At South Park we aspire to REACH excellence in all that we do........
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If you need this information in another language or format, please contact us to discuss how we can best meet your needs.

Phone – 0303 123 1023

Email – education@southlanarkshire.gov.uk
1. **Introduction**

Welcome to South Park Primary School.

On behalf of the staff at South Park Primary School I have great pleasure in presenting the School Handbook for 2019.

The handbook contains information regarding all aspects of school life that will be helpful to staff, parents and pupils.

During your child’s stay with us, it is our wish that your child is happy and successful. Our school seeks to develop in our children a positive attitude to learning and respect for ourselves, others and the environment. This will support our children to achieve all they can in being successful and confident, lifelong learners and helping them achieve and be responsible citizens in their community.

Each member of staff does their utmost to establish a positive ethos in the school. The children work in an atmosphere that is happy and industrious, a place where they will learn to be independent, to be responsible for themselves and to carry out their tasks with a spirit of cooperation, courtesy and respect for themselves and others.

The school has built up effective links with the community and it is our intention to strengthen these and to establish many more. It is our belief that the school is an integral part of the community. By creating a welcoming environment, by maintaining good relations with parents and the wider community and by being involved in many local events our positive links will continue to grow and enhance our children’s learning experiences.

We greatly value our partnership with parents/carers. Some of our parents/carers are already involved in school activities and this has been of tremendous benefit to the children. We hope to increase this involvement and so enhance the provision within the school. As well as those occasions during the school session when parents/carers have the opportunity to come to school to discuss their child’s progress it is important that everyone feels welcome. We strive at all times to create a positive partnership between the school and home.

We invite you to join us on the road to continuous improvement and on our journey towards excellence.

*Kirsty McNeil*

Head Teacher
Our Vision, Values and Aims

At South Park we aim to ensure that there is a positive, welcoming and inclusive ethos where all are valued and have a voice. A whole school community consultation was carried out to agree on a set of core values. Respect, Equity, Ambition, Confidence and Happiness...were chosen by everyone to be the most important. We work together, as a whole school community, to embed these values and consistently strive to fulfil our vision.

Following the community consultation our agreed vision for our school is...

In South Park we aspire to REACH excellence in all that we do...

The decisions we make as a school will be based on a commitment to ensuring that our children’s health, wellbeing and progress are our prime concern: Children First!

We aim to provide a safe and stimulating environment where all children can achieve their full potential.

We aim to enable children to become successful learners, confident individuals, responsible citizens and effective contributors.

We aim to empower staff to develop to their full potential and develop leadership capacity.

We aim to promote partnership and engagement with the wider community for the benefit of the school and the community.

Through continued self evaluation, consultation and improvement we aim to offer the highest quality education for pupils in an environment in which the pupils feel secure, valued and confident.

We aim to involve all stakeholders and effectively use local and national guidelines to produce effective policies and planning.

Through the professional review and development process and high quality CLPL opportunities, we will support and encourage all staff to carry out their roles effectively.

We aim to maximise the use of our resources and our partnerships with other agencies for the benefit of the school.

Through a system of distributive leadership we aim to develop leadership capacity at all levels to take forward the shared vision of the school.

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, Ruther Glen, 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

South Park Primary School
Netherton Road
EAST KILBRIDE
G75 9DU

Phone: (01355) 224748

Website address: www.southpark-pri.s-lanark.sch.uk

Email: office@southpark-pri.s-lanark.sch.uk

Stages:
Nursery - 2 to 5 years
School - Primary 1 to Primary 7

Present Roll: 176 (plus 53 nursery children)

Denominational Status: Non-denominational

Staffing

Head Teacher  Mrs K McNeil
Principal Teacher  Mrs L Rutherford

Class Teachers
P7  Mrs Y Donaldson
P6  Miss S Stanage
P5  Mrs L Hendry
P4  Mrs E MacRitchie
P3  Miss J Cartwright
P2  Mrs M McGinty / Mrs C Bell
P1  Mrs H Lees / Mrs L Cook

Nursery Teacher:  Mrs M MacRobert

Nursery Team Leader:  Mrs J Myles

Early Years Workers:  Mrs E McConnachie
Mrs E Maley
Mrs L Cassidy Clyde
Mrs Allison Young
Mrs Kirsten Merrin
Mrs Dominica Pencakowska Andrew
Mrs K Cameron
Mrs J Phillip

Support Assistants:  Mrs J Nicholson (Team Leader)
Mrs M Cunningham (Support Assistant)
Mrs P Galbraith (Support Assistant)
Mrs C Cowan (Support Assistant)
Miss K Maguire (Support Assistant)
Mrs E Stevenson (Support Assistant)

School Janitor: Mr G McAra / Mr Kenny Ashwood
Catering Manager: Mrs D Brown
Catering Staff: Mrs S Pearson
Mrs E Warmington
Cleaning Supervisor: Mrs M Ayton
Cleaning Staff: Mrs T Dick
Mrs M Lennon
Mrs S Rae

Parent Organisations
Parent Council Chairperson: Miss Michelle McLaughlin
P.T.A. Chairperson: Mrs Lyndsey O’Hara

Parental Concerns
Parents may have a concern about their child from time to time and thus we strongly encourage open communication between home and school. Depending on the nature of the concern, parents may contact the school in a variety of ways:
- Phone call
- Note in Home/School Jotter or Homework Diary
- Letter
- Appointment
- Comments on Reports
- Consultations

The appropriate member of staff will respond as quickly as possible to the concern, discuss it as fully as possible and try to resolve the concern quickly.

Reporting Absence or Sickness
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 and unauthorised absence. In cases where your child is unable to attend school parents are asked to:

- If you know in advance of any reason why your child is likely to be absent from school, please tell someone at the school, phone us or let us know in writing. Please also give your child a note on his/her return to school telling of the reason for absence.

- Notify the school first thing in the morning when your child is going to be absent stating the reason for absence. Let the school know the likely date of return and keep them informed if the date changes.

- Inform the school of any change to the following:-
  - Home phone number
  - Mobile number
  - Emergency contact details
  - Medical Information

- Requests for your child to be absent from school, including extended visits to relatives must be made in writing to the Head Teacher, detailing the reason, destination and
duration of absence and arrangements for their continuing education. On these occasions the pupil will be marked as an authorised absentee in the register.

The safety and well being of our pupils is paramount and we ask parents to closely follow our Absence Reporting Procedures.

**Accident or Illness During School Hours**
Parents are asked to inform the school of any particular medical requirement for their child/children. It is also requested that the school be informed of arrangements for children who may be required to be sent home.

When a pupil is taken ill in school, he/she will be observed carefully and the parent (in the first instance) or emergency contact will be notified. Minor cuts and bruises are dealt with by cleaning the wound and applying a simple dressing as per Authority Guidelines. Should an accident of a more serious nature occur, the parent (in the first instance) or emergency contact is immediately notified.

The school keeps a small stock of clothing in order that children whose own clothes have been soiled can be given clean garments.

**Complaints Procedure**
Should a parent/carer have a concern about any aspect of their child’s school placement, we want to know. In the first instance, inform a member of staff. If the concern is more serious contact Mrs McNeil, Head Teacher.

Complaints will be treated seriously and 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, but no longer than 20 days.

A formal complaints procedure direct to the Senior Manager of Pupil Support or Education Resources is also available should you be dissatisfied.

A complaint may be made in writing, by phone, by e-mail or in person to Ann Marie Graham, Senior Manager of Pupil Support (01355 276811) or Education Resources (0303 123 1023).

**Arrangements to Visit the School (New Pupils and their Parents)**
Should a parent be offered or be seeking a place for their child at South Park Primary/Nursery, arrangements can be made to visit in advance. Please phone the school office to make an appointment. The Head Teacher/Principal Teacher will meet with you to provide information, answer questions and give you a tour of the school. We encourage parents/carers to bring their child along for the visit.
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

Parents, carers and family members are by far the most important influences on children’s lives. Children between the ages of 5 and 16 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 and/or the Parent Teacher Association just contact the school or visit the SLC website.

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

- Parentzone – www.parentzonescotland.gov.uk
- National Parent Forum for Scotland - www.educationscotland.gov.uk/parentzone
- South Lanarkshire Council – www.southlanarkshire.gov.uk

“I coach the football team and it's been a great experience for me. I have developed my own skills as a coach and the children’s skills have developed too. They are all very motivated to be on the team and really enjoy coaching them.”

Tom - Volunteer

Football training

“I volunteer in school 3 days a week. I work with Primary 4 and I help out with Literacy and Numeracy. I really enjoy working with the children.”

Mrs O’Hara - Parent helper
Parent Council & P.T.A.
All parents of children at school are automatically members of the Parent Forum and are entitled to have a say in what happens at the school. Our school has an active Parent Council and a copy of its constitution and what it does is available from the school. Our P.T.A. has recently been re-established and is looking forward to beginning fund raising activities. If you are interested in joining the Parent Council you may contact Michelle McLachlan, Chairperson or if you are interested in joining the P.T.A. you may contact Lindsay O'Hara or contact the school office.

"The Parent Council represents the views of the parents and really can make a difference to the life of the school. Parents views are valued and it is a great way of being involved in your child's education."

Michelle (Parent Council Chairperson)
4. **School Ethos**

South Park is proud of the warm, friendly and supportive atmosphere which is prevalent in the school. Our enthusiastic staff and pupils firmly believe in the values we created as a school community. A culture of mutual respect exists between staff, pupils and parents and is evident in all aspects of school life.

We have high expectations of our pupils and encourage them to give of their best and achieve all they can. Pupil achievement is widely celebrated in class, at assemblies and shared with parents. Children regularly receive praise, rewards, awards and certificates for achievements both in school and in the wider community.

![Celebrating achievement](image1)

We recognise that the school plays a central role within the community and therefore have developed many partnerships which are both beneficial to the school and to the local community. We participate in art, science and sports competitions, visit local places of interest, support local and national charities and work in close partnership with two local churches. We invite parents, families and friends into the school to participate in school events such as assemblies, showcases, curriculum evenings, school shows and world of work days. We support the local community through carol singing, visiting care homes and senior citizens clubs and attending their events. We also support many local and national charities.

![Loaves & Fishes](image2)

The wide variety of opportunities available for the children encourages them to become more responsible citizens, motivates them in their learning, promotes positive behaviour and builds good relationships.

Comments from parents, pupils, staff and partners about the school have been very positive in nature and have included:
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 21st 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
- Heath 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 website http://www.educationscotland.gov.uk/thecurriculum/ or www.parentzonescotland.gov.uk.

Learning through play
Outdoor Learning
Room on the Broom Showcase

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

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

Literacy and English

Language is fundamental to our understanding of the world and permeates all areas of the curriculum. We aim to give our pupils a rich experience in all aspects of literacy which includes: Reading, Writing, Listening and Talking.

We adopt a flexible groupings approach to develop literacy throughout the school. Children choose the level of challenge in the tasks that they do. Reading is developed using Novel Studies and higher order reading skills. At South Park we promote a whole school skills-based approach to the teaching of reading. We aim to foster a love of books and embed a culture of reading throughout the school. We have recently introduced a new whole school approach to the teaching of Writing called ‘Talk for Writing’. ‘Talk for Writing’ enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version.

‘We read George’s Marvellous Medicine. It was a funny story but also scary. My favourite bit was when George made grandma go through the roof. I love reading and we do it in class quite a lot.’

Bethany (P4Pupil)
Numeracy and Mathematics
We aim to equip our children with a positive attitude to maths that will give them confidence and the appropriate strategies to use.
Our approach to maths is an activity based one where the children discover through handling material and “doing” rather than carrying out simple written activities. In this way we seek to enhance the child’s understanding. Reinforcement is often done by using maths games where children apply the concepts learned. We find that this approach provides motivation and interest. Emphasis is put on the acquisition of mental maths skills and strategies encouraging learning of facts for quick recall.

“I like to challenge myself in Maths. I sometimes choose hot then I move onto Flaming Hot to test myself. It helps me improve. I love maths. It will help me to work out the bills and money that I owe back.”
Sara P6

“I like to use digital technology to learn maths. Sumdog is has games and competitions and you can win prizes. I also like to play maths games with the class. When we do the chilli challenge I pick the hard one.”
Tiree (P7)

‘Our class told the story of the Gingerbread Man to the whole school. We practised the story and learned all the actions and taught it to the rest of the school. After that we wrote our own version of the story with our own characters. It was lots of fun.’
Niamh (P6 pupil)
Social Studies
This all-embracing heading includes, People, past events and societies, People, place and environment and People, society, economy and business. Social studies is taught using the interdisciplinary approach.

'We learned about War and Conflict. I enjoyed the topic because it focussed on lots of wars and conflicts, not just one. It was interesting and my favourite bit was learning about the timelines. '

Zoe P7

Science
Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. Throughout their time in primary school children will learn about Planet Earth, Forces, Electricity and Waves, Biological Systems, Materials and Topical Science.

'We used chemicals and different liquids to make a foam machine and a volcano. I love science. I want to be an engineer when I grow up. Learning about science will help me do this.'

Murray P5
Expressive Arts
The Expressive Arts are rich and stimulating, with the capacity to engage and fascinate learners of all ages, interests and levels of skill and achievement. Pupils are encouraged to be creative and to develop skills and talents in music, dance, drama and art. The expressive arts curriculum is often topic related and is delivered in an interdisciplinary way.

'I like music. It's inspirational. I like to sing and it lets me express myself. 
Carmyle P7

Religious and Moral Education
For further information on religious and moral education, please see the information contained under the heading of Spiritual, Social, Moral and Cultural Values.

Health and Wellbeing
It is our aim for pupils to become confident, responsible members of society. With this in mind, we engage in P.E., Citizenship and Health Programmes which include Mental, Emotional, Social and Physical Wellbeing. As part of the National Guidelines we deliver 2 hours of P.E. per week.

'We are learning about fitness. We warm up then we play games and run races. I like running around and I want to be fit. ' 
Jude P3

Technologies
Scotland has a strong tradition of excellence and innovation in technological research. Learning in the technologies enables children to be informed, skilled and thoughtful, adaptable and enterprising citizens. The technologies framework includes technological developments in society, I.C.T. to enhance learning, Business, Computing Science, Food and Textiles. In South Park, I.C.T. skills are taught discreetly and also as part of the wider curriculum. Children benefit from learning using computers, laptops, iPads and Chromebooks.

'I am a Digital Leader. We run a digital club at lunchtime for younger children to help them use computers. I can see that they are learning about digital technology and are improving
Rebecca P7.'
Opportunities to continuously develop the curriculum are being offered to schools through Curriculum for Excellence. The aim of our curriculum is to develop the 4 capacities in each pupil of:

- Confident Individuals
- Responsible Citizens
- Successful Learners
- Effective Contributors

Extra-Curricular Activities
This Year South Park has offered the following extra-curricular activities:

- Netball
- Football
- Fun Fitness
- Book Club
- Science Club
- Spanish Club
- Munch Bunch
- Reading Café
- Cricket Club
- Running Club

There are many opportunities for parents to view displays of work, attend concerts and assemblies and be involved in the busy life of the school.

Most classes will be involved in visits to places of interest to enhance their understanding and learning. Every year we organise a residential outing for P7 pupils.

Visitors from the community to the school also provide children with valuable insight into the wider aspects of life and experience.

Classes are involved in citizenship and enterprise and are developing appropriate life skills.

At South Park we have a focus on Pupil Voice and Pupil Leadership. Every leadership group has an area of responsibility and they are continually consulted on areas for improvement in our school community. The groups also organise events for the whole school and carry out the individual leadership roles linked with each group respectfully and responsibly.

Below are all the leadership Groups in South Park:
- Pupil Leadership Group,
- Play Leaders, Lunch Leaders, House Leaders, Digital Leaders,
- Literacy Leaders, Numeracy Leaders, Safety leaders, Sports Leaders, Sustainability Leaders.

6. Spiritual, Social, Moral and Cultural Values (Religious Observance)

Right of Parent/Carers
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.

Integral to this guidance is the principal 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.

**Assessment**
Assessment is an integral part of learning and teaching. It helps to provide a picture of our pupils’ progress and achievements and to identify next steps in learning.

Assessment is ongoing, periodic and transitional. A joined up approach to planning for learning and teaching is underpinned by valid, reliable and proportionate assessment. Staff use a range of evidence based on the breadth, challenge and application of learning to determine if a learner has achieved a level. Learners are involved in planning assessment, discussing progress and planning next steps in learning.

Teachers in South Park use both formative and summative approaches to assessment. Formative assessment is used regularly to support pupils’ learning and progress throughout the year. Summative assessment is used as necessary to sum up pupils’ progress and achievement for reporting to others and, used to inform next steps in planning and learning.

Our assessment is based on the principles of Assessment is for Learning.

- **Assessment for Learning** - where learners are clear about what is to be learned and what success will look like, are given timely feedback on the quality of their work and how to make it better, and are included in deciding the next steps for learning.
- **Assessment as Learning** – where learners take part in assessment, reflect on their own learning and take responsibility for their own learning.
- **Assessment of Learning** – which helps teachers understand how much and how well pupils have learned in the various aspects of the curriculum.

In South Park, pupils and staff use Learning Journals to record pupil learning, achievements and progress, which is sent home and shared with parents. Within the Learning Journals, staff and pupils have identified targets and next steps in learning and these are evaluated regularly.

Pupil progress is monitored and tracked and reported to parents through written reports and at parent interviews.

“Our Learning Journals help the children to celebrate their achievement and set themselves challenging goals.”

Mrs Donaldson (Teacher)
7. Reporting

South Park Primary School recognises that good teamwork among parents, children and schools is the key to a successful education for your child. Reporting will be ongoing and comprise of a range of activities which can include children presenting their learning, newsletters, and ongoing oral discussions.

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 is 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.

“Before I get my report I feel a bit anxious but I usually get a good report and I don’t have to worry anymore. My mum and dad feel proud and happy.”
Remy (P7 Pupil)

“Excellent report! My son absolutely loves school and loves to learn new things. We are very proud of him. Thank you both for being good teachers.”
Leanne (Parent)

“I am really happy with my son’s report. He tries so hard at school and at home. He is looking forward to P7 to work hard and achieve goals.”
Gillian (Parent)

8. Transitions

Pupils normally transfer from primary to secondary school between the ages of 11½ or 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 in your catchment 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 0303 123 1023

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 relating to your child’s wellbeing you can speak to the Named Person who will be happy to work with you to address any issues and to ensure that your child gets help that is needed at the right time.

More information can be found on: www.girfecinlanarkshire.co.uk and www.scotland.gov.uk/gettingitright

Support for All (Additional Support Needs)

All children and young people need support to help them learn. The main sources of support in pre-school provision and schools are the staff who, through their normal practice, are able to meet a diverse range of needs. With good quality teaching and learning and an appropriate curriculum most children and young people are able to benefit appropriately from education without the need for additional support.

“The Additional Support for Learning legislation provides the framework underpinning the system in Scotland for supporting children and young people in their education, and their families. This framework is inclusive in its approach and is based on the concept of additional support needs. This term applies to children and young people who, for whatever reason, require additional support, long or short term, to help them make the most of education.

Additional support needs can be short or long term. For instance, additional support may be required for a child or young person who for example:

- is being bullied
- has behavioural or learning difficulties
- is deaf or blind
- is particularly gifted
- is bereaved
- is not a regular attendee
- is looked after by a local authority.

The rights of children with additional support needs (ASN) and their parents have been strengthened through changes to the original 2004 Act introduced by the Additional Support for Learning Act 2009.” (Education Scotland Website)
In South Park, children with additional support needs are identified by class teachers. Parents are notified of difficulties and permission sought to involve the visiting Specialist Support Teacher who will assess the needs of the child. Permission is also sought to involve our educational psychologist who is called upon to assess children who appear to have specific difficulties.

When the assessment has been completed and needs have been identified, the Specialist Support Teacher will consult with the Class Teacher, Parents and Support for Learning Co-ordinator and a programme of support will be formulated and implemented. Parents will be regularly consulted and receive feedback on the assessment results through a process of review meetings.

To provide further assistance for pupils with support needs, an Additional Support Plan (A.S.P.) may be required. Staff, pupils and parents are involved in agreeing both long and short term targets to support children in their learning, development and behaviour.

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 to encourage positive partnerships between families, schools, and local authorities to ensure children get the right support.

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

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

Phone Helpline: 0345 123 2303

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

Email Enquiry Service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk

Enquire provides a range of clear and easy-to-read guides and fact sheets including The Parents’ guide to additional support for learning.
10. School Improvement

In South Park we want all our pupils to succeed. We believe we can make a lasting difference when we focus on specific goals and strategies for change. School improvement planning is a process through which schools set goals for improvement and make decisions about how and when these goals will be achieved. The ultimate objective of the process is to improve pupil achievement by enhancing the way curriculum is delivered, by creating a positive environment for learning and by increasing the degree to which parents are involved in their children’s learning at school and in the home.

Each year South Lanarkshire Council issues its schools with local and national improvement priorities. In South Park we identify our needs in relation to these priorities in consultation with our stakeholders. We review our priorities throughout the school year on a regular basis, record and report our progress to parents and the local authority and identify our next steps for the next plan.

Our priorities at this time for the next three years have been identified as…

2018-2019

- Raise attainment in literacy through a focused consistent approach to effective learning and teaching incorporating digital literacy
- Continue to raise attainment in numeracy through robust assessment and moderation in line with benchmarks and a consistent approach to planning
- Further develop a strategic nurturing approach with a focus on equity and wellbeing and improving learner voice.
- Further develop the positive culture and ethos and embed the vision and values of our school.

The final two targets are for specifically for our Nursery improvement:

- To further enhance our nursery provision to ensure high quality learning experiences for young children
- To further improve outcomes for children through effective use of tracking and monitoring of Early level experiences

2019-2020

- Further develop leadership of learning at all levels
- Consolidate and embed a nurturing approach to ensure inclusion, equity and wellbeing
- Embed a whole school approach to effective planning, learning and teaching which promotes essential skills for life learning and work

2020-2021

- Effectively track and monitor Health and Wellbeing to produce positive outcomes for our children
- Raise attainment through further engagement with parents as partners in the journey of our learners
- Embed the digital strategy in all curricular areas
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 (where your take home pay is less than £610 per month), Job Seeker’s Allowance (income based), Employment and Support Allowance (income related), Working Tax Credit and Child Tax Credit (where your gross annual income does not exceed £6,515 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 £1.60

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

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

"We love wearing our uniform. It's a nice bright colour and makes us proud to be South Park pupils.'
Roxy & Ashton (P5)

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

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

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

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

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

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

In supporting children and young people with allergies, school employees will operate in accordance with South Lanarkshire Council’s Safe Systems of Work / risk assessment and national guidance on the administration of medicines.
Support for parents/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. 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
Start time 9.00am
Interval 10.30am – 10.45am
Lunch time 12.15pm - 1.00pm
Closing time 3.00pm
## School holiday Dates Session 2018/2019

<table>
<thead>
<tr>
<th>Break</th>
<th>Holiday dates</th>
<th>Days</th>
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</thead>
<tbody>
<tr>
<td><strong>First Term</strong></td>
<td><strong>Teachers In-service</strong></td>
<td><strong>Tuesday</strong></td>
</tr>
<tr>
<td></td>
<td><strong>In-service day</strong></td>
<td><strong>Wednesday</strong></td>
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<tr>
<td></td>
<td><strong>Pupils return</strong></td>
<td><strong>Thursday</strong></td>
</tr>
<tr>
<td>September Weekend</td>
<td>Close on Re-open</td>
<td>Thursday</td>
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<td></td>
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<td>Tuesday</td>
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<tr>
<td>October Break</td>
<td>Close on Re-open</td>
<td>Friday</td>
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<td>Monday</td>
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<tr>
<td></td>
<td><strong>In-service day</strong></td>
<td><strong>Monday</strong></td>
</tr>
<tr>
<td>Christmas</td>
<td>Close on Re-open</td>
<td>Friday</td>
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<td></td>
<td></td>
<td>Monday</td>
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<tr>
<td><strong>Second Term</strong></td>
<td><strong>In-service day</strong></td>
<td><strong>Wednesday</strong></td>
</tr>
<tr>
<td>February break</td>
<td>Closed</td>
<td>Friday</td>
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<tr>
<td></td>
<td>Closed</td>
<td>Tuesday</td>
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<tr>
<td>Spring break/Easter</td>
<td>Close on Re-open</td>
<td>Friday</td>
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<td>Monday</td>
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<td></td>
<td>Close on Re-open</td>
<td>Thursday</td>
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<td>Tuesday</td>
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<tr>
<td><strong>Third Term</strong></td>
<td><strong>Local Holiday</strong></td>
<td><strong>Monday</strong></td>
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<td></td>
<td><strong>In-service day</strong></td>
<td><strong>Tuesday</strong></td>
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<tr>
<td>Local Holiday</td>
<td>Close on Re-open</td>
<td>Thursday</td>
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<td></td>
<td></td>
<td>Tuesday</td>
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<tr>
<td>Summer break</td>
<td>Close on Re-open</td>
<td>Friday</td>
</tr>
</tbody>
</table>

**Notes**

- Good Friday falls on Friday, 19 April 2019
- *Lanark schools will close 6 and 7 June 2019*
- Schools will close at 2.30pm on the last day of terms 1 and 2 (Friday, 21 December 2018 and Friday 29 March 2019)
- Schools will close at 1pm on the last day of term 3 (Friday 28 June 2019)

*Two in-service days proposed for August 2019 to be confirmed.*
## School holiday Dates Session 2019/2020

<table>
<thead>
<tr>
<th>Break</th>
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<tbody>
<tr>
<td><strong>First Term</strong></td>
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<tr>
<td><strong>Teachers In-service</strong></td>
<td><strong>Tuesday</strong> 13 August 2019</td>
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<tr>
<td><strong>In-service day</strong></td>
<td><strong>Wednesday</strong> 14 August 2019</td>
</tr>
<tr>
<td>Pupils return</td>
<td>Thursday 15 August 2019</td>
</tr>
<tr>
<td>September Weekend</td>
<td>Tuesday 26 September 2019, Thursday 1 October 2019</td>
</tr>
<tr>
<td>October Break</td>
<td>Friday 11 October 2019, Monday 21 October 2019</td>
</tr>
<tr>
<td><strong>In-service day</strong></td>
<td><strong>Monday</strong> 18 November 2019</td>
</tr>
<tr>
<td>Christmas</td>
<td>Friday 20 December 2019, Monday 6 January 2020</td>
</tr>
<tr>
<td><strong>Second Term</strong></td>
<td></td>
</tr>
<tr>
<td>February break</td>
<td>Friday 7 January 2020, Monday 10 January 2020, Tuesday 11 January 2020</td>
</tr>
<tr>
<td><strong>In-service day</strong></td>
<td><strong>Wednesday</strong> 12 February 2020</td>
</tr>
<tr>
<td>Spring break/Easter</td>
<td>Friday 3 April 2020, Monday 20 April 2020</td>
</tr>
<tr>
<td><strong>Third Term</strong></td>
<td></td>
</tr>
<tr>
<td>Local Holiday</td>
<td>Monday 4 May 2020</td>
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<tr>
<td><strong>In-service day</strong></td>
<td><strong>Tuesday</strong> 5 May 2020</td>
</tr>
<tr>
<td>Local Holiday</td>
<td>Thursday 21 May 2020, Tuesday 26 May 2020</td>
</tr>
<tr>
<td>Summer break</td>
<td>Wednesday 24 June 2020</td>
</tr>
<tr>
<td>Proposed in-service days</td>
<td>Tuesday 11 August 2020 and Wednesday 12 August 2020</td>
</tr>
<tr>
<td></td>
<td>Pupils return Thursday 13 August 2020</td>
</tr>
</tbody>
</table>

### Notes
- Good Friday falls on Friday, 10 April 2020
- *Lanark schools will close Thursday, 11 June 2020 and Friday, 12 June 2020*
- Schools will close at 2.30pm on the last day of terms 1 and 2 (Friday, 20 December 2019 and Friday, 3 April 2020)
- Schools will close at 1pm on the last day of term 3 Wednesday, 24 June 2020
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, schools, Q and A offices or by contacting Education Resources, Almada Street, Hamilton, phone 0303 123 1023. Completed forms should be returned as soon as possible to Education Resources, Almada Street, Hamilton ML3 0AE.

Enrolment date for 2019 is week commencing 14th January 2019. In South Park we will be enrolling Monday 14th to Friday 18th January 2019 from 1.00pm to 3.00pm. Please bring your child’s full birth certificate and two proofs of residency to enrolment. If these times are unsuitable, please phone the school for an alternative 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 provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application from the school or Education Resources, Hamilton, phone 0303 123 1023 or web 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 0303 123 1023.

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

It should be noted that it is the parent’s responsibility to ensure that 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.
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 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 principal 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 the 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
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 have been developed for this purpose.

Promoting Positive Behaviour at South Park
We work hard to create a secure, caring and positive environment where children can learn and flourish. We encourage children to develop mutual trust and respect, co-operation, teamwork, fair play and responsibility.

Positive Behaviour Strategies
We wish to encourage a partnership with parents/carers to ensure the best possible standard of pupil behaviour. We recognise there are times when school can be a challenging social setting for everyone and that there may be times when children need support. They may feel frustrated, angry or upset. Our aim is to support our children and we use restorative approaches to do this. This involves

- Helping young people make good choices
- Encouraging them to think about what to do to put things right
- Encourage them to think about the feelings of others
- And for all of us to consider how our behaviour impacts on others

Child Protection
All staff in educational establishments in South Lanarkshire Council are required to receive an annual update and follow the advice and guidance contained within 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

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 phone, text where appropriate, letters, web news and through local radio
stations particularly if there are prolonged periods of severe weather. The Council’s website
www.southlanarkshire.gov.uk will be used to let you know if the school is closed and when it will
re-open.

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

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

Your Commitments
We ask that you:

• support and encourage your child’s learning
• respect and adhere to the school’s policies and guidance
• let the school know if you change your mobile/phone 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 its commitment to care for and educate your child.
General Data Protection Regulation as supplemented by the Data Protection Act 2018 (GDPR)

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

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

Privacy Notice

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

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

Information we collect from you about you and your child at enrolment
When you enrol for a nursery or school, we ask for the following information:
- parent/carer contact details (name, address, phone, email);
- the child’s name, date of birth, gender and address;
- information about medical conditions, additional support needs, religion and ethnicity;
- any information you may wish to provide about family circumstances.

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

- When you apply for an education service or benefit, such as school transport, free school meals, clothing grant, placing request or EMA, we will also ask for personal information as set out above. We will also ask for information about your income for education benefits applications.

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

- If you wish to participate in activities or support for young people through our youth centres, or through adult learning programmes within the community, we will also ask for your personal information to support your application. This may include information about family circumstances or medical conditions.

We require this information to ensure that children and young people are educated appropriately, supported, and that we take account of their health and wellbeing. We will also ask you to update this information annually and to tell us when there are changes to your details.
Information that we collect from other sources
As an education authority and as part of our statutory function in accordance with our legal obligations, we receive information from other sources such as the SQA, the NHS or Social Work about you or your child, this includes:
- exam results and assessment information;
- information about health, wellbeing or child protection.

Why do we need this information?
We need this information so the Council can ensure it is delivering education services appropriately to all learners:
- for the education of children, young people and adult learners;
- for teaching, enrolment and assessment purposes and to monitor the educational progress of children, young people and adult learners;
- to keep children and young people safe and provide guidance services in school;
- to identify where additional support is needed to help children, young people and adult learners with their learning;
- to maintain records of attendance, absence and behaviour of children and young people (including exclusions);
- to support children and young people moving on each year from nursery to primary, primary to secondary and when they move or leave school;
- to help us develop and improve education services provided for young people, adult learners or families;
- In accordance with our legitimate interests as an education authority we will also use your information to create statistical reports.

We will share your information with:
As an education authority and as part of our statutory function in accordance with our legal obligations we will share information with other bodies or parts of the Council, including:
- The Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland and other organisations that support children and young people’s learning;
- Other parts of the Council when required for services such as school meals, school transport, education benefits and with Social work in connection with any child protection concerns we become aware of;
- South Lanarkshire Leisure and Culture Limited, where children and young people are participating in sports and leisure activities;
- Other schools/local authorities – if a child moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school/local authority.

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

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

Our full privacy notice will also provide information on how to make a complaint or to request a paper copy of the privacy notice from the Data Protection Officer.
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 –
http://www.scotland.gov.uk/Publications/2011/09/14082209/0


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

PARENTAL INVOLVEMENT

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others –
http://www.scotland.gov.uk/Publications/2006/09/08094112/0

Parentzone provide information and resource for parents and Parent Councils –
http://www.educationscotland.gov.uk/parentzone/index.asp

SCHOOL ETHOS

Supporting Learners - guidance on the identification, planning and provision of support –
http://www.educationscotland.gov.uk/supportinglearners/

Journey to Excellence - provides guidance and advice about culture and ethos –
http://www.journeytoexcellence.org.uk/cultureandethos/index.asp

Health and wellbeing guidance on healthy living for local authorities and schools –
http://www.scotland.gov.uk/Topics/Education/Schools/HLivi

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 –
http://www.scotland.gov.uk/Publications/2010/06/25112828/0

Scottish Catholic Education Service’s resource ‘This is Our Faith’ which supports the teaching and learning of Catholic religious education –
http://www.sces.uk.com/this-is-our-faith.html
**CURRICULUM**

Information about how the curriculum is structured and curriculum planning –
http://www.educationscotland.gov.uk/thecurriculum/

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 –
http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp

Information on Skills for learning, life and work –
http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp

Information around the Scottish Government’s ‘Opportunities for All’ programme –
http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx

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 –
http://www.skillsdevelopmentscotland.co.uk/

**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 –
http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp

Information on recognising achievement, reporting and profiling –

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

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond – http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy – http://www.scotland.gov.uk/Publications/2011/03/11110615/0

Choices and changes provides information about choices made at various stages of learning – http://www.educationscotland.gov.uk/supportinglearning/choicesandchanges/index.asp

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 – http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL

Supporting Children’s Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition – http://www.scotland.gov.uk/Publications/2011/04/04090720/21

Enquire is the Scottish advice service for additional support for learning – http://enquire.org.uk/

Parenting Across Scotland offers support to children and families in Scotland – http://www.parentingacrossscotland.org/

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 – http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL

Information about the universal entitlement to support that underpins Curriculum for Excellence – http://www.educationscotland.gov.uk/inclusionandequalities/supportingchildrenandyoungpeople/whatisupport/universalsupport/roleofkeyadult.asp


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 – http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright

SCHOOL IMPROVEMENT

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports – http://www.educationscotland.gov.uk/scottishschoolsonline/

Education Scotland’s Inspection and review page provides information on the inspection process – http://www.educationscotland.gov.uk/inspectionandreview/index.asp
The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy –
http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN

Scottish Credit and Qualifications Framework (SCQF) – http://www.scqf.org.uk/

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications – http://www.sqa.org.uk/

Amazing Things - information about youth awards in Scotland –
http://www.awardsnetwork.org/index.php

Information on how to access statistics relating to School Education –
http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education

SCHOOL POLICIES AND PRACTICAL INFORMATION

National policies, information and guidance can be accessed through the following sites:
http://www.scotland.gov.uk/Topics/Education
http://www.scotland.gov.uk/Topics/Health
http://www.scotland.gov.uk/Topics/People/Young-People


Standards in Scotland's Schools (Scotland) Act 2000 –