

# School Handbook

*December 2018*

# Grove Academy



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# Section 1: Welcome and Vision

Dear Parent/Carer,

Welcome to Grove Academy!

This handbook is designed to provide some basic information about the school. It is primarily written with 'new' parents in mind. It should, however, also be of interest to parents of existing pupils. If after reading the handbook you would like more information, please do not hesitate to contact me. I am happy to speak to you and show you the school so that you can judge its values and atmosphere for yourself.

At Grove we aim to establish a warm, welcoming open ethos where everyone feels included, valued and safe. We endeavour to develop pupils' spiritual, moral, social and cultural values. We do this through our curriculum and through the attitudes and positive behaviour we foster in the school.

We work in partnership with parents in this task and take account of their views as well as the individual needs of each pupil. We try to inspire our young people to aspire to better and achieve the best they can. It is our aim to nurture their aspirations and we celebrate their achievements as much as we can.

We welcome and encourage diversity and individuality while emphasising a commitment to our core values: honesty, respect, responsibility, fairness and determination. In doing so, we support the principle that all staff and pupils have the right to be respected as individuals and a responsibility to act in a considerate and respectful way towards others.


We adhere to a policy of Equal Opportunities and are committed to the elimination of any form of discrimination on the grounds of race, religion, gender, sexual orientation or disability. We try to ensure that all pupils have access to the full range of educational experiences available within the resources of the school.

## Section 1: Welcome and Vision

Our shared Vision and Our Handful of Values are printed for you in Section 2 of this handbook. These were agreed by pupils, parents and staff after nearly two years' consultation and discussion. They are the golden thread running through our school. The Values are not just for school but for life.

I believe pupils of all levels of ability benefit from their education at Grove and very many achieve distinction in academic studies, sporting interests and leisure pursuits. It has been my experience that new pupils very quickly feel 'at home'. I am sure that within a short period of time your child will begin to make his or her own particular contribution to the life of the school.

Graham Hutton  
Rector



## Section 2: School Ethos

Together the Grove Learning Community is building an excellent school where we all:

**VALUE** learning and aim to be the best we can be

**BUILD** positive relationships so everyone feels included, valued and safe

**DEVELOP** confidence, leadership, commitment and a strong sense of values

**REACH** out to the wider world and make a difference to others.

Our Handful of Values

### **HONESTY**

Be true to yourself and others.

### **RESPECT**

Treat others the way you would like to be treated yourself.

### **RESPONSIBILITY**

Understand and accept the positive and negative consequences of your actions.

### **FAIRNESS**

Consider everyone as individual and give them a fair chance.

### **DETERMINATION**

Aim to achieve the best you can even when it is challenging.

## Section 3: School Information

**School Address:** ..... Grove Academy, 24 Claypotts Road,  
Broughty Ferry, DUNDEE, DD5 1AB

**Telephone:** ..... 01382 436800

**Fax:** ..... 01382 436851

**Email Address:** ..... grove@dundee.gov.uk

**Website:** ..... grove.ea.dundee.sch.uk

### Senior Leadership Team

**Rector:** ..... Mr Graham Hutton

**Depute Rectors:** ..... Mrs Carla Barbour  
Mrs Mharaid Berry  
Mr Andrew Creamer  
Mr Mark Doherty

**Business Manager:** ..... Ms Michelle Dean

**School Status:** ..... Non-denominational S1-6

**School Roll:** ..... 1233

**School Hours:** ..... Mon-Wed: 8.45am - 3.40pm  
Thu-Fri: 8.45am - 2.50pm

**Parent Council Contact Info:** ..... Louise Abercrombie (Chair)  
grove@dundeeparentcouncil.org

**School Chaplaincy Team:** ..... Rev C. Collins, Rev. B Talbot, Rizwan  
Rafik, Gary Torbet, Rev. A DePaula, Mrs  
Berry, Mr Hutton and pupils from S1–S6

## Section 3: School Information

### Catchment Area

Grove Academy serves the Broughty Ferry area of Dundee. Our associated feeder primary schools are Barnhill Primary, Eastern Primary and Forthill primary. The catchment area for the school is the combined catchment areas of the associated schools. Pupils are admitted in August each year but others coming to live in the area may be admitted at any time during the session on application to the Education Department.

### History of School

The school is 129 years old. The significant dates in its history are:

- 1889 - Founded by Broughty Ferry School Board as a fee paying primary and secondary school
- 1909 - Main Building in Camperdown Street is completed
- 1938 - Infant and primary departments were transferred to the former Western Primary School (the 'Wee Grove') subsequently the Annexe and now a Health Centre.
- 1956 - Extension Building opened to house Science, Technical and Home Economics departments
- 1989 - Centenary Building opened
- 1995 - Extension Building upgraded and a new further Extension opened
- 2008 - Phase 1 of PPP Building opened and old extension building demolished
- 2009 - Phase 2 of PPP Building opened

## Section 3: School Information

### How parents can communicate with the school

Parents are warmly invited to contact the school - by letter, phone or email - **at any time** should they have a concern about their child. The first port of call is always the child's Guidance Teacher. Appointments can be arranged very quickly with the Guidance teacher, should the need arise.

Parents do not need to wait for a report or Parent Contact evening, if they are worried about their child's progress. Please contact the school via the Guidance teacher for any clarification required.

### How the school communicates with parents

The school communicates with parents through a variety of means. This can be letters via the pupils ("Bag drop") or by phone, mail, text or email.

The school also uses the Website to give information to parents on a wide range of issues and parents are asked to visit the website regularly. Events, achievements and other news items are posted regularly on the website.

School reports are issued to parents as follows:

S1 - October (Settling in report) and May

S2 – January (Settling in report) and April

S3 – January

S4 – September, November (on-track reports) and February

S5/6 – September, November (on-track reports) and March

Parent Contact evenings are held as follows:

S1 – February

S2 – January

S3 – January

S4 – December

S5/6 - December



# Section 4: School Policies & Practical Information

## School Terms and Holidays

### AUTUMN TERM

Monday 12 August 2019 - IN SERVICE DAY (Staff resume)

Tuesday 13 August 2019 - Term starts (Pupils resume)

Friday 4 October 2019 - Term ends

### AUTUMN HOLIDAY

Monday 7 October 2019 - Holiday starts

Friday 18 October 2019 - Holiday ends

### WINTER TERM

Monday 21 October 2019 - Term starts

Thursday 14 November 2019 - IN SERVICE DAY

Friday 15 November 2019 - IN SERVICE DAY

Friday 20 December 2019 - Term ends

### CHRISTMAS HOLIDAY

Monday 23 December 2019 - Holiday starts

Monday 6 January 2020 - Holiday ends

### SPRING TERM

Tuesday 7 January 2020 - All resume

Friday 14 - Monday 17 February 2020 - Mid term

Tuesday 18 February 2020 - IN SERVICE DAY

Friday 27 March 2020 - Term ends

### SPRING HOLIDAY

Monday 30 March 2020 - Holiday starts

Friday 10 April 2020 - Holiday ends

### SUMMER TERM

Monday 13 April 2020 - Term starts

Monday 4 May 2020 - May Day (schools closed)

Friday 22 May 2020 - IN SERVICE DAY

Monday 25 May 2020 - Victoria Day (schools closed)

Friday 26 June 2020 - Term ends

## Section 4: School Policies & Practical Information

### School Uniform

Parents are asked to support the school by encouraging a smart appearance and the wearing of the recommended uniform. Through the wearing of uniform pupils are encouraged to take a pride in their appearance, a pride in their school and correspondingly a pride in their work. Rightly or wrongly members of the public and prospective employers often judge a school by the appearance (as well as the behaviour) of its pupils. It is important therefore that Grove pupils create a good impression of themselves and of the school.

School security is also of great importance. Wearing uniform can help identify those who do not belong to our school

<b>BOYS</b>	<b>GIRLS</b>
School blazer and tie Charcoal grey or black trousers White shirt Navy blue or black jumper Suitable plain black footwear	School blazer and tie Navy blue or black mid-length skirt or trousers White blouse Navy blue or black jumper Suitable plain black footwear
<b>BOYS/GIRLS (Indoor P.E. Kit)</b>	<b>BOYS/GIRLS (Outdoor P.E. Kit)</b>
White top Navy shorts Training shoes for indoor use	White top Navy shorts Tracksuit Appropriate footwear
<b>BOYS (Pool)</b>	<b>GIRLS (Pool)</b>
Swimming trunks Cap	Swimsuit Cap

White tops with the Grove Academy logo can be obtained from [www.directsoccer.co.uk/club-shop-c70/grove-academy-c208](http://www.directsoccer.co.uk/club-shop-c70/grove-academy-c208)

## Section 4: School Policies & Practical Information

Some items of the school uniform, including the blazer, tie, jumpers and skirts can be purchased on-line from Logoxpres, our recommended schoolwear supplier. Visit their website at: [www.logoxpres-schoolwear.co.uk](http://www.logoxpres-schoolwear.co.uk)

### **Alternatives To Uniform**

If there is any difficulty in providing the full school uniform, parents are asked to ensure that their sons/daughters wear a black pullover/cardigan top and shirt/blouse with school tie and dark trousers/skirt.

Leggings, Trainers, denim jeans and jackets, leather jackets, track suits, hoodies, T-shirts and garish sweatshirts and very short skirts or shorts are not considered suitable for school wear, especially if they are embellished with slogans or other emblems. The wearing of football scarves and jerseys is not allowed nor is the wearing of badges or emblems liable to offend others. Jewellery and fashion belts should not be worn; the exception to this being stud earrings.

### **School Clothing Grants**

If you are in receipt of Income Support, Job Seekers Allowance - Income Based, Income Related Employment and Support Allowance, Universal Credit (where take home pay is less than £610 per month), Support under Part VI of the Immigration and Asylum Act 1999, Housing Benefit, Council Tax Reduction or Child Tax Credit with an income of less than £16,105 (as assessed by HMRC), you may be entitled to receive a grant towards the cost of buying essential clothing to enable children up to the age of 16 to attend school. Grants are paid directly into the applicant's bank account or paid by cheque where the applicant does not have a bank account.

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

Application forms can be submitted online:

<https://www.dundee.gov.uk/eduforms>.

## Section 4: School Policies & Practical Information

### School Meals

School lunches cost £2.20 per day and all children are provided with a lunch menu by Tayside Contracts.

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

Please inform us in writing if your child has any special dietary needs so that arrangements can be put in place to accommodate their needs. The dining room is supervised by support staff at all times. Please note that the school does not approve of pupils going out of school to buy their lunch due to safety reasons.

### Free School Meals

Free school meals are available to all pupils whose parents receive Income Support, Job Seekers Allowance - Income Based, Income Related Employment and Support Allowance, Universal Credit (where take home pay is less than £610 per month), Support under Part VI of the Immigration and Asylum Act 1999, Child Tax Credit ONLY with an income of less than £16,105, or BOTH Child Tax Credit and Working Tax Credit with an income less than £6,420 (as assessed by HMRC).

Application forms can be submitted online:

<https://www.dundee.gov.uk/eduforms>

### Qualifying income for Free School Meals

<http://www.gov.scot/Topics/Education/Schools/HLivi/schoolmeals/FreeSchoolMeals>

### Instrumental Tuition

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

## Section 4: School Policies & Practical Information

### EMA

EMA is part of the Scottish Executive's agenda of encouraging access to, and participation in, further and higher education by young people from low-income families.

EMA provides financial support for 16 – 19 year olds who stay on in full time non advanced education or a community/voluntary Activity programme after their statutory school leaving date.

#### Do you qualify for EMA?

- Were you born between 1 March 1999 and 28 February 2003?
- Do you attend a Dundee school or do you reside in the Dundee area and are you undertaking a programme of learning in a community or voluntary setting?
- Was your 2017-18 household income:
  - £24,421 per annum or less (for families with a single dependent child) or
  - £26,884 per annum or less (families with more than one dependent child)?

EMA is a weekly allowance of £30 payable to eligible young people who have achieved 100% attendance per week. It is payable in arrears, generally on a 2 weekly basis.

#### How to apply for EMA?

Application forms can be submitted online:

<https://www.dundee.gov.uk/ema>

### Payments to Schools

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

## Section 4: School Policies & Practical Information

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

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

### **Leaving Dates**

#### **Summer Leaving Date**

A pupil whose sixteenth birthday falls on or after 1st March and before 1st October, is judged to have reached school leaving age on the 31st May.

#### **Winter Leaving Date**

A pupil whose sixteenth birthday falls on or after 1st October and before the last day of February, is judged to have reached school leaving age on the first day of the Christmas holidays.

### **Emergency School Closure Procedures**

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

## Section 4: School Policies & Practical Information

### Placing Requests

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

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

Parents of children living out with the school's catchment area, who wish their child to attend the school, are asked to make a placing request. Forms can be obtained from the school. The child's birth certificate and a proof of address, in the form of a Benefit Book, Council Tax book or recent (within 2 months) utilities account must be shown.

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

## Section 4: School Policies & Practical Information

### **School Absence procedures**

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

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

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

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

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

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



## Section 4: School Policies & Practical Information

### **Appointments**

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

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

### **Accidents/Illness at School**

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

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

## Section 4: School Policies & Practical Information

### Promoting Positive Behaviour

- To make explicit the direct link between positive behaviour and achievement.
- To implement a positive approach to behaviour for learning throughout the school, involving all staff and learner.
- To provide learning and teaching strategies for promoting positive behaviour and managing disruptive behaviour across all contexts for learning.
- To support all learners to take responsibility for their behaviour and develop the social skills required for optimum learning.
- To reward positive behaviour through praise and other forms of recognition.
- To raise awareness of the multi-agency approach to supporting learners whose behaviour interrupts learning opportunities.
- To implement restorative approaches to managing relationships and conflict.
- To ensure that the School Vision and Values underpin the behaviours and attitudes of all the stakeholders in the learning process.

### Learners

The purpose of this policy and system of promoting positive behaviour is to ensure that all learners realise that positive behaviour in school will impact positively on their learning, achievement and life chances. It is also to ensure that learners develop the skills required for optimum learning to take place.

The promoting positive behaviour process outlines clear stages, each of which gives learners the opportunity to choose a positive approach to relationships and behaviour and in the case of unsatisfactory behaviour, to receive support and time to reflect, to enable them to make improvements.

## Section 4: School Policies & Practical Information

### Teachers

The philosophy behind the Promoting Positive Behaviour System is to try to minimise the occurrence and effect of disruptive behaviour on learning. All teachers have responsibility for supporting and coaching learners to behave appropriately, for recognising and praising good behaviour and for implementing school sanctions, where appropriate.

### School Concerns and Complaints Procedures

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

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

Education Department publications can be found at:

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

## Section 5: Parental Involvement

*“The school works very well with parents and a wide range of agencies, including health partners and community learning and development workers, to ensure all young people can learn and develop skills for the future.”*

(HMIe)

### **Parental Involvement**

Parents are a vital part of our partnership working. They are the third side of our partnership triangle of pupils, teachers, parents. Parent involvement in their child’s education is encouraged and welcomed at Grove.

Parents can contact the school at any time for support and advice on how to support their child’s learning and development, and particularly at key stages when choices are being made.

### **Transfer from Primary School**

*“There are very good pastoral links with the associated primary schools. This forms a good basis on which to build effective subject links to ensure progression in learning from P7”*

(HMIe)

The school is actively engaged in promoting close liaison with its associated feeder primary schools. Part of that liaison includes Guidance staff visiting P7 classes to meet the new S1 pupils. An information evening is held annually in January for the parents of prospective S1 pupils, when parents can tour the building, learn more about Grove and ask any questions about their child’s impending transition to Secondary school. The pupils are brought to the school for 3 days in June and parents are invited to a special evening meeting to meet staff, and to find out about the organisation of the school.

Parents of prospective S1 pupils are also most welcome to come to the school at any time to talk to the Rector and/or to tour the school if desired.

## Section 5: Parental Involvement

### **Newcomers to the area**

Parents who have just moved or are in the process of moving to the area and are seeking or have been offered a place for their child at the school are asked to make an appointment to visit the school to meet either the Rector or a Depute. A tour of the school can be organised and parents provided with any information they require. Parents must complete an application form and return it to Dundee House for processing.

### **School Appointments**

Parents may contact the school at any time to discuss their child's progress. This should be done through the relevant Guidance teacher or if unavailable, the House Head, i.e. the Depute Head. If the matter is particularly serious then contact can be made directly with the Rector.

In the case of a long-term absence the school will make every effort to arrange for work to be done at home. Parents are asked to contact the appropriate Guidance teacher to make such arrangements.

### **Parent Council**

The Parent Council is a group of parents who have been selected in accordance with the Parent Council constitution to represent all the parents of children at our school. Parents of any child at Grove Academy can seek to be part of the Parent Council in line with arrangements set out in the constitution.

The Parent Council can co-opt other members as it sees fit.

## Section 5: Parental Involvement

### **The aims of the Parent Council are:-**

- to work together with everyone involved in the life of the school – parents, learners, teachers, school staff and the wider community
- to make sure that all parents have a say in their children's education – and are able to express their views and wishes
- to build links between the school, parents, pupils, nurseries and pre-school groups and the community

Our Parent Council meets at least once each term and meetings are open to all parents.

If you would like more information about the Parent Council please contact the school or see our website or email the Parent Council at: [Grove@dundeeparentcouncil.org](mailto:Grove@dundeeparentcouncil.org)

### **Friends of Grove Academy**

The school encourages parents to take an active interest in their child's education and in all aspects of the school.

The Friends of Grove Academy (FOGA) is designed to enable staff and parents to work together for the benefit of the school. Each year the FOGA organises social events to raise funds for the school.

All parents who have children at the school automatically become members. An outline programme is drawn up each year by the FOGA and is issued to parents via the Head Teacher's newsletter, special information sheets and the local press.

## Section 6: The Curriculum

*“There is a cultural shift throughout the school towards extending opportunities for learning across a range of contexts to prepare young people for their future e.g. the introduction of the Apprenticeship Programme; S2 IDL, S3 Masterclasses, NPA in Cyber Security, Baccalaureate programme and the I-Gem initiative. The school has ambitious and innovative plans for developing digital learning across the school including joint projects with a school in USA and engagement with Microsoft to expand learning opportunities for young people. The school has developed a range of learner pathways to demonstrate the range of opportunities available for young people in Grove Academy, which is helpful in supporting discussions with pupils and parents.”*

*(2016 DCC Extended Review)*

### **S1 - S3 Broad General Education**

Our S1-3 courses are based on the prior learning that pupils have experienced in

Primary School and continue to build on the set of Experiences and Outcomes which allows them to progress in all areas and continue to improve their skills in literacy, numeracy and health and well-being in every area of the curriculum. There is wide liaison between the Primary schools and Grove Academy in order to ensure as smooth a transition as possible for all our young people. (Please see Section 5 – Transfer from primary to secondary).

The Broad General Education allows pupils to learn about the appropriate skills for work, learning and life. There are also opportunities for pupils to experience learning in different contexts in and out of the classroom, for instance Inter-Disciplinary Learning, cooperative learning, visiting speakers, trips and excursions. Should any aspect of the learning in S1-3 be deemed sensitive, the view of parents will be sought by letter.

## Section 6: The Curriculum

### **S4 - S6 Senior Phase**

Towards the end of S3, pupils will be given advice, support and guidance in choosing these subjects for S4. Parents will be involved in supporting their children through this process, by being invited to Parental Information Evenings, sharing information on the school's website regarding the Senior Phase curriculum and through participation in the final S4 Choice interview with their child's Guidance Teacher.

When they go into S5 or S6, pupils will build on the qualifications they have achieved in S4 and may wish to broaden or deepen their qualifications. In S5/6 will be available at National 3, 4, 5 levels as well as Higher and Advanced Higher. A wide choice of vocational courses are also on offer. Pupils in S5/6 will be expected to pursue 5 courses, plus Social Education and Tutor Time as well as a Health and Wellbeing option. The latter includes options for physical, nutritional, spiritual and mental wellbeing. Each pupil's curriculum will be negotiated to suit the needs of that pupil but also maximise their chances of achieving the best qualifications they can in order to leave school for a positive and sustained destination in Further or Higher education or the world of work. Parents will again be involved in supporting their children through this process, by being invited to Parental Information Evenings, sharing information on the school's website regarding the Senior Phase curriculum and through participation in the final S5/6 Choice interview with their child's Guidance Teacher.

### **Leaving School**

Each pupil's curriculum will be negotiated to suit the needs of that pupil but also maximise their chances of achieving the best qualifications they can in order to leave school for a positive and sustained destination in Further or Higher education or the world of work. Parents will again be involved in supporting their children through this process, by being invited to Parental Information Evenings, sharing information on the school's website regarding the Senior Phase curriculum and through participation in the final S5/6 Choice interview with their child's Guidance Teacher.



## Section 6: The Curriculum

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

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

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

### **Sensitive Issues**

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

### **Religious Observance**

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

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

## Section 7: Support for Pupils

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

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

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

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

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

## Section 7: Support for Pupils

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

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

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

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

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

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

## Section 7: Support for Pupils

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

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

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

a telephone helpline - 0845 123 2303

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

an online enquiry service

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

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

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

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

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

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

### **Scottish Child Law Centre**

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

## Section 7: Support for Pupils

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

The 'Supporting Children's Learning Code of Practice (Revised edition)' - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended: <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

'Getting It Right For Every Child and Young Person', is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers. Find it at <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

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

## Section 8: School Improvement

Please visit the school website where you will find the information regarding Improving attainment in literacy and numeracy, performance in literacy and numeracy, leavers destinations and details relating to attainment in the following documents:

Report of Extended Review September 2016

School Improvement Plan 2018-19

Self-Evaluation Report 2017-18



Pupil Equity Plan 2018-19

BGE Attainment and Achievement Review 2018

Senior Phase Attainment and Achievement Review  
(Standards and Quality report)

## Section 9: Extra Curricular Activities

These are available on the school's website.



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

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

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

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

You can access the updated notices at the following links:

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





...you can do so much more **ONLINE** at...  
**dundeecity.gov.uk**