



Bun-sgoil Chille Mhoire – Kilmuir Primary School



SCHOOL HANDBOOK

Session 2025-2026

Kilmuir, By Portree, Isle of Skye, IV51 9UB

Tel: 01470 552271

Email: kilmuir.primary@highland.gov.uk

Mrs C. MacFarlane - Ceannard/Head Teacher



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A LETTER FROM THE HEADTEACHER - LITIR BHON CHEANNARD

Tha sinn a' coimhead air adhart ri fàilte a chur oirbh fhèin agus do phàiste gu Bun-sgoil Chille Mhoire. Tha sinn an dòchas gun còrd e ruibh a bhith mar phàirt den chòimhearsnachd sgoile againn.

Tha sinn an dòchas gum bi an leabhar-làimhe seo na chuideachadh dhuibh, fhads a tha sibh a' beachdachadh air bhur pàiste a chur dhan sgoil againn.

We look forward to welcoming you and your child/children to Bun-sgoil Chille Mhoire/Kilmuir Primary School and hope you all enjoy being part of our school community.

We hope this handbook will be useful to you as you look to enrol your child in school.

Dùrachdan

Mrs C. MacFarlane

An Ceannard/Head Teacher

*** Whilst information in this handbook is considered to be true and correct at the date of publication – November 2024, changes in circumstances after the time of publication may impact on the accuracy of the information.**

INTRODUCTION

The following information has been compiled for session 2025-26. Any changes which occur will be notified in the school newsletters which are sent out regularly during the school year. Parents wishing an appointment with the Head Teacher or a member of staff are asked to telephone in advance. Visits are best arranged for a time after 3.30 p.m., as all teachers have a full teaching timetable.

SCHOOL INFORMATION

Address	: Kilmuir Primary School, : Kilmuir, : ISLE OF SKYE : IV51 9UB
School Telephone No.	: 01470 552271
Email	: kilmuir.primary@highland.gov.uk
School Hours	: 9.00 a.m. - 3.30 p.m. (Mon-Thurs) : 9.00 a.m. – 12.30pm (Friday)
Dinner Hour	: 12.30 p.m. - 1.15 p.m.
Staff Members	: Mrs Chrisma MacFarlane - Head Teacher : Mr Alistair Troon - English Medium P1-P7 : Miss Kirsty Gillanders - Gaelic Medium P1-P7
CCR Teachers	: Mrs C Munro - Gaelic Medium P1-P7 : Mr Len Whatley - English Medium P1-P7
Support for Learning	: Ms J Tryonney
Visiting Instructors	: Mr Ian Ruari Finlayson - Piping : Ms Roxinne Llewellyn-Porter - Strings : Mr Hugh MacCallum - Drumming
School Clerical	: Mrs Alison Beaton
Pupil Support	: Mrs Eilidh MacKinnon : Miss Evie Gillies
Gaelic Nursery	: Ms Shona MacMillan - EYP : Miss Evie Gillies - EYP : Mrs Eilidh MacKinnon - EYP : Miss Ciara MacKenzie - EYP

THE SCHOOL / AN SGOIL

Kilmuir Primary School has a current roll of 16 pupils in two classes, which cover the Primary stages 1 to 7 plus 5 pupils in our Gaelic medium nursery. The school is situated on the main road in Kilmuir. It is set in its own grounds and is a non-denominational school, which caters for all primary age pupils. The school opened in 1928 and the Gaelic Unit opened in 1996. The main building is a single-storey building and is comprised of two classrooms, currently being used by the Gaelic medium classes, a GP/staff-room, office, school canteen/gym/assembly hall and boys' and girls' toilets. The English medium class and Gaelic Nursery are situated in two separate buildings.

OUR SCHOOL A-Z

ACHEIVEMENT/ SOIRBHEACHAIS

Pupil achievement is marked in a number of ways.

At our regular assemblies, their teacher or fellow pupils award certificates to pupils from each class who have been nominated. Our prominent 'Achievement Wall' display showing pupil certificates is updated regularly.

Wider achievements are celebrated in class and school displays, in school newsletters and in local newspapers. Class teachers also use stickers, certificates, notes home and stampers to show something has been achieved.

ADDITIONAL SUPPORT NEEDS/ FEUMALACHDAN A BHARRACHD

Class teachers, in conjunction with Additional Support Needs Teachers monitor the progress of pupils with additional support. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required. If necessary, a child's plan may be put in place to help plan, organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews. More information can be found about the Highland Council model for support and child's plans at:

http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners

http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan

Sometimes a **Children's Service Worker** will be involved in supporting a child. A **Children's Service Worker** generally focuses on more social and emotional needs rather than issues about the curriculum or classroom learning. They:

- work in collaboration with the support team in school
- work to support families in their own communities
- work with individual pupils and small groups - offering a further level of support

Parents/Carers will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school.

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed, or will want to talk to someone out with the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance and/or the Head Teacher. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

http://www.highland.gov.uk/info/886/schools_additional_support_needs/1/support_for_learners

Progress

Parents wishing to enquire about a pupil's progress or have concerns about their progress are invited to get in touch with Mrs MacFarlane.

The following organisations provide advice, further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- (a) Children in Scotland: Working for Children and Their Families, trading as "Enquire – the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527; <http://enquire.org.uk/>
- (b) [Scottish Independent Advocacy Alliance](#), a charitable body registered in Scotland under registration number SC033576; and
- (c) [Scottish Child Law Centre](#), a charitable body registered in Scotland under registration number SC012741."

Parentline: <https://www.children1st.org.uk/help-for-families/parentline-scotland/>

ADMINISTRATION OF MEDICATIONS/ A' TOIRT SEACHAD LEIGHEIS

Some children may require taking medication in order that they can continue to attend school.

Staff will only administer medication when there is clear written guidance from the parents. Copies of the required Forms 1a and 1b can be obtained from the school office.

Parents are kindly requested to note that:

- A child may only take prescribed and labelled medication once the parent/guardian has completed the administration of medication form
- Parents should deliver the medication to school and only medication supplied by the parent/guardian will be administered to a child
- Pupils will take medication under adult supervision

- Non prescribed medication should be administered at home

Please note that it is a parent/carer's responsibility to ensure that any medication including Epipens and inhalers are within their use-by-date and stored in school with a signed consent form.

<https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/>

AIMS / AMASAN Our vision

In Kilmuir Primary we will all work together to learn, progress and be the best that we can be.

Aims

- To encourage children to become successful learners, confident individuals, responsible citizens and effective contributors / A' brosnachadh sgoilearan a bhith nan com-pàrtichean èifeachdach, nan daoine misneachail, nan luchd- ionnsachaidh soirbheachail, nan saoranaich earbsach
- To celebrate our local culture, language and community / A' comharrachadh ar cànan agus ar cùltair ionadail le bannan làidir leis a' choimhearsnachd
- To create an atmosphere where children co-operate with each other and are not afraid to make mistakes / Àrainn ionnsachaidh taiceil, far a bheil clann ag obair còmhla agus deònach ionnsachadh bho mhearachdan
- To promote independent and pupil led learning / Ag adhartachadh ionnsachadh neoeisimeileach agus a' brosnachadh guthan na cloinne
- To ensure that the curriculum is accessible to all / Curraicealam a tha so- ruigsinneach dha na h-uile duine
- To create an ethos of nurture, achievement and celebration / Àrainneachd bhrosnachail, shoirbheachail agus mholtach a chruthachadh

ASSESSMENT AND RECORDS/MEASADH AGUS CLÀRADH

As a school, we seek to provide information to pupils, parents and staff to assist in the effectiveness of learning and teaching process and in raising attainment. Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets.

Pupils should view the assessment process as a motivating experience which takes place within the overall context of a supportive school. Pupils should make use of feedback, in all its forms to inform next steps for the improvement of their own learning. Parents will receive feedback on their son or daughter's progress through pupil reports, progress checks, and target setting information.

Assessment policy within the school is aimed at:

- a) Supplying the pupils and parents with information about their child's/ children's progress
- b) Providing signposts for the direction of the next stage in learning

- c) Monitoring the school's success in achieving its educational aims.
- d) Encouraging pupils to take part in self and peer assessments to aid learning and teaching

The school uses Formative Assessment strategies, which ensures that work is not just marked 'right or wrong' but useful comments by the teacher or another pupil are written to help pupils to see how to improve their work. Any class tests are used to areas for development in the children's learning and next steps in learning are planned accordingly.

Pupils undertake a web-based assessment called 'InCas+' in P3, 5 & 7 (P5 & P6 in Gàidhlig Medium Education). This assesses: Attitudes to School, Developed Ability, numeracy & literacy. Teachers use the results to inform next steps in learning, alongside their classroom assessments.

The assessment of pupils is a continuous process. Each pupil in the school has an individual Personal Learning Plan which follows him/her through the school. This folder contains examples of progression in areas of Literacy & Numeracy and information of current targets and personal achievements. PLPs are shared with Parents at the start of each term so parents know what their child will be learning and can see progress.

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-andachievement>

ASSESSMENT IS FOR LEARNING/MEASADH AIRSON IONNSACHADH

The school uses 'Assessment is for Learning' Strategies which involves the pupils taking part in self and peer assessment e.g. reading over a partner's story and offering some constructive criticism on punctuation or use of a different adjective, making up a Maths problems for a member of their group, working out whether an answer is right or wrong and if it is wrong, why it is wrong, etc. Pupils have 'I Can Targets'. This allows the pupil/ the teacher/ the parents to see progression through a level and what skills need to be worked towards.

ATTENDANCE/FRITHEALADH

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should phone the school on the first day of absence on the school number: 01470 552271. When returning to school after an absence, the parent or guardian must give written reason for the time absent.

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc, pupils need to bring with them a note from parent or guardian. Pupils must report to the school reception and 'sign out', if returning the same day, they must report again to the reception and sign in. Where at all possible, medical and dental appointments should be made out with school hours.

If pupils fall ill during the day, parents are contacted for them to collect their child, therefore it is essential that we have up to date day time contact numbers and emergency contact numbers for all pupils.

Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore we need to know the whereabouts of absent pupils.

When parents are considering whether or not to remove their children from school for a family holiday, they should be aware that such a decision:

- will result in a significant loss in classroom experience;
- will result in a pressure to 'catch up' on missed work by pupils;
- could result in pupils missing assessments with consequential impact on pupils and teachers;
- could result in the loss of curricular activities;
- will affect school attendance records and efforts to raise standards of attendance;
- under the guidance issued at a national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised.

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering,

https://www.highland.gov.uk/info/878/schools/32/school_term_dates

If parents decide to make holiday arrangements during school term, this should be confirmed in writing to the Head Teacher.

BULLYING/ BURRAIDHEACHD

Pupils, staff and parents need to work together to ensure that our Anti-Bullying policy is a success.

A full copy of our Anti-Bullying Policy will be available on our school website in due course. As part of our Rights Respecting Schools initiative our anti-bullying policy has been reviewed.

https://www.highland.gov.uk/downloads/file/19358/anti_bullying - guidance for schools

CLUBS/ CLUBAICHEAN

Shinty

All children from primary three upwards may participate in outdoor shinty practice.

This is held at Uig Playing Field from Easter until October. We use the Portree High School gym for indoor shinty practice during the winter months. All children from Primary 1 upwards may attend indoor practice, which is held from October until Easter.

Football

P1-4 Saturday Football with Highlife Highland in Portree

See the Portree Active Schools Facebook page for more details.

COLLECTION OF PUPILS DURING SCHOOL HOURS/ A' TOGAIL SGOILEARAN RÈ ÀM NA SGOILE

Parents are asked to inform the Head Teacher or School Office if they intend to collect their child during the school day e.g. doctor's appointment. When collecting a child, parents must inform a member of staff in person that the child is being taken from school.

COMMITTEES/ COMATAIDHEAN

We have three committees, where the pupils have a say on what we do in the school;

- Pupil Council
- Eco-committee

We are very proud of the achievements of our pupils. Our Pupil Council has previously helped to inform school policies, our eco-committee been awarded a green flag and our charities committee has raised money for Children in Need and collected boxes for the Blythswood Shoebox Appeal.

COMMUNICATION WITH PARENTS/ CONNALTRADH RI PÀRANTAN

The School aims to communicate with parents regularly through a number of ways – parents evenings, snapshots, school meetings and events, e-mails, radio announcements, phone calls, letters and newsletters.

We often seek parents' views on matters through questionnaires, information evenings and through discussions.

COMPLAINTS/ GEARAIN

The school seeks to establish positive relations with all members of the school community. However, if you feel that there is an issue to raise or you have any concerns, please contact your child's Class Teacher in the first instance, or the Head teacher for more serious issues. The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership.

Should a situation not be resolved, parents can contact: Area Manager, Ms Mhàiri MacDonald email: mhairi.macdonald3@highland.gov.uk and telephone 07918 842021

Please note that transport is not a school responsibility and any queries should be addressed to the Transport Development Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX, or public.transport@highland.gov.uk.

CURRICULUM / CLÀR-OIDEACHAIDH

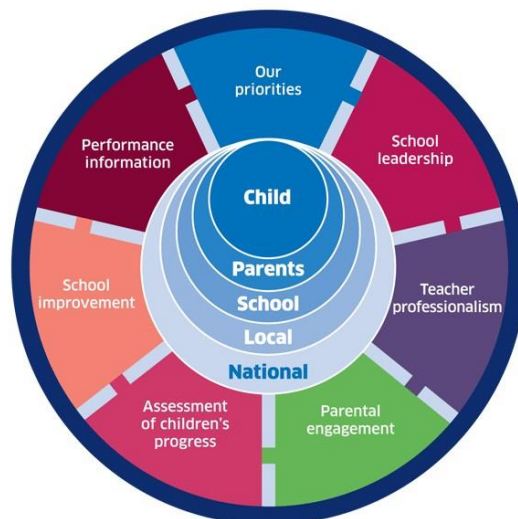
In Kilmuir Primary School we want a curriculum that will:

- Help everyone to achieve all that they can.
- Enable everyone to grow in confidence.
- Allow everyone to recognise their strengths and what to improve.
- Provide help and support whenever it is required.
- Help everyone to feel happy, safe and secure.

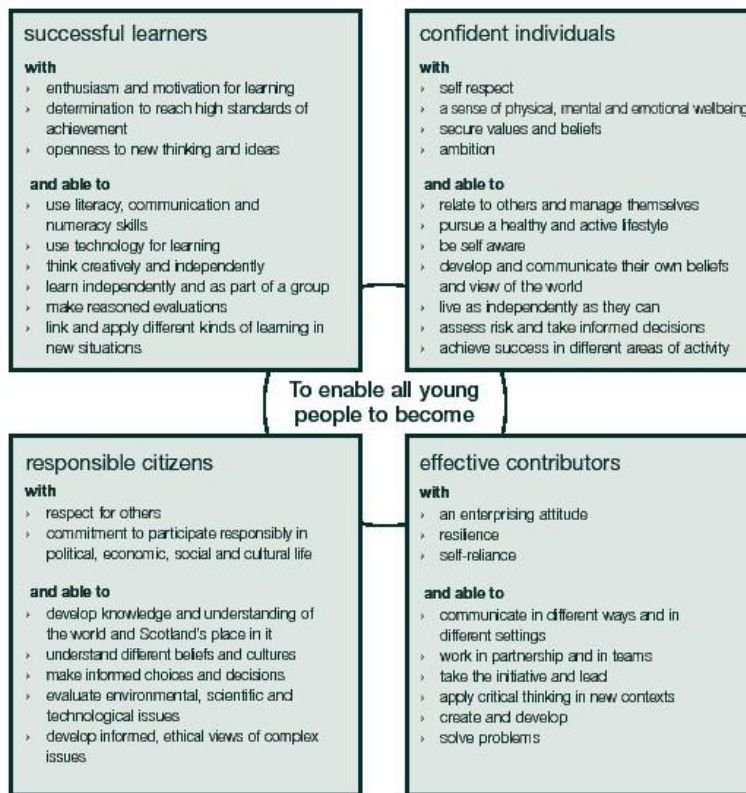
The school follows the Curriculum for Excellence guidelines that ensures all areas of the curriculum are undertaken by the pupils over the year. The Curriculum for Excellence provides the framework for pupils to become more successful learners, confident individuals, effective contributors and responsible citizens. This is further enhanced by Local Authority and Scottish Executive advice on Assessment, Assessment for Excellence, Recording and Reporting.

The purposes of the Curriculum are outlined in the Scottish Executive’s document ‘A Curriculum for Excellence (2004)’.

We continue to build and develop our curriculum, using the National Improvement Framework and How Good Is Our School 4 guidance to underpin our planning and developments. We are developing our progression pathways through our curricular areas to ensure we engage in a curriculum that achieves excellence and equity for all. What makes our curriculum unique is our mutually beneficial 3-18 partnership approach with our school community and wider community to offer our pupils opportunities and experiences to learn, develop and enhance skills for learning, life and work. Our school improvement plan sets out where we will build on our existing strengths and identifies our priorities for change.



We aspire ‘To enable all young people to become Successful Learners; Confident Learners; Responsible Citizens and Effective Contributors’



These are the means, methods and materials through which the Curriculum for Excellence is implemented in this school. They can include the texts used, the methodology used or the experiences provided.

The programmes of work undertaken will ensure that the learning is continuous, coherent, progressive, stimulating and challenging for all.

The purpose and main aspects of A Curriculum for Excellence covers 5 main curricular areas:

- Literacy: Listening, Talking, Reading & Writing
- Numeracy: Number, money and measure; Shape, position and movement; Information handling
- Social Studies: People, past events and societies; People, place and environment; People in society, economy and business
- Science: Planet Earth; Energy in the Environment; Forces and Motion; Life and Cells; Communications; Materials; Topical Science
- Technologies: Technological developments in society; ICT to enhance learning; Business contexts for developing technological skills and knowledge; Computing science contexts for developing technological skills and knowledge; Food and textiles contexts for developing technological skills and knowledge Craft, design, engineering and graphics contexts for developing technological skills and knowledge
- Health & Wellbeing: Mental, emotional, social and physical wellbeing; Planning for choices and changes; Physical education, physical activity and sport; Food and health; Substance misuse; Relationships, sexual health and parenthood
- Religious and Moral: Christianity; World religions selected for study; Development of beliefs Education and values.
- Expressive Arts: Participation in performances and presentations; Art and design; Dance; Drama; Music;

Each curricular area has **Learning Outcomes** and progression is in **Levels of attainment**.

Level	Stage
Early	Pre-school and P1
First	To the end of P4, but earlier for some children
Second	To the end of P7, but earlier for some children

Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to SCQF level 4. Young people's programmes will not include all of the fourth level outcomes: in most curriculum areas, the fourth level experiences and outcomes are intended to provide possibilities for choice. (Further guidance will be published within the <i>Building the Curriculum</i> series.)
Senior phase	S4 to S6

Gaelic Medium/ Foghlam Tro Mheadhan na Gàidhlig

Tha an sgoil a' tabhann Foghlam tro Mheadhan na Gàidhlig eadar P1 is P7. Tha sgoil-àraich ann am Bun-Sgoil Chille Mhoire. Thathar a' leantainn an aon chlàr-oideachaidh ach tha na cuspairean air an teagasg sa Ghàidhlig. Tha seo a' gabhail a-steach bogadh sa chànan eadar an sgoil-àraich agus P3-4. Tha a' Bheurla ga toirt a-steach an dèidh P3-4 agus tha i air a teagasg còmhla ris a' Ghàidhlig. Tha dà chlas Ghàidhlig ann, P1-3 agus P4-7. Tha a' chlann sa chlas Ghàidhlig a' gabhail pàirt ann an cùisean na sgoile gu lèir cho tric 's a ghabhas.

The school offers Gaelic Medium education from P1 to P7 and a Sgoil Araich – Gaelic Medium Nursery. In school, the same curriculum is followed as the English medium but all subjects are taught in Gaelic. This involves total immersion from nursery till P3-4 depending on the progress of the child. English language is then re-introduced from P3-4 onwards and is taught alongside Gaelic. The Gaelic class is at present two multi-stage classes, P1-3 and P4-7. Children in the Gaelic Medium class are included in whole school activities as often as possible.

Gaelic Enrichment/Cothroman a Bharrachd

To help enrich the language register of our pupils, we work directly with the Highland Council Gaelic Team to provide additional opportunities for our pupils. These opportunities include inviting local Gaelic speakers in to read to pupils, Gaelic activities with Sine Gillespie, a visit to the Gaelic pantomime and regular 3-18 Gaelic events.

Mathematics/ Matamataig

As well as mental arithmetic and number work, the pupils deal with shape, graphs, time, weight, money, volume, area, problem solving etc. Learning and teaching involves teacher input, pupil investigation, carrying out a task and Active learning where Maths is used in real life situations. Emphasis is on **understanding the processes** and being able to apply them in a variety of situations. Calculators are used throughout the levels but not in place of children learning how to set out formal sums or calculate mentally. Problem Solving allows pupils to put their learning into practice and to decide on the best strategy for solving a problem

LANGUAGE/ CÀNAN

The children are given a variety of ways to express themselves through language. Our language programme aims to develop listening, talking, reading and writing skills. Since language can only flourish in meaningful contexts, Big Books, a variety of authors' work, digital texts and clips, reference books, newspapers & magazines are all used to model the link between reading and writing. Other areas of the curriculum are also used as contexts for reading and writing to extend the pupils awareness of genre and fiction and non-fiction.

LISTENING/ÈISTEACHD

We aim to extend the pupils' span of listening concentration and to improve powers of aural discrimination. Listening is developed by group discussion, presentations, games, stories, music, videos, etc.

TALKING/ LABHAIRT

We aim to develop fluency and clarity of expression and to extend vocabulary. This is done through reading aloud to peers, reporting, drama, presenting etc.

READING/ LEUGHADH

Our aims are to develop the basic skills of word recognition and comprehension, to foster a love of reading, to develop the ability to read for information and to read to follow instructions.

Reading is taught in the English Medium using Oxford Reading Tree followed by Literacy Links. The programme is supplemented with other resources such as Four Corners, which is used to teach reading for information and novels to give pupils experience in reading longer texts. The pupils are provided with home readers and range of interactive activities to complete with their parents at home.

Gaelic medium also uses Literacy Links when teaching English.

POETRY/ BÀRDACHD

Listening to, writing and saying poetry is included in the pupils' learning experience in language. Pupils are introduced to a variety of styles and are encouraged to write their own poems. The Gaelic medium pupils recite Gaelic poems at the mod when it is held locally.

FUNCTIONAL, IMAGINATIVE AND PERSONAL WRITING/ SGRÌOBHADH GNÌOMHAIL, CRUTHACHAIL AGUS PEARSANTA

Pupils have a weekly writing experience and writing is varied between functional, imaginative and personal. The children are given experience of a variety of genres and are taught how the language alters with each one. The children can work in groups or individually to produce a piece of writing. Writing tasks are also cross curricular and Science or Environmental reports and summaries are often produced.

EXPRESSIVE ARTS/ NA H-EALAIN

The children learn skills according to the programme of study and as appropriate linked to the topic. The children will be taught drawing, painting, printing techniques, collage, clay modelling, etc at their respective levels.

PHYSICAL EDUCATION/ FOGHLAM CORPORRA

Pupils experience all areas of the PE programme of study i.e. games skills, dance, athletics, gymnastics. Each class also receives a block of swimming lessons divided over a four week period per annum. This involves travelling to Portree and the children are out of school until lunch time. Other opportunities for physical activities are provided throughout the session in workshops, sports events sports day etc to enable the school to meet its requirement to provide the requisite amount of PE.

MUSIC/ CEÒL

The school participates in singing for a variety of purposes. Visiting teachers provides Chanter/Highland Bagpipe, Strings and Pipe Band Snare Drumming lessons weekly, which are optional and free of charge. Youth Music Initiative input to our Music provision for P5-7 and each class has a block of 4-8 weeks where they learn Scottish songs, Gaelic songs & tin whistle. Feisgoil also support the school in delivering Gaelic song workshops.

DRAMA/ DRÀMA

The whole school is involved in performing a Pantomime/ Nativity during the Christmas term. Drama is brought into other areas of the curriculum using role – play, mime, stories, songs etc. Drama activities encourage speech form, linguistic ability and confidence. The Gaelic Medium class is also visited by groups who perform plays in Gaelic.

OUTDOOR EDUCATION/ FOGHLAM ARRINEACHD

Pupils take part in various activities, such as The John Muir Trust, beach cleans, nature walks and environmental initiatives.

RELIGIOUS EDUCATION/ FOGHLAM CREIDEIMH

This subject must be taught in schools by law. Parents may, if they wish, withdraw their child from Religious Observance gatherings. Pupils are given the opportunity to study the Christian faith and Other World Religions. These topics improve the child's understanding of different cultures and customs and also allow the child to see similarities between all the different religions. The school has regular assemblies with ministers from the Free Church and Church of Scotland who come along alternately and help to enhance the Religious and Moral policy of the school.

SOCIAL STUDIES/ FOGHLAM ÀRAINNEACHD

Social Studies includes

- **People, past events and societies;**
- **People, place and environment;**
- **People in society, economy and business.**

Younger pupils concentrate on their immediate environment, the 'Here and Now', 'My Family', 'My School' etc. Their learning and understanding comes from real experiences. The older pupils extend into the 'Then and There', studying their heritage, the world outside etc. In this they are encouraged to observe and investigate, to interpret and record their findings. In the course of their work, they learn many skills; mapping, drawing diagrams, sketching, note taking, interpreting photos, plans and graphs etc. Orienteering will be included as an after school club in the summer term. The Social Studies Programme is based on a flexible cycle to ensure that each area of the Programme of study is covered in a balanced way. Three topics will be undertaken each session.

SCIENCE/ SAIDHEANS

Science is linked to the Social Studies Topic where appropriate. The new Curriculum for Excellence highlights the cross curricular links between all subjects. Topics from all areas of Science -Planet Earth; Energy in the Environment; Forces and Motion; Life and Cells; Communications; Materials; Topical Science will be visited within each level of attainment.

HEALTH & WELL BEING / FOGHLAM SLÀINTE

Health education encompasses Physical and Emotional Health and include lessons on Healthy Diet, Exercise as part of keeping healthy, Sport, Bullying, Mediation, Feelings, Keeping Safe etc.

Substance Misuse and Sex Education are also part of our Health Education programme and Parents' consent is required before the start of the block. Parents are welcome to view the resources used prior to teaching.

SUPPORT FOR LEARNING/ TAIC IONNSACHAIDH

The established monitoring programme enables staff to track each child's progress and where a child is having difficulty or is excelling in a particular area, a referral is made to the learning support teacher. She will meet with the class teacher and design a programme of work to allow the child to progress at the correct pace. Where necessary, pupils will have an Individual Education Programme drawn up by the class teacher to ensure areas of need are met. There may be occasions where the teacher feels that input from outside agencies is required to support a child eg; Educational Psychologist, Social Work, School Nurse, Family Health worker etc. In this instance, parents will be consulted and School Liaison Group meetings arranged at regular intervals and all interested parties are invited to attend.

<https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance2024-FINAL.pdf>

GAELIC/ GÀIDHLIG

Gaelic is taught to the P1-7 English Medium class in the same way on a weekly basis.

FRENCH/ FRAINGIS

P4-7 also receive French lessons weekly.

DENTAL HYGIENIST/ SGRÙDAIRE-FHIACAIL

A dental hygienist visits the school to talk to the pupils about the importance of dental hygiene. The dental hygienist supports teachers in promoting good dental hygiene and tooth brushing in school.

EARLY CLOSURE OF SCHOOL

If the school has to close early for any reason, all parents as far as possible are informed by phone, and arrangements are made to transport the pupil's home. The school will not send a child home unless adult supervision can be arranged.

In the event of school closure, it will be put on the school Facebook page and also on the Highland Council School Closure website: <http://www.highland.gov.uk/schoolclosures>

ECO-SCHOOLS/ SGOILEAN-ECO

Eco-Schools is an international award programme that guides schools on their sustainable journey, providing a framework to help embed these principles into the heart of school life. Kilmuir Primary School has a green flag.

EMERGENCY ARRANGEMENTS/ ÈIGINN

Parents are asked to supply the School with a telephone number where they can be reached in an emergency during the school day, should the need arise. Parents should also supply the school with an alternative number. Parents who are not normally at home during school hours, are asked to supply another address that their child can go to should the school be required to close early. If parents cannot be contacted and there is no-one available at the emergency contact number, pupils will have to remain in school until collected by a parent.

It is vitally important that the emergency contacts for each pupil are kept up to date in the event of a child having to be sent home due to illness or accident in school or school closure. The school will request updated information at the beginning of every school session and may ask that you check details again during terms 2 & 3 when winter weather can cause school closures.

ENROLMENT/ A' TÒISEACHADH SAN SGOIL

Children who are due to begin school in August 2025 will begin enrolment on the week beginning Monday 27th January with nursery enrolment being held week beginning Monday 10th February. Enrolment of new entrants will be advertised in advance through the press.

Parents who are considering enrolling their children are most welcome to visit the school to meet the Head Teacher and tour the school. An appointment can be arranged by telephoning the school.

Online enrolment forms can be found at,

<https://www.highland.gov.uk/enrol>

EVENTS/ TACHARTASAN

Our school organise events to celebrate events such as World Poetry Day, Numeracy Week, World Book Day, Anti-bullying Week and Remembrance Day. We try to involve the local community in these events, wherever possible.

HIGHLAND COUNCIL - CHILD PROTECTION POLICY – COMHAIRLE NA Gàidhealtachd - DÌON CHLOINNE

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse.

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from Mrs Chrisma MacFarlane or online at

<https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance2024-FINAL.pdf>

School Liaison group

Throughout the Highland Council area the New Community School Approach is being adopted. This will lead to closer working between Education, Social Work and Health Services. School Liaison Groups have been set up to facilitate the best possible support for children and families. General issues will be discussed in the Schools' Liaison Group meeting and occasionally there may be a need for agencies to meet within one school to discuss meeting the needs of an individual pupil. In such cases the parents/carers and pupil (if appropriate) will be invited to those meetings.

GIRFEC

Getting it right for every child is a programme that aims to improve outcomes for all children and young people. We follow the Highland Practice Model staged approach to assess, identify and support additional needs. In this model every child has a 'Named Person' who is responsible for ensuring that child has the right help to support his/ her development and wellbeing.

It promotes a shared approach that:

- builds solutions with and around children and families
- enables children to get the help they need, when they need it
- supports a positive shift in culture, systems and practice
- Involves working together to make things better

Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

OUTCOMES FOR CHILDREN

All children in Scotland should be:

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

To achieve this, every child and young person needs to be: **S.H.A.N.A.R.I.**

- **SAFE:** protected from abuse, neglect or harm at home, at school and in the community.
- **HEALTHY:** having the highest attainable standards of physical and mental health, access to suitable healthcare and support in learning to make healthy and safe choices.
- **ACHIEVING:** being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.
- **NURTURED:** having a nurturing place to live in a family setting with additional help if needed or, where this is not possible, in a suitable care setting.
- **ACTIVE:** having opportunities to take part in activities, such as play, recreation and sport which contribute to healthy growth and development at home and in the community.
- **RESPECTED AND RESPONSIBLE:** should be involved in decisions that affect them, should have their voices heard and should be encouraged to play an active and responsible role in their schools and communities.
- **INCLUDED:** having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn.

HOMEWORK/OBAIR DACHAIGH

Homework is given at the discretion of the class teacher and may be used to reinforce classroom learning. Specific set written homework may also be given as per the school policy. Class work which was not completed may be given as homework. Work sent home will be clearly marked by the class teacher and should not be exceeded - **quality not quantity.**

The preparation of reading for the infant classes is most important. Parents should ensure that they do not spend so much time with their child's reading, that they end up with 'rote reading' where the child knows the phrase without relating the spoken work to the text.

On occasions, pupils may be given an open ended task where they have to read, observe etc. to obtain information related to a school project.

Paired reading and other activity packs are also sent home as homework.

Pupils from class 2 onwards have a homework diary which should be signed on a weekly basis by a parent or guardian.

Homework should always be viewed as part of a process developing positive home-school links. A copy of the current homework policy is available on request.

HOW CAN PARENTS HELP?/PÀRANTAN A' CUIDEACHADH

Did you know?

- When schools and families work together, children do better.
- Children learn something well when they talk about it or explain it to someone else, so asking your child about their homework really helps them.
- Children who do homework regularly throughout their time at school benefit from the equivalent of roughly an extra year's schooling.
- Between the ages of 5 and 16, children spend only 15% of their lives in school so supporting them at home really improves their chances of success.
- Parents and families are by far the most important influences on children's lives.

Prior to sending children to school, parents should work with children to encourage them to master certain skills such as: tying shoelaces, doing up zips and buttons, dress themselves and be able to go to the toilet independently. Parents should spend time reading to their children and discussing pictures. Colours could also be taught. After a child has started school, parents should take time every day to discuss the child's school day. Further information on how best to support your child's learning can be obtained from the Head teacher.

INDUCTION/ INNTRIGEADH

All our nursery pupils visit the P1-3 class for a short time throughout the school year. The Primary 1-3 teacher and the nursery teachers liaise closely with each other to devise activities that bring pupils together.

Our P7 pupils will spend a week in Portree High School in the Summer Term. They will get to experience what life is like in the High School and there will be a Parents' Night during that week.

LINKS TO LOCAL CHURCHES/ CEANGLAICHEAN RI EAGLAISEAN

Our school works with the local churches in planning and preparing religious assemblies. These include a special family and community Christmas Service.

Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

MENTAL HEALTH & WELLBEING/ SLÀINTE INNTINN

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. School have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Parents would always be involved in discussions beforehand and this step would only be taken with full consent from parents and (where appropriate) the pupil themselves.

MINOR INJURIES/ TUBAISTEAN BEAGA

School will only deal with minor cuts and bruises, these will be cleaned and a plaster applied.

NAMED PERSON/ NEACH AINMICHTE

All children will have a *Named Person* to contact if a parent thinks that a pupil has additional support needs and where to get more information and advice.

<https://www.highland.gov.uk/info/886/schools - additional support needs/>

OPEN DOOR POLICY/ DORSAN FOSGAILTE

Kilmuir Primary operates an 'open door' policy. We encourage parents and carers to contact us.

In order to minimise disruption to learning and teaching we request that all communication with teachers and staff is either by pre-arranged appointment or through your child's homework diary. In a change to what has been in place previously - please **do not** pop into the classroom at the beginning and end of the day for a consultation or discussion, without prior arrangement.

It is important that uninterrupted time is set aside for these discussions and that teachers are provided with adequate time to prepare for meetings.

- You can visit or telephone the main office at any time in order to make an appointment in person. You should inform Mrs Chrisma MacFarlane of the nature of the discussion you wish to hold.
- Every effort will be made to see or telephone parents as soon as possible and an appointment will be made at a mutually convenient time.

PACKED LUNCHES/BOGSAICHEAN BÌDH

For any pupils bringing a packed lunch the school prefer that it does not consist of unhealthy foods or fizzy drinks. Ideas for a healthy packed lunch can be obtained from the school by request. The school discourages sweets or fizzy drinks for breaks or lunch.

The Highland Council has drawn up a set of guidelines in order that certain standards of health, hygiene and safety are maintained.

1. All food must be carried in a semi-rigid container with a secure lid. e.g. Tupperware, ice-cream containers or similar. Containers should be clearly marked with the name of the pupil,
2. Packed meals must be consumed in the area allocated within the school building
3. Glass bottles or containers are not permitted under the Health & Safety Regulations.
4. Vacuum flasks containing hot liquid are not permitted because of the danger of scalding.
5. Fizzy drinks in cans or bottles are not permissible because of the obvious dangers these present.
6. Water jugs will be available in all dining areas.

In addition, the school has drawn up suggestions for packed lunches based on advice from the School Meals Nutritionist. We also ask you to adhere to our NO NUTS policy due to pupils having severe nut allergies. We aim to minimise risk, and by avoiding nuts and nut products, we hope to keep all our pupils safe.

PARENTAL INVOLVEMENT/ AM PÀIRT AIG PÀRANTAN

The ongoing pandemic has affected the way in which we are able to engage with parents. For the latest information, please contact the school.

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help.

The school works very hard to keep parents informed regarding their child's progress and any key decisions being made about their education. This includes:

- Parents' evenings
- Progress checks
- Target Setting

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practicing language, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning.

The school always seek to involve parents in any key decisions about their child's education and keep parents informed about progress.

Parental information is obtained from questionnaires issued regularly at Parents evenings and from Parent Forums.

Parent Council is a group of parents selected to represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting Mrs Catherine Munro (Chair).

Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum developments can all be found at Parentzone:

<https://education.gov.scot/parentzone/>

PARENT COUNCIL/ COMANN NAM PÀRANTAN

Following recent new legislation on parental involvement, parents are now members of their school's Parent Forum. The Forum elects a smaller body of parents called the Parent Council to represent them to the school and to the Education, Culture and Sport Service of the Highland Council.

The role of the Parent Council is to:

- support the school in its work with pupils
- represent the views of all parents
- encourage links between the school, parents, pupils, pre-school groups and the wider community
- report back to the Parent Forum

The Parent Council meets regularly throughout the session and parents are welcome to put forward items for the agenda and also attend meeting. The ethos of the Parent Forum and Council is one of cooperation to promote engagement between the school and parents.

Chairperson: Catherine Munro

Minute Secretary: Alison Beaton

Treasurer: Sophie Bradshaw

Parent Council Email: kilmuirprimarypc@gmail.com

PLACING REQUESTS – PARENTAL CHOICE/ AG IARRAIDH ÀITE SAN SGOIL

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Area Education Manager, Ms Mhairi MacDonald (mhairi.macdonald3@highland.gov.uk) Placing request applications are made online at: http://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2

Transportation to and from school, for placing request pupils, is a parental responsibility.

If pupils live out with the school catchment area and their parents wish them to attend Kilmuir Primary School they can contact Mrs Chrisma MacFarlane, Head Teacher to arrange a visit.

Parents of children with additional support needs, (including those that have Coordinated Support Plans) can make placing requests to any school in Scotland including schools outside of the local authority area they live in. All appeals about placing requests to special schools will be referred to the Additional Support Needs Tribunal.

PLANS FOR DEALING WITH AN EMERGENCY/ PLANAICHEAN AIRSON ÀM ÈGINN

The school has a set of procedures for dealing with any major emergencies and has drawn up a set of guidelines, which details roles and responsibilities.

PLAYGROUND SUPERVISION/ CÙRAM SAN RAOIN CLUICHE

An adult presence is provided in playgrounds at break times. If the weather is inclement, children will be able to come inside and have an indoor break.

Children should ensure that they have suitable outdoor shoes and a warm & waterproof jacket with them in school.

POLICIES/ POLASAIÐHEAN

These are available on the Highland Council & School website:

<https://kilmuirprimary.com/parent-section/>

[Search policies and guidance | School policies, procedures and guidelines | The Highland Council](#)

REPORTING/ ATHAISGEAN

We are now using a continuous reporting and profiling model. In this model, parents/guardians will receive six learning snapshots of their child's learning home per year. These learning snapshots contain the pupils' comments and the teachers' comments on the next steps in learning and also give you the opportunity to comment on their progress.

These snapshots are part of our profiling model, which is an integral part of teaching and learning. The profiles, which will contain a varied selection of pupils' work, will help us to build clear pictures of all our pupils' successes and achievements.

Our priorities for profiling are:

- a) To give a continuous and cumulative picture of the pupil's performance.
- b) To give the parent's information.
- c) To support and develop the strengths and weaknesses of the pupil.
- d) To give the teacher information.

Parents/guardians and pupils have scheduled parents' evenings with teachers for a formal discussion on pupil progress. These interviews are confidential and organised by an appointment system. The first of these is usually in November, with a second opportunity in June. Annual Pupil Progress Reports are issued in June and Learning Snapshots are sent home each term.

Of necessity these tend to be of a fairly formal nature and because of this, parents are encouraged to discuss progress personally at organised Parents' Nights, or else at any other time arranged with their child's teacher or the Head Teacher.

SCHOOL DISCIPLINE/SMACHD SAN SGOIL

Pupils are involved in making Golden Rules using 'Do' rather than 'Don't' statements. Kilmuir Primary uses an Award scheme within each class where good effort is rewarded. Children are encouraged to discuss inappropriate behaviour and how it affects others and are asked to suggest how any problem should be dealt with. When there is a persistent problem, parents will be contacted and asked to come to the school to discuss possible solutions with the parties involved. School rules are in place to ensure:

- a) Development of respect and consideration of others
- b) Pupils develop a sense of responsibility for property, equipment and materials.
- c) Pupils' safety at all times.

The school has an Anti-Bullying Policy. Should parents, pupils or staff suspect any form of bullying, they should immediately bring it to the attention of the Head Teacher who will implement the policy, which has been agreed by parents.

SCHOOL HOLIDAYS - SESSION 2025/2026 – SAOR-LÀITHEAN – BLIADHNA 2025/2026

Close: Monday 18 August 2025 (Staff I/S) **Open:** Tuesday 19 August 2025 (Pupils and Staff)

Close: Monday 15 & Tuesday 16 September 2025 (Staff I/S)

October Holidays

Close: Monday 13 October 2025 **Open:** Monday 27 October 2025

Winter Holidays

Close: Wednesday 24 December 2025 **Open:** Wednesday 07 January 2026

Close: Monday 16 February 2026

Holiday: Mon/Tues 16/17 February 2026

(Wednesday 18 February 2026 Staff I/S)

Open: Thurs 19 Feb 2026 (Staff and Pupils)

Spring Holiday

Close: Friday 03 April 2026

Open: Monday 20 April 2026

Close: Monday 04 May 2026

Open: Tuesday 05 May 2026

Close: Thursday 07 May 2026 (Staff I/S)

Open: Friday 08 May 2026 **End**

of Session: Friday 03 July 2026

https://www.highland.gov.uk/info/878/schools/32/school_term_dates

SCHOOL IMPROVEMENT

This year all schools in Highland are continuing to focus on certain key priorities as followings:

1. Health and wellbeing
2. Recovery of learning, teaching and assessment
3. Attainment in session 2023/24

Education Scotland Parentzone School information Dashboard:

<https://education.gov.scot/inspection-reports/highland>

<https://education.gov.scot/parentzone/my-school/school-information-dashboard/>

SCHOOL MEALS/ BIADH SGOILE

Payment for the whole week should be made on a Monday morning. Currently School Meals cost **£2.40** for P6 and P7. A termly meal planner is issued and through the Highland Council website. As part of promoting health, the menus are balanced and varied with plenty of healthy options. Every day there is also a choice of vegetables and salad, yoghurt, milk or water, fruit and bread. Where a child wishes only to have school meals on three days, the money should still be brought on a Monday. In emergencies, a meal may be purchased through the week.

All P1-5 children are entitled to a free school meal. This Scottish Government funded initiative will entitle all Primary 1 to 5 children to a free school meal at lunch time only – you will still need to provide your child with money for any other service provision in school. The meal is completely optional and all the choices provided are healthy and nutritious and meet all the requirements of the Scottish School's Health Promotion and Nutrition Act.

If your child requires a special diet for health reasons, please complete the Special Diet Food Allergy form available from the school office. The Head Teacher in consultation with the school meals service will consider the request. Where appropriate, they will seek the advice of the local dietician.

Children whose parents are in receipt of Income Support/ Income Based Job Seeker's Allowance or Child Tax Credit (but not Working Tax Credit) are entitled to a free meal. Further information/how to apply:

https://www.highland.gov.uk/info/878/schools/9/school_meals

http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

SCHOOL NURSE/ NURS NA SGOILE

The School Nurse, Laura Shirley, visits the school regularly and advises on the health of the children. Parents/carers are asked to keep the school informed of any relevant details concerning their child's health. The School Nurse is available for advice on health problems. She can be contacted at the Fingal Centre, Portree High School, Portree, IV51 9EP and by phone on 01478 613873.

SCHOOL TRANSPORT/ A' SIUBHAIL DHAN SGOIL

Pupils living out with a stated distance, but within the delineated catchment area of the school, qualify for free transport daily. Other pupils may be permitted discretionary free travel which must be applied for. Parents should make their children aware of the need for good behaviour on the bus and road safety awareness.

Passes have been issued to pupils to ensure they get their place on the bus. Pupils **must show the pass** every time they go on the bus and if they lose the pass, the council will charge **£5** for a new one.

SCHOOL TRANSPORT IN BAD WEATHER/ A' SIUBHAIL DHAN SGOIL ANN AN DROCH AIMSIR

If you have any doubt as to the safety of the road conditions, you must take the decision whether or not to keep your child off school. On occasions pupils may have to be sent home early and it is important that their emergency contact number is kept up to date.

You can also access the highland school closure website on: for school closure information.

<http://www.highland.gov.uk/schoolclosures>

SCHOOL UNIFORM/ AODACH SGOILE

Kilmuir Primary School has a school uniform which all pupils are expected to wear: blue sweatshirt, black or grey trousers/skirts and white school polo shirts. Sweatshirts and polo shirts with the school crest can be purchased through the school or through Schoolwear Made Easy (sales@schoolwearmadeeasy.com)

All children should also bring warm waterproof outdoor clothing. Shorts, T-shirts and gym shoes are required for P.E. **All clothing should be labelled with the pupil's name** and P.E. clothing should be brought to school in a separate bag. Pupils should not come to school dressed in gym clothes or to leave them on after their P.E. lesson.

Children whose parents are in receipt of Income Support/ Income Based Job Seeker's Allowance or Child Tax Credit (but not Working Tax Credit) may be entitled to help with school uniform. Further information and application forms can be obtained from the Highland Council website.

STANDARDS & QUALITY/

Kilmuir Primary School's Standard and Quality report is available from the School Office or online.

<https://kilmuirprimary.com/school-improvement-plan/>

From this document our key strengths are:

- All staff are committed to ensuring that we achieve the highest possible standards and success for all learners. All staff show a commitment to shared educational values and professional standards.
- There are effective arrangements in place to involve families and relevant agencies in designing transitions for those requiring additional support including support with healthcare needs.
- Our staff make good use of their shared understanding of standards to make professional judgements about how well children and young people are learning and progressing.
- We ensure that we regularly reflect on the wellbeing of all children and young people and their families. We are improving outcomes for children, young people and their families.

<https://education.gov.scot/inspection-and-review/find-an-inspection-report>
<https://education.gov.scot/parentzone/my-school/school-information-dashboard/>

SUPPORT FOR LEARNING

The amount of additional support time allocated to a school is based on the identified needs of a school. Additional support can take many forms in a school from working as an individual, in a small group, in a large group with a particular curriculum focus or through team teaching.

There are equal opportunities for all children regardless of ability, race, and creed. Support for Learning is available to help children who:

- are having difficulties with specific curricular areas
- are in a focus group to assist with difficulties
- require additional support prior to formal assessment
- require extension activities for further challenge

Children will be supported in their learning by a number of adults in the classroom in addition to the classroom teacher:

Pupil Support Assistants work with children who require support either academically, with behaviour or to assist where there are physical needs identified.

Other agencies such as occupational therapy, physiotherapy, speech and language therapy, behaviour support, vision support and the deaf outreach service are also involved with some children to support their learning.

Ms J Tryonney, our Additional Support Needs Teacher, supports a range of identified needs in consultation with class teachers. The role of the Additional Support Needs Teacher is varied and can be used for consultation, providing resources, team teaching, working with individuals or supporting children with Child's Plans and Individualised Education Programmes.

All children need support to help them learn. Some children require more help than others. We follow The Highland Practice Model staged approach to assessing, identifying and supporting additional support needs. In this model every child has a 'named person' who is responsible for making sure that the child or young person has the right help to support his/her development and well-being.

If you have a concern about your child in primary school, please contact your child's class teacher in the first instance or the 'named person', who is Mrs Chrisma MacFarlane.

Sometimes a Child's Plan may be put in place to help organise, monitor and regularly review your child's progress.

If you wish to find out more about The Highland Practice Model or the Child's Plan you can access more information at:

<http://www.highland.gov.uk/learninghere/supportforlearners/generalguidance/planning/>
http://www.highland.gov.uk/downloads/file/230/highland_practice_model_delivering_additional_support_for_learners

http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan

http://www.highland.gov.uk/info/886/schools_additional_support_needs/1/support_for_learners

FURTHER ADVICE

Support for Learners Website: Enquire <http://enquire.org.uk/>

Pastoral Support: <http://forhighlandchildren.org/>

My Rights, My Say <http://enquire.org.uk/myrightsmysay/>

Scottish Independent Advocacy Alliance

Staff in Highland Schools follow a Staged Approach to identifying and assessing the needs of the children and young people in their care to ensure that they receive the help they need.

Stage 1 ~ Most children and young people's needs will be met at the classroom level by the class teacher's observations, assessments and planning for the class as a whole, for groups and for individuals.

Stage 2 ~ Where your child has needs identified which cannot be met wholly by the class teacher's planning then assistance from support staff within the school will be requested. Observations and further assessment will help the staff plan for and monitor how your child is achieving.

Stage 3 ~ Should your child continue to have difficulties in moving forward with his/her learning help, advice and direct involvement may be requested from Education Services available to the school. For example; Area Support for Learning staff, Psychological Services, Autism Outreach Service or Services for Hearing or Visual Impairment. At this stage an Individualised Educational Programme (IEP) may be drawn up. This will record your child's needs, the support required to meet those needs, the learning outcomes and the planning needed for the programme. You and your child should be involved in drawing up and reviewing their IEP.

Stage 4 ~ A few children and young people may need more help from wider services such as Health and/or Social Work. Help from these services would be requested at this stage at a multi-agency Liaison Group level. If your child's needs are: - significantly complex, - likely to last for more than a year and - are proving a barrier to their learning.

They may need a high degree of co-ordination of support from the Education Authority and other agencies. A Co-ordinated Support Plan may then be required. A Co-ordinated Support Plan is a legal document. If, at any time, you feel your child needs this high level of support, you can request that the Education Authority considers whether or not they should have a Co-ordinated Support Plan. You can also request that particular assessments are carried out as part of the process.

At Kilmuir Primary School, we would advise parents at Parents' Evening if their child were at a stage 1. As soon as a child moves on to stage 2 then class teachers will inform parents and will arrange a meeting to discuss the needs identified and support in place.

Regular reviews are held throughout the year.

Transition

Generally, for a child with an additional support need we would ensure that there is a comprehensive sharing of information each school year. Additionally, if a child has a significant support issue and they are going to be moving on to primary or high school then a transition plan would be put into place and include members of the high school at an early stage. Should any pupil be identified as requiring special provision, there is full consultation with parents before any action is taken. Support for learning input is available.

For more advice see,

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS Access to Pupil Records

The school pupil records (Scotland) Regulations 1990 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Head Teacher.

Data Protection Act 1998

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the data Protection Act 1998 and may only be disclosed in accordance with the codes of practice. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>

Transferring Educational data about pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland.

Further information about 16+ Data can be found here - <http://hi-hope.org/directory/listing/16plusplanning>

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website

<http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation>

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and out with Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities

TRANSFER TO SECONDARY/BUN-SGOIL GU ÀRD-SGOIL

P7 Pupils from Kilmuir Primary will transfer to Portree High School. All P7 pupils receive a Portree High School Prospectus in February. During the third term, a Pupil Support teacher from the High School will visit the school and meet the children who are due to transfer. At this time, pupils will be

given a list of their subjects, class group and other information about the school. In the fourth term, P7 pupils will spend a week at Portree, following a High School timetable and this is an important part of the Transition Programme. The P7 pupils will travel on the Portree High School bus during the designated week and no charge is made. Primary staff will meet with High school staff to share information about pupils, especially those with particular needs, so that any necessary arrangements can be in place at the start of term. Several sporting events are held throughout the year at Portree High School and these allow pupils a chance to get to know their future classmates.

Portree High School Contact Details are:

Portree High School Viewfield Road Portree ISLE OF SKYE IV51 9EP Tel: 01478 614810

WELFARE OF PUPILS/ MATH NAN SGOILEARAN

The school should be informed if a child is suffering from anything that may necessitate special care being taken. This information is always treated in the strictest confidence. The school has access to a team of health workers and Educational support workers who they can call upon should the need arise. These include an Educational Psychologist, Speech Therapist, Occupational Therapist, Family Liaison worker, Autism Outreach worker, Support for Learning Staff etc. The School Nurse visits the school regularly and children in P1 and P7 receive a full health check. The nurse will also carry out hearing and eyesight checks at the school's request. Parents will always be consulted before any of these specialists see their child.

Staff do not administer any medicine eg, tablet for headaches. Parents who wish their child to take any medication during school hours, must send a letter to the Head Teacher with all the relevant details. Guidance on this issue is given to the parents. The Head Teacher may contact the school doctor, if she is concerned about any medication sent to school. Pupils with specific needs are integrated into the school as per Regional Guidelines.

Child Protection Policy:

http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

Highland Council Armed Forces Website:

https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/833/armed_forces_support_for_families_and_schools

Equality and Inclusion

http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship?313/equal_opportunities
<https://www.gov.scot/publications/guidance-presumption-provide-education-mainstreamsetting/pages/1/>

