum levels as detailed below.

| <b>Level</b>   | <b>Stage</b>                                    |
|----------------|---|
| Early          | The pre-school years and P1 or later            |
| First          | To the end of P4, but earlier or later for some |
| Second         | To the end of P7, but earlier or later for some |
| Third & Fourth | S1-S3, but earlier for some                     |

**Expressive arts:** The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.

**Health and wellbeing:** Learning in health and wellbeing ensures that children and young people develop the knowledge, understanding and skills which they need now and in the future to help them with their physical, emotional and social wellbeing.

## Section 6: The Curriculum

**Science:** Science and its practical application in healthcare and industry is central to our economic future, for our health and wellbeing as individuals and as a society.

**Social Studies:** Through social studies, children and young people develop their understanding of the world by learning about other people and places both past and present, societies, their beliefs and values.

**Religious and moral education:** Religious and moral education includes learning about Christianity, Islam and other world religions, and supports the development of beliefs and values.

**Languages:** Knowing other languages and understanding other cultures is a 21st century skill set for students as they prepare to live and work in a global society.

**Mathematics:** Mathematics equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

**Technologies:** The range of subjects in technical education has changed significantly over the last two decades and now includes craft, design, engineering and graphics.

Further curricular information can be found at:

[www.curriculumforexcellencescotland.gov.uk](http://www.curriculumforexcellencescotland.gov.uk)

[www.educationscotland.gov.uk/parentzone/index.asp](http://www.educationscotland.gov.uk/parentzone/index.asp)

## Section 6: The Curriculum

### **Getting it Right for Every Child (GIRFEC)**

The GIRFEC approach is about how staff in all children's services meet their needs by working together to ensure that children reach their full potential.

[www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

### **Religious Observance**

Through the ethos and curriculum, we provide opportunities for pupils to explore morals and values. We help learners develop their own beliefs, values and a responsible attitude to others. Pupils are encouraged to develop an understanding of Christianity and other religions. Pupils develop skills of reflection, critical thinking and how to act when making moral decisions. The school welcomes diversity and individuality while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of the school that all who are involved in the life of the school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

Under the terms of the Education (Scotland) Act 1980 "any pupils may be withdrawn by his/her parents from instruction in religious subjects and from religious observance" Parents wishing to exercise this right should discuss with the Head Teacher.

### **Sensitive Issues**

Part of our curriculum involves teaching the children about issues which could be considered sensitive i.e. sexual health and relationships education or drugs and alcohol awareness. Parents should be assured that whenever these topics arise, we will communicate as appropriate with home. On some occasions we may send a letter just to raise awareness that specific issues are to be covered, on other occasions we will actively seek permission to include your child/ children in a series of lessons. If any parent is concerned about what is being covered within the curriculum however, they should feel free to speak to a member of staff about this.



# A Charter for Catholic Schools in Scotland

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

**All Catholic schools in Scotland**, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional and spiritual development of staff.

**All staff appointed to a Catholic school** are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.

## Section 6: The Curriculum

### Assessment

Assessment takes place continuously in every classroom within a process known as formative assessment. Teachers observe and talk to children and look at their written work to build up a picture of where each child is in their learning. Assessment tasks are planned and built into day to day learning activities.

From this, teachers help children to see how they can improve and what they need to practise. Self and peer assessment are important parts of this - pupils assess their own learning and help each other to improve.

Within the area of assessment, pupils' learning progress is also measured using standardised assessments which allow the school to develop diagnostic profiles of pupils' strengths and development needs. These assessments also allow comparisons with national levels of attainment. Currently, Scottish National Standardised Assessments (a series of computer-based adaptive tasks) are used to support teachers' judgements of progress in P1, P4 and P7.

The progress of every pupil is tracked throughout their school career. Individual Folios of work, learning journals and other profiles are started in Primary 1 and built upon throughout each child's school experience. These provide evidence of learning progress and aid reporting to parents/carers.

### Reporting to parents

Throughout the year, teachers report to parents in a number of ways relating to the progress of the children. This takes the form of Parents' Evenings, Primary 7 Profiles, formal reports at the end of the school year and also opportunities for further meetings with staff throughout the year if required.

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

[http://www.educationscotland.gov.uk/Images/BtC5Framework\\_tcm4-653230.pdf](http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf)

## Section 6: The Curriculum

Information about Curriculum for Excellence levels and how progress is assessed <http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Information on recognising achievement, reporting and profiling – <http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

### **Transition to Primary 1**

Whether your child is transferring from nursery to Primary 1 or from Primary 7 to secondary school or indeed transferring stage through school they will be entitled to support during this process. School staff make every effort to ensure that important information about your child, their learning and progress and any additional support they require is communicated to the teacher at the next stage of learning.

The school encourages parents to discuss these changes and the senior management team will be happy to meet with you to allay any concerns you may have over the new arrangements for your child.

### **Transfer to secondary school**

When your child is due to leave the school at the end of Primary 7, he/she will be allocated a place at their catchment school. The move from primary to secondary school can be a daunting step for pupils and parents. To make this time in the pupils' school career more comfortable, we work closely with secondary schools to provide a range of transitional activities throughout Primary 7. These include Primary School visits from secondary school staff and also a 2 day visit to the secondary school where pupils follow a secondary school timetable. Around this time, secondary staff meet with the Primary 7 teachers to discuss the needs of the children.

## Section 7: Support for Pupils

Most children make satisfactory progress in school and their education can be fully supported by their class teacher. Some children may, however, need additional support to help them access learning in the classroom. Assessment and planning for their needs will be done through a Child's Plan which identifies their strengths, barriers to learning and what action or support required to meet their additional needs. A very small number of children with significant and long-term additional support needs may meet the criteria for a Co-ordinated Support Plan. These will be children who receive a lot of support from people outside education; for example, from health and social work staff.

Support for learning takes place in every class and is the responsibility of all staff in the school. All of our pupils are encouraged to work to the highest level of their ability and extra help is available for children who may require it to help them achieve their potential. The Head Teacher, teachers and other staff work closely to ensure that children and young people's individual learning needs are met.

The work of Support for Learning staff is co-ordinated by the Head Teacher and Principal Teacher Supporting Learners, is regularly reviewed and is based upon pupil need. Support may be given within the class or within another setting, and may be within a group although it is always based upon the needs of the individual child.

The procedures and processes by which an individual child's needs are identified and addressed are set out in Dundee City Education Department's policy on Supporting Learners. Central to this is the assessment of need using a staged intervention model and the involvement of parents. We also maintain very valuable partnerships within education and with agencies beyond to support pupils who have additional needs of any kind.

To help assess the specific needs of any pupil who may require extra help the school is able to call upon the services an Educational Psychologist from Dundee Educational Psychology Service. Before such a step is taken, parents are always contacted and the reason for such a referral is fully explained and parental co-operation sought.

## Section 7: Support for Pupils

As a parent/carer you can access a wide range of information with regard to additional support needs. The information is available both at your local school and on the Dundee City Council website on this internet page <http://www.dundee.gov.uk/education/support/>

The following are available for you at the above internet page.

- Assessing Additional Support Needs
- Attending Pupil Support Planning Meetings
- Co-ordinated Support Plan
- Dispute Resolution
- Dispute Resolution Referral Form
- Mediation - Parent to Parent leaflet
- Supporting Learning (Dundee City Council Education Department, Support for Learning Policy)
- Supporting Learning in Dundee

This internet page also has many other leaflets on related topics which might be of interest to you.

If you cannot access the internet, please ask the School Office if you would like a copy of any of these documents.

The Additional Support for Learning (Scotland) Act 2004 as amended by the 2009 Act came into force on 15 November 2010. The recommendations of the Children and Young People's Act (2014), in particular the Child's Plan and the responsibility of the Named Person, also affects how we assess and plan for all children and young people.

## Section 7: Support for Pupils

Information on additional support needs is also available to you from outside Dundee City Council:

### **Enquire - The Scottish Advice Service for Additional Support for Learning**

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

a telephone helpline - 0845 123 2303

an email enquiry service - [info@enquire.org.uk](mailto:info@enquire.org.uk)

an online enquiry service

two websites - [www.enquire.org.uk](http://www.enquire.org.uk) (for parents/carers and practitioners) and [www.enquire.org.uk/yp](http://www.enquire.org.uk/yp) (for children and young people)

Enquire also provide a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

### **Let's Talk ASN**

Let's Talk ASN is a free service for the parents of children with additional support needs who may require support in relation to a dispute or potential dispute with an education authority. It is a joint initiative of Govan Law Centre (Charity No. SC030193) and Kindred Advocacy (Charity No. SC000264). It provides support for parents and young people from the time they have grounds to make a reference to the Additional Support Needs Tribunal for Scotland (ASNTS).

Advice and information regarding this service can be obtained by email or phone-call:

[letstalkasn@edlaw.org.uk](mailto:letstalkasn@edlaw.org.uk)    0141 445 1955

### **Scottish Child Law Centre**

The Scottish Child Law Centre is a charitable body registered in Scotland under registration number SCO12741." It offers advice and support for families in regard of additional support needs.

## Section 7: Support for Pupils

The Scottish Government website's Additional Support for Learning page also provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs: <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

The '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: <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

'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. Find it at <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

'Supporting Learners - guidance on the identification, planning and provision of support' is at <http://www.educationscotland.gov.uk/supportinglearners/>

## Section 8: School Improvement

As a whole school community we collectively took forward our agreed development priorities as stated in our School Improvement Plan.

Priorities for 2019-2020:

- All pupils, staff, families and partners will be leaders of learning and change
- Our learning provision will meet the needs of all learners
- Successes and achievements for all is raised and the poverty related gap is reducing.

## Section 9: Extra Curricular Activities

Our community partnerships with the Education Department's Active Schools project play a significant part in our extra curricular provision and a variety of clubs are on offer throughout the year.

### **Instrumental Tuition**

We currently have availability for brass and strings tuition for P4-7 pupils.

In June 2013 Dundee City Council abolished all tuition fees for instrumental music instruction.

An instrument hire service remains available at an annual cost of £85 which can be paid in two or ten instalments. Instrument hire is free for pupils in the first term of tuition. It is also free for pupils who are studying music for SQA qualifications and for those of families whose income is less than £15,910 per year. In all other cases there is a fee for instrument hire.

## Section 10: ScotXed Education Statistics Privacy Notice for Pupil and Teacher Data

These notices are intended to provide information to pupils, teachers and parents about data collected through Scottish Government Statistical Surveys including why it is needed, data policy and individuals' data protection rights. The changes in the latest version are intended to:

- Clarify that the information collected is about pupils/teachers in schools rather than solely related to the Pupil or Teacher Census.
- Continue to inform pupils, teachers and parents that the data may be shared with partners for statistics and research purposes and clarify that this could include linkage to other sources in line with the National Data Linkage Guiding Principles.
- Confirm that pupil/teacher names and address (other than postcode) are never collected.

Local authorities are responsible for ensuring pupils, teachers and parents are kept informed about how data will be used and that such information provided is reviewed regularly to ensure it is in line with best practice.

You can access the updated notices at the following links:

- Education Statistics Privacy Notice – Pupils – <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/SchoolPupilCensus/SchoolHandbookInsertpupils>
- Education Statistics Privacy Notice – Teachers – <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/StaffCensus/SchoolHandbookInsertstaff>



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