



Education Resources



# Sandford Primary School Handbook 2016

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

Phone: 01698 454545 Email: [education@southlanarkshire.gov.uk](mailto:education@southlanarkshire.gov.uk).

## 1) Introduction by the Head Teacher

Dear Parent/Carer,

Welcome to Sandford Primary School Handbook. I hope you find this handbook informative. At Sandford Primary, we want the best for all our pupils.

We aim to ensure that your child is happy and successful during their time here and we have high expectations of our pupils - in attainment and achievement. To this end, we hope to work in partnership with you in developing your child to his/her full potential.

I am sure you will find us to be open and approachable and encourage you to make contact with us at any time with comments or concerns.

The information in the handbook should provide an overall picture of Sandford Primary. However, if you have further questions please do not hesitate to contact me.

Yours sincerely,

Ellen Jack  
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 quality of life for all within 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.

## 2) About our school

**Address:** Sandford Primary  
Stonehouse Road  
Sandford  
Strathaven  
ML10 6PD

**Phone number** 01357 520345  
**Fax number** 01357 523195



**Email** [gw14sandfordpsoffice@glow.sch.uk](mailto:gw14sandfordpsoffice@glow.sch.uk)  
[gw14sandfordpsht@glow.sch.uk](mailto:gw14sandfordpsht@glow.sch.uk)

### Staffing

Head Teacher	Ms Ellen Jack
P1-4 teacher	Mrs Laura McKinnon {Principal Teacher}
P4-7	Mrs Eileen Rowney
Non-Class Contact Teacher	Primary teachers have non-contact time every week when they are not with their class. Other teachers cover aspects of the curriculum and are responsible for the class at that time. At the moment, the classes are covered by Mrs Rachel Goldie.
Support Staff	Mrs Christine Jack {Team Leader}
Support Staff	Mrs Carol Sorbie
Janitor/Cleaner	Mrs Fiona Campbell
Catering Staff	Mrs Nichola Gregg and Mrs Liliias Donald
Educational Psychologist	Ms Julie Smith
Area Network Support	Mrs Janice Taylor
Music tuition	Mrs Ros Chalmers
Active Schools Coordinator	Mrs Emma Strachan

Sandford Primary is non-denominational, co-educational and covers stages from Primary 1 to Primary 7.

The present roll of the school is 49.

Sandford Primary is used for meetings of the Parent Council. The school accommodation is available for use outwith school hours by the community.

We currently have 2 classes and 2 members of teaching staff. The Head Teacher is a Shared Head.

### Learning Community

Sandford Primary is part of the Strathaven Learning Community. A Learning Community is made up of schools and education establishments from the area including the secondary school, primary schools, early years establishments, early years partners and schools and

bases which provide specialist additional support services. It is about working together to plan better outcomes for children and young people.

The Learning Community develops ways of working between establishments and with other agencies and organizations to ensure services are responsive, accessible and are delivered as effectively as possible.



Each Learning Community is managed by a Head of Education (Area).

The Quality Link Officer for Strathaven Learning Community is Dr Joyce Marshall.

### **Extra-Curricular Activities**

Each year we offer a wide range of extra-curricular activities to pupils from all stages of the school. These vary from year to year depending on the results of pupil consultation.

These clubs are valuable as they afford children the opportunity to learn new skills. The assistance of parents is always welcome so if you would like to help in any way, please contact the school.



Pupils also have the opportunity to participate in the following:

- An activity week for Primary 6 and 7 pupils
- a 12 week programme of swimming lessons which can lead to participation in swimming galas-senior pupils
- inter-schools football and netball matches
- cycling proficiency for Primary 5, 6 and 7 pupils-Bikeability

### **Attendance at School**

It is important for the school to work with parents in encouraging all children to attend school. All absences from school are required by law to be recorded. Absences will normally fall under two categories – authorised or unauthorised absence. In cases where your child is unable to attend school parents are asked to comply with the following:

- If you know in advance of any reason why your child is likely to be absent from school, please tell someone at the school, telephone us or let us know in writing. Please also give your child a note on his/her return to school, outlining the reason for absence.
- Please notify the school first thing in the morning when your child is going to be absent. Let the school know the likely date of return and keep us informed if the date changes.
- Requests for your child to be absent from school to make an extended visit to relatives must be made in writing to the Head Teacher, detailing the reason, destination, duration of absence and arrangements for his/her continuing education.
- As we may need to contact you during the school day, please inform the school of any changes to your home telephone number, mobile telephone number, address and emergency contact details.



### **Parent/Carer Concerns**

We are keen to promote a positive relationship with all our parents/carers. If you have a concern about your child, please do not hesitate to contact the school. Your child's class teacher may be able to help in the first instance; however, if your concern is of a more serious nature, you may wish to make an appointment to meet with the Head Teacher.



### **Visitors to Our School**

Should you wish to visit the school, please contact the school to arrange a suitable time. Parents/visitors are requested to make their way to the Main Entrance and report to the School Office and not go directly to classes. This is to ensure that the school provides a safe and secure environment for all those within it. We appreciate your support and assistance in carrying through these measures.

### **Complaints Procedure**

Should you have a concern/complaint about any aspect of your child's educational experience, please let us know. In the first instance, please contact a member of staff. However, if your concern/complaint is more serious, please contact the Head Teacher.

Complaints will be treated seriously and will be dealt with speedily and sensitively. In most cases complaints will be dealt with immediately, but certainly within 3 working days. Should a complaint require further detailed investigation, the process may take longer.

### **How to make a formal complaint:**

A complaint may be made to the school's Quality Link Officer, Dr Joyce Marshall, at South Lanarkshire Headquarters in Hamilton.

Dr Joyce Marshall

South Lanarkshire Council  
Almada Street  
Hamilton  
ML3 0AE

Phone: 01698 454699

### 3) Parental Involvement

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](http://www.southlanarkshire.gov.uk)

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 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.

To find out more on how to be a parent helper, or a member of the Parent Council just contact the school or visit our website.

Some useful information contacts for parents to find out more on education are as follows:-

- Parentzone – [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk)
- Engage Parent Forum – [www.engageforeducation.org](http://www.engageforeducation.org)
- National Parent Forum for Scotland – [www.educationscotland.gov.uk/parentzone](http://www.educationscotland.gov.uk/parentzone)
- South Lanarkshire Council – [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

### 4) School; Ethos

At Sandford Primary we begin the journey of preparing our children with skills for learning, life and work.

Pupils, parents and staff work in partnership to create a nurturing environment where:

- we have our foundations in community
- everyone is valued, included and treated equally
- learning for all is life long
- everyone is encouraged to think creatively
- we treat each other and our wider world with respect
- we are motivated, resilient and learn from our challenges
- we recognise and value all learners' achievements

## What do our pupils say about Sandford Primary?

Our school is excellent because.....

Everyone is included when we play games. Jess, P7

We have excellent teachers who are helpful and help us with our work. My classmates are also helpful and friendly. Eli, P5

We are welcoming and kind and it's a great place to be. Sam, P7

We have a lot of facilities and technologies. The teachers have lots of ways of making learning fun. Finlay, P6

We share our toys and pencils and pens. Rebecca, P1

Everyone here is kind and it is a nice school. Holly, P4

We have a great playground and our topics are great. Fergus, P3

We are a great school because we help each other. Nathan, P1

## Celebrating Achievement

Children's achievements are celebrated in class and at our weekly assemblies. Our notice board displays pupil achievements. (Parents/carers and pupils are encouraged to let us know about achievements out of school, too, so that these can also be celebrated.)

Children are recognised for positive behaviour, a positive attitude, effort, improvements in work and citizenship through our Achievement Awards.

Pupils will be nominated for **Achievement Awards** on a weekly basis by the adults working with them.

Achievement Awards will relate to work- effort, progress, and attitude and also to effort, attitude and relationships with others.

Achievements made outwith school can also receive an Achievement Award.

- 4 achievement awards = Bronze Star
- 8 achievement awards = Silver Star
- 12 achievement awards = Gold Star

## Better Behaviour Better Learning

Sandford Primary School's aim is to ensure that all of our children, parents, staff and members of the wider community feel valued and respected and that each person is treated fairly.

Positive behaviour will be encouraged and recognised by all staff either verbally or by a sample of the following positive rewards.



- badges
- pencils
- stickers
- positive notes home
- points

All classes use a variety of positive rewards to encourage outstanding **behaviour within the class and also the playground**

Pupils may also be put in our **Achievement Book** for work, effort, attitude and behaviour. We use the **Rainbow Book** to recognise pupils who have demonstrated they are responsible citizens and effective contributors.

School rules are in the interests of health and safety and respect for all and any breaches of these rules will be dealt with, in the first instance, by the class teacher and then by the Head Teacher should it be a more serious or repeated misdemeanour.

Parents will be notified either by a telephone call or a request for a meeting if the incident is serious or persistent.

Due to the nature of the school rules and consequences parents will know on a daily basis if their child has displayed behaviour that may need to be discussed further. Promoting positive behaviour requires partnership working between home and school. (Pupils complete a traffic light each day in their Homework Diary to reflect how they have kept the school rules.)

### Our Class/School Rules



Follow instructions first time.



Actively listen to the person who is meant to be talking.



Keep hands, feet, objects and unkind words to yourself.



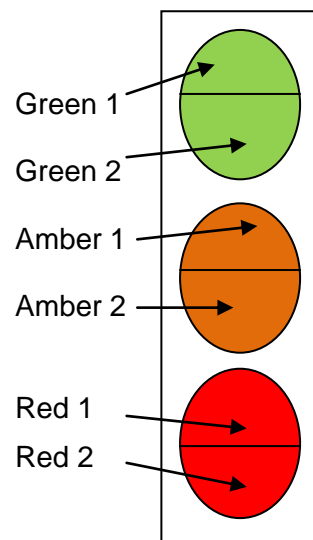
Use the appropriate voice and language.



Every pupil will have their name on a set of traffic lights within the class. All children start each day on the top half of the green light. If they receive warnings they will move their name accordingly.

### CONSEQUENCES

1. Warning
2. 5 minutes from Golden Time
3. Flyer home to inform parents-to be signed
4. Think Sheet home to be signed
5. Head teacher informed and a phone call/note home to inform parents.



## Community Links

We have a positive relationship with other schools and education establishments within our Learning Community and actively seek out ways in which we can work collaboratively with one another to enhance the learning experience that we offer our children.

We also work closely with members of our wider school community, including our school chaplain (Rev. Alan Telfer), our Active Schools Co-ordinator (Emma Strachan), the Public Health Nurse (Elizabeth Guy) and representatives from Strathaven Round Table, Strathaven Rotary Club and Strathaven Fairtrade Group.



## 5) 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 a forward looking, coherent, more flexible and enriched curriculum that provides young people with the knowledge, skills and attributes they will need to flourish in life, learning and work, now and in the future.

The curriculum 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. This broad, general education will allow them to become successful learners, confident individuals, responsible citizens and effective contributors to life in the 21<sup>st</sup> century.

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 curriculum 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 these websites: <http://www.educationscotland.gov.uk/thecurriculum/> or [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk).

Our learning and teaching activities are based on the outcomes and experiences in the guidelines that all schools have for Curriculum for Excellence.

<b>Level</b>	<b>Stage</b>
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.

## **Expressive Arts**

This heading encompasses art and design, dance, drama and music.

Here we will be encouraging our children to develop skills and enjoyment in all these areas.

Learning in, through and about the expressive arts enables children and young people to:

- be creative and express themselves in different ways
- experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- develop important skills, both those specific to the expressive arts and those which are transferable
- develop an appreciation of aesthetic and cultural values, identities and ideas
- prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

## **Music Tuition**

Instrumental music lessons are offered to children in a number of primary schools across South Lanarkshire Council through our Instrumental Music Service (IMS). Tuition is offered (based on capacity) on a variety of musical instruments, for example brass, strings, percussion, guitar or voice.

Participation in a programme of instrumental music study can help children develop as successful learners, confident individuals, responsible citizens and effective contributors. Children who participate in instrumental music through tuition are often offered opportunities to further develop their playing by participating in extra-curricular activities through bands, orchestras and other ensembles.

Parents/carers, who wish their child to receive instrumental music tuition are required to make an annual contribution which is currently based on a minimum of 30 lessons per academic year.

Following a musical aptitude/suitability assessment, pupils entering P5 may be offered the opportunity to study a musical instrument. Through Youth Music Initiative funding, these pupils are exempt from paying the annual contribution detailed above for one academic session. Thereafter the annual contribution will apply for each consecutive year.

## **Languages and Literacy**

Within the literacy and English framework the main headings are:

- listening and talking
- reading
- writing

Pupils will experience an environment which is rich in language and which sets high expectations for literacy and the use of language. Children and young people will spend time with stories, literature and other texts which will enrich their learning, develop their language skills and enable them to find enjoyment.

Spoken language has particular importance in the early years. Teachers balance play-based learning with more systematic development and learning of skills and techniques for reading, including phonics.

## Listening and Talking

Listening and talking are developed through every aspect of the curriculum. Pupils are encouraged to listen to the sounds of language, to ask questions, engage with others, develop informed views, share information, etc. All these skills are interdisciplinary and teachers will use a skilful mix of teaching approaches to ensure that contexts are based on pupils' own experiences, are motivational and appropriate to the needs of the individual.

Teachers encourage pupils to give prepared talks to their peers on book reviews, a curricular area, a personal subject of their choice, etc.

## Reading

We use a wide variety of resources to support and encourage all pupils. Pupils in P1-3 make use of Jolly Phonics and Jolly Readers to build their reading skills and in P4-7 we use a wide range of non-fiction and novels. When appropriate, all pupils develop their reading skills through interdisciplinary topics, too.

It is important that children have the opportunity to read daily, whether it is their school reading book, or a book they are reading for pleasure. Reading aloud aids fluency, intonation, and increases self-esteem.

A mobile library van visits the school every second week. Currently it is on a Tuesday and you will be advised of any change to schedule at the start of the new academic year. Pupils will need a library card to enable them to borrow a book. You can get one at Strathaven Library, or the librarian on the van will give you a form to complete.



## Writing

Written language requires a great deal of training including learning to spell correctly, and in acquiring the knowledge of language itself; nouns, verbs, punctuation, etc. All aspects of writing (functional, personal and imaginative) are developed across all stages of the school and, where possible, staff aim to create a meaningful context for the children's learning.

Writing skills are taught from Early level onwards and we emphasise the importance of having neat, legible work



## Modern Languages

We have recently introduced French from Primary 1-7. Every school within the Strathaven Learning Community follows a similar programme so that the children can develop their skills in French once they transfer to secondary education.

## Health and wellbeing

In this area of the curriculum we aim to provide all pupils with opportunities to:

- develop their self-awareness, self-worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build resilience and confidence
- understand and develop physical, mental and spiritual wellbeing and social skills
- understand how what they eat, how active they are and how decisions they make about their behaviour and relationships affect their physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle



- understand that adults in the school community have a responsibility to look after them, listen to their concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on their strengths and skills to help them make informed choices when planning their next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

## **Mathematics and Numeracy**

The main areas in maths and numeracy are:

### **Number, money and measure**

- Estimation and rounding
- Number and number processes
- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Mathematics – its impact on the world, past, present and future
- Patterns and relationships
- Expressions and equations.



### **Shape, position and movement**

- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation.

### **Information handling**

- Data and analysis
- Ideas of chance and uncertainty.



We use a wide range of teaching strategies and resources to develop and support skills in these areas.

## **Religious and Moral Education-(RME)**

We have a structured programme of study in RME in place, which allows the children to study Christianity, other World Religions of Judaism and Islam, relationships and moral values.

In Sandford Primary we aim to increase our pupil's knowledge and understanding of themselves, others and the world in which they live. Through a whole school, cross- curricular and themed approach we help pupils to become responsible citizens, confident individuals and effective contributors.

The pupils have a voice in Sandford Primary. They are – where appropriate - given opportunities to have a say in the issues which directly affect them and their local community. The Pupil Council, Eco Committee and Rights Respecting School Committee provide excellent forums for this type of discussion and decision-making.

## Sciences

Through the study of Sciences pupils will cover the following:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science.

## Social studies

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, children and young people's experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

Many of the topics that the children study are interdisciplinary in nature, which means that they will focus on more than one area of the curriculum. Staff are keen to listen to the children's ideas and plan their topics based on what the children already know, what they would like to know and how they would like to develop their knowledge and skills. This is known as responsive planning.

## Technologies

Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens, and to:

- develop understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible ethical actions to improve their lives, the lives of others and the environment
- gain the skills and confidence to embrace and use technologies now and in the future, at home, at work and in the wider community
- become informed consumers and producers who have an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic and cultural issues
- broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden their understanding of the applications and concepts behind technological thinking, including the nature of engineering and the links between the technologies and the sciences
- experience work-related learning, establish firm foundations for lifelong learning and, for some, for specialised study and a diverse range of careers.



As children and young people play and learn they will develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts.

## **Homework**

Pupils are set homework from the early stages. Our aims are to reinforce processes and skills taught in school, and to establish the habit of work at home which will stand pupils in good stead in further education and in later adult life.

Homework can take many forms-not just written.

The support of parents/carers is vital in fostering good habits when it comes to homework.

## **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.

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 alternative activity.

## **Equalities**

Integral to this guidance 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. South Lanarkshire's guidance recognises and welcomes diversity and promotes respectful understanding.

**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.**

## 6) Assessment

What do we do when assessing?

- Our pupils and staff help to set their own learning goals
- Our pupils and staff practise self and peer assessment
- Our pupils and staff identify and reflect on their own evidence of learning
- Staff use a range of evidence from day-to-day activities to check on pupils' progress
- Staff talk and work together to share standards in and across schools
- Our pupils and staff are clear about what is to be learned and what success would be like
- Our pupils and staff are given timely feedback about the quality of their work and how to make it better

## 7) 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.

## 8) Transitions

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

We will also provide you with information at this time and on events designed to let P7 children visit the secondary school, meet up with other P7 children from other schools so that the transition period is as smooth as possible.

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 Sandford Primary 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 01698 454102.

## 9) Support for Pupils

### **Getting it right for every child, (GIRFEC)**

Getting it Right for Every Child (GIRFEC) is a commitment to ensure that your child has the best possible start in life and to improve outcomes for children and families based on a shared understanding of their wellbeing. Most children make their journey from birth to the world of work supported by family and the universal services of Health and Education. The Named Person in education helps to make sure that the child's wellbeing is developing. The school will let you know the named person for your child. This is likely to be the Head Teacher in a primary school and the pupil support teacher in a secondary.

If you have any concerns you should speak to the Named Person who will work with you to address any issues and to ensure that your child gets any help needed at the right time.

More information can be found on: [www.girfecinlanarkshire.co.uk](http://www.girfecinlanarkshire.co.uk) and [www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

### **Support for All (Additional Support Needs)**

There are occasions when some children, for whatever reason, require additional support, long term or short term in order to help them make the most their school education. Teachers are sensitive to the range of influences that can affect a child's ability to learn and put in place strategies to enable the child to cope. The class teacher can identify children with additional support needs. Parents are encouraged to arrange a visit to the school to discuss any issues or concerns they may have. Appropriate support will be given by school staff, with the involvement of outside agencies such as Psychological Services, Speech and Language Therapy, Occupational Therapy or a visiting Visual/Hearing Impairment member of staff as appropriate.

At present, Sandford Primary School has an allocated time of half a day per week for a teacher from Specialist Support Services. Mrs. Janice Taylor is our Specialist Support Teacher and currently visits the school every Thursday (afternoon only).

Mrs. Taylor can work with groups of children or individuals in a direct teaching role. She is also able to supply or to suggest resources and support material suitable for children. In addition, she can be consulted by staff requiring specialist advice about certain children and can carry out specific assessments of individual children. If further analysis is needed Psychological Services, with whom we have a close working relationship, are consulted.

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

Enquire 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: 0845 123 2303

Email Enquiry service: [info@enquire.org.uk](mailto:info@enquire.org.uk)

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

Enquire provides a range of clear and easy-to-read guides and fact sheets including The parents' guide to additional support for learning.

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

## 10) School Improvement

Each year we produce a School Improvement Plan which identifies what we plan to do to improve our school over the next 12 months. Some of our improvement priorities may be in response to government guidance, whilst others will be more personally related to the needs of our own school. Staff, children and parents/carers are consulted on the contents of our Improvement Plan and a summary of progress is issued in January of each year.

Review of our Improvement Plan priorities is on-going to identify the impact that the progress we have made has had on learners.

One of our targets for this session is to raise children's attainment in writing through the introduction of Big Writing across all stages of the school. We are addressing this by:

- All staff receiving training in Big Writing.
- Big Writing being introduced across all stages of the school
- Staff working with colleagues across the Learning Community to ensure there is a shared understanding of writing standards.

We also have priorities in relation to planning, assessment and self-evaluation.

Any parent/carer wishing to see a copy of our School Improvement Plan should contact the Head Teacher

## 11) School policies and practical information

### 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, 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 £6,420 as assessed by the HM Revenues and Customs), Child Tax Credit Only (where your gross annual income does not exceed £16,105 as assessed by the HM Revenues and Customs) or receive support under Part VI of the Immigration and Asylum Act 1999.

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.

Healthy eating is something that the school supports and a range of meals are available at lunchtime that meet the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and the Nutrient Requirements for Food and Drink in Schools (Scotland) Regulations 2008.

All meals include fresh chilled drinking water and milk will be available for those pupils entitled to free school meals through the free school meal eligibility scheme at morning break or lunchtime.

Milk is also available for purchase to those pupils wishing to buy at breakfast service, where applicable, morning break and lunchtime.

Pupils in:

- Primary 1 - 3 receive a free school lunch.
- Primary 4 - 7 meal cost is £1.50

Milk is available free of charge to all nursery age children and is provided by the establishment.

South Lanarkshire Council provides fruit to P1 and P2 children 3 days per week to a selection of schools within the South Lanarkshire area.

### **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.

### **Sandford Primary School Uniform**

- A white polo shirt
- Red sweatshirt, cardigan or jumper-with school logo if possible.
- White shirt and school tie
- Grey trousers, skirt or pinafore
- Black school shoes

Our current supplier of uniforms is Border Embroideries Ltd. Details of ordering can be found on their website at [www.border-embroideries.co.uk](http://www.border-embroideries.co.uk) Please contact the school office with any questions regarding the uniform.

### **Physical Education Kit**

For reasons of hygiene and safety, pupils are asked to wear a gym kit. This should consist of a polo shirt or plain tee-shirt with jogging trousers, track-suit trousers or shorts. Training shoes that have been worn outside, are not acceptable for indoor/apparatus work. Football strips should not be worn for P.E.

The wearing of jewellery is discouraged at all times for safety reasons, this particularly applies to earrings. All jewellery must be removed for P.E. A letter is sent in August to parents reminding them of these safety features and notifying you of your child's P.E. days so that children are always prepared for participating in gym

### **Lost Property**

Pupils often misplace or leave things behind at the end of the school day. It is vital that items of clothing are clearly labelled in order to assist the school in returning lost property to its rightful owner.

## Support for parent/carers

### Clothing grant

In certain circumstances the Council provides support to parents/carers for the purchase of school wear.

Applications can be made online at [www.southlanarkshire.gov.uk](http://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

#### School Hours



Monday – Friday

School day	09.00-15.00
Interval	10:30-10:45am
Lunch	12.15-13.00

A list of holiday dates is issued to all parents/carers at the start of each session in August along with a list of school diary dates. We also include important dates to remember in our monthly school newsletter.

The school holiday dates and in-service dates are available from the local authority website, [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk). In-service dates are days when staff undertake development work related to the school and pupils should not attend.

**See attached list showing holiday dates.**

### Enrolment – how to register your child for school

If your child is starting school for the first time you must enrol your child at their catchment school in January. If parents want their child to go to another school, they must enrol in the first instance with their catchment school and ask for an information leaflet that provides details on how to make a placing request. Forms are available from the SLC website – [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk), schools, Q and A offices or by contacting Education Resources, Almada Street, Hamilton, phone 01698 454102. Completed forms should be returned as soon as possible to Education Resources, Almada Street, Hamilton ML3 0AE.

**Enrolment date for 2016 is week commencing 11 January 2016.**

### Flying Start Date

**The flying start date (when P1 pupils go into school for a full day) is Monday, 22 August 2016.**

When you enrol your child at the school you should bring with you your child's full birth certificate, as well as 2 proofs of residency, e.g. utility bills, bank statements, etc.

Towards the end of the academic year in May/June, new pupils are invited to spend some time in the school when they will meet their new teacher, get the chance to familiarise themselves with their classroom and experience a selection of active learning activities.

While the children are in class, parents/carers will have the opportunity to talk to one another. The Head Teacher will answer any questions and offer some practical advice to make the transition to school as smooth, enjoyable and rewarding as possible.

Parents/carers seeking to enrol their child in our school at other times are warmly invited to visit the school to look around. This can be arranged by calling at the school or by telephoning the Head Teacher to make an appointment.

## **Transport**

### **(i) School transport**

South Lanarkshire Council has a policy of providing school transport to 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 obtain an application form from the school or Education Resources, Hamilton, phone 01698 454102 or web [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk). 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 paid 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. For more information on school transport contact Education Resources phone 01698 454102.

### **(ii) 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.

In order to ensure the safety of all travelling on the school bus there are some basic rules which all pupils must adhere to.

## **Sandford Primary School**

### **BUS CODE**

- I will sit in my seat safely and stay in the same seat until it is time to get off the bus.
- I will put my seat belt on immediately and keep it on.
- I will keep the bus aisle clear.
- I will behave and use a quiet partner voice as I know the driver needs to concentrate.



### **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:

#### **(i) 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 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.

### **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 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](http://www.southlanarkshire.gov.uk)

### **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 are required to attend training annually and follow the advice and guidance contained within the Education Operating Procedures.

The shared vision for Lanarkshire's children is: "all children and young people in Lanarkshire have the right to be cared for and protected from abuse and harm in a safe environment in which their rights are respected." All agencies will work together in a collaborative way to promote the safety and wellbeing of children and young people in Lanarkshire.

The Chief Officers and Child Protection Committees of North and South Lanarkshire Council's are the driving force for ensuring that agencies individually and collectively work to protect children and young people as effectively as possible.

The Council has a duty in law to report suspicions that a child has been abused or is at risk of harm, in terms of the Children (Scotland) Act 1995. Therefore, Council staff have a professional and contractual obligation to report concerns to the head of establishment or the child protection coordinator immediately.

Education Resources staff and visitors from other agencies and services are required to follow these Child Protection Procedures to protect and support children and to fulfil their professional obligations to report all allegations or suspicions of child abuse.

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

The Council has produced an information leaflet – 'stay safe' for parents/carers on how to help ensure their child is safe when using the internet and mobile devices.

Copies are available from the school or the web: [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)



### **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 if this happens. We shall keep you in touch by telephone, text, where appropriate, letters, web news and through local radio stations particularly if there are prolonged periods of severe weather. The Council's website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) will be used to let you know if the school is closed and when it will re-open.

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

If for any reason, you are unsure if the school is open visit the website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) or email [education@southlanarkshire.gov.uk](mailto:education@southlanarkshire.gov.uk)

### **Your commitments**

We ask that you:

- support and encourage your child's learning
- respect and adhere to the schools policies and guidance
- let the school know if you change your mobile/telephone number and/or address
- enjoy and take part in school activities
- accept your responsibility to respect staff who work in the school and for the school to be proactive in taking forward it's commitment to care for and educate your child.

### **Data Protection Act 1998**

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 Data Protection Act 1998 with South Lanarkshire Council defined as the data controller. The Council have established a data protection policy that applies to all of its schools. For more information please contact the school.



## Education Resources

### School Holiday Dates Session 2015/2016

Break	Holiday dates		
<b>First Term</b>	Teachers return	Thursday	13 August 2015
	Pupils return	Monday	17 August 2015
September Weekend	Close	Thursday	24 September 2015
	Re-open	Tuesday	29 September 2015
October Break	Close on	Friday	9 October 2015
	Re-open	Monday	19 October 2015
Christmas	Close on	Wednesday	23 December 2015
<b>Second Term</b>	Re-open	Tuesday	5 January 2016
February break	Close on	Friday	5 February 2016
	Re-open	Wednesday	10 February 2016
Easter Break	Close on	Thursday	24 March 2016
	Re-open	Tuesday	29 March 2016
Spring Break	Close on	Friday	1 April 2016
	Re-open	Monday	18 April 2016
<b>Third Term</b>			
Local Holiday	Closed	Monday	2 May 2016
Local Holiday	Close on	Thursday	26 May 2016
	Re-open on	Tuesday	31 May 2016
Summer break	Close on	Friday	24 June 2016
In-service days	Date for teachers return	Thursday	11 August 2016
		Friday	12 August 2016

#### Notes

- ◆ Good Friday falls on Friday, 25 March 2016
- ◆ Lanark schools will close 9 and 10 June 2016
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Wednesday, 23 December 2015 and \*Friday 1 April 2016)
- ◆ Schools will close at 1pm on the last day of term 3 (Friday 24 June 2016)  
Two in-service days for 11 & 12 August 2016.

*\* The early closure falls at the beginning of the Spring break (as per Operating Procedure E5)*



**Education Resources**

**School holiday Dates Session 2016/2017**

Break	Holiday dates		
<b>First Term</b>	Teachers return	Thursday	11 August 2016
	Pupils return	Monday	15 August 2016
September Weekend	Close	Thursday	22 September 2016
	Re-open	Tuesday	27 September 2016
October Break	Close on	Friday	14 October 2016
	Re-open	Monday	24 October 2016
Christmas	Close on	Thursday	22 December 2016
<b>Second Term</b>	Re-open	Monday	9 January 2017
February break	Close on	Friday	10 February 2017
	Re-open	Wednesday	15 February 2017
Spring break/Easter	Close on	Friday	31 March 2017
	Re-open	Tuesday	18 April 2017
<b>Third Term</b>			
Local Holiday	Closed	Monday	1 May 2017
Local Holiday	Close on	Thursday	25 May 2017
	Re-open on	Tuesday	30 May 2017
Summer break	Close on	Friday	23 June 2017
Proposed in-service days	*Proposed date for teachers return (subject to consultation)		

**Notes**

- ◆ Good Friday falls on Friday, 14 April 2017
- ◆ *Lanark schools will close 8 and 9 June 2017*
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Thursday, 22 December 2016 and Friday 31 March 2017)
- ◆ Schools will close at 1pm on the last day of term 3 (Friday 23 June 2017)  
\*Two in-service days proposed for August 2017 to be confirmed.

## Appendix A

This annex provides links that schools and local authorities may find helpful when developing a School Handbook. 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

### 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 literary, 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

## **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

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy

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 on the following:**

Education

Health

Young People

Children (Scotland) Act 1995

Standards in Scotland's Schools (Scotland) Act 2000