

Kirkhill Primary School



St. Mary's Road
Kirkhill
Inverness
IV5 7NX

Session 2025/26

Handbook December 2024

Welcome	3
About our school	4
Meet the Staff	5
Our Parent Council	7
Kirkhill Primary School's Positive Ethos	8
Listening to our pupils	10
Digital Leaders/Right Respecting Schools	11
The School Day	11
Curriculum Overview	12-19
Assessment	19
Getting Right for Every Child (GIRFEC)	20-24
Additional Support Needs	25
Communications and Meeting with Staff	26
Enrolment	28
School Uniform	28
Attendance	30
School Closure - Adverse Weather	31
School Meals and Snacks	32
Safe and Healthy	33
Community Links	35
How well are we doing?	35
• When something goes wrong - Complaints Procedure	
• When we get it right	
• Standards and Quality; School Improvement	
• Policies	
Holiday dates	36-37
Public Access to Information	37
• Data Protection	
Appendix - Further information about Additional Support Needs	39

Welcome to Kirkhill Primary School!

Whether your child is just starting at Kirkhill Primary School, or you are continuing your partnership with us, we are pleased to welcome you.

The purpose of this handbook is to provide you with a wide variety of information about our school, its vision, values and aims, curriculum and activities.

We would encourage parents to come and visit and meet members of our staff team and have a tour of the school in operation to acquire a true sense of how we work. Please do not hesitate to make an appointment.

We aim to encourage our pupils to maximise their potential within a caring and supportive environment. We believe children have a lot to bring to their own learning and their individual personalities, skills and abilities are valued and fostered. We are committed to giving our children a wide range of experiences and opportunities across the curriculum. The environment we offer is lively and stimulating and provides a secure and happy context in which children can learn and thrive.

Our goal is that children leave the school as confident individuals having gained a firm foundation in skills for learning and life.

We look forward to working with you and your child.

*Mrs Georgina Dunbar
Head Teacher*

About Our School



Kirkhill Primary School is a busy, happy environment where we encourage links between home and school and the wider community. We have an active, supportive and hardworking Parent Council and Fundraising Parent Group.

The school caters for children from the following areas- Kirkhill, Inchmore, Lentrane, Drumchardine, Cabrich, Knockbain, Bunchrew, Clunes and Newtonhill. Children from out with

these areas also attend the school after applying for a placing request via the Area Education Office.

We are extremely fortunate to have excellent facilities, equipment and accommodation in our school. The school has seven classrooms with generous resource and storage areas. We have a purpose built Nursery classroom. The school is set in pleasant surroundings in the heart of the community.

Our experienced and committed staff members are allocated to each class and additional expertise is provided by visiting part-time staff to assist with PE, Music, and Modern Foreign Languages.

Nursery Class

We have a nursery within the school. These are open to pupils who are in their pre-school year (4 years old before the end of February) and are due to start Primary school the following August and also pre-preschool pupils who are 3 years before the end of February. A separate prospectus on the Nursery is available, giving further information.



Pupil Roll

There are currently (January 2025) 40 pupils in the Nursery and 130 in the main school.

Meet the Staff



HEAD TEACHER	Mrs Georgina Dunbar	
PRINCIPAL TEACHER	Ms Nicola Morgan & Miss S. Cockburn	
TEACHING STAFF	Ms G. Haines Mrs J. MacMillan Mrs C. Hilditch Mrs A. Munro Miss S. Cockburn Ms E. MacKenzie Mr F. Welsh	
CCR FRENCH/GAELIC MANAGEMENT COVER	Mrs I. Shields	
ADDITIONAL SUPPORT TEACHER		Mrs Kim Lamont
VISITING STAFF	Mrs A. Smedra Miss S. Archibald	Physical Education Physical Education
INSTRUCTORS	Mr Ian Shires Mr Colin Melville Mrs Olivia Fraser Various tutors	Brass Instructor Piping Instructor Strings Instructor Youth Music Initiative
SUPPORT STAFF	Mrs T. Gosling Miss L. Boa Mrs M. Stevenson Mrs S. Macdonald Ms I. Rendall	Pupil Support Assistant Pupil Support Assistant Pupil Support Assistant Pupil Support Assistant Pupil Support Assistant /Playground Supervisor
NURSERY STAFF	Mrs E. MacLellan Mrs L. Sellar Mrs B. Kowalska Mrs E. MacKenzie Mrs K. Stevens	Early Years Practitioner Early Years Practitioner Early Years Practitioner Support Worker Support Worker
ANCILLARY STAFF	Ms S. Anderson Mrs K. Macgruer Mrs L. Agnew	Clerical Assistant Clerical Assistant Cook

Mrs N. Gault	Kitchen Assistant
Ms A. Campbell	Kitchen Assistant
Mrs J. Mitchell	Cleaner
Mrs L. Agnew	Cleaner
Mr John MacRae	Janitor

ACTIVE SCHOOLS CO-ORDINATORS:

Mrs S. Blackwood
Mrs D. Barrowman

SCHOOL NURSE

Mrs E. Parr

Our Parent Council

Hi Parents, Guardians and Carers,

The Kirkhill Primary School Parent Council represents the Parent Forum i.e. you! Every parent with a child at the school is a member of the Parent Forum.

The Parent Council needs you to get involved, voice your opinions, help with fund raising, the running of clubs, organising the Christmas Fayre and other community events.

Kirkhill Primary School is a cornerstone of the community, which brings us all together. The Parent Council's aim is to work together to benefit all our children and the School and to support home/School partnerships.

The Parent Council meets at least once a term to ensure all current and future aspects of school life are discussed. Our Fundraising group meets separately to plan and deliver fundraising events throughout the year (e.g. Easter Disco, Halloween fun, Christmas online auction)

Currently Parent Council office bearers:-

Chair - Mrs Stephanie Foster

Vice Chair - Mrs Beth Giangreco

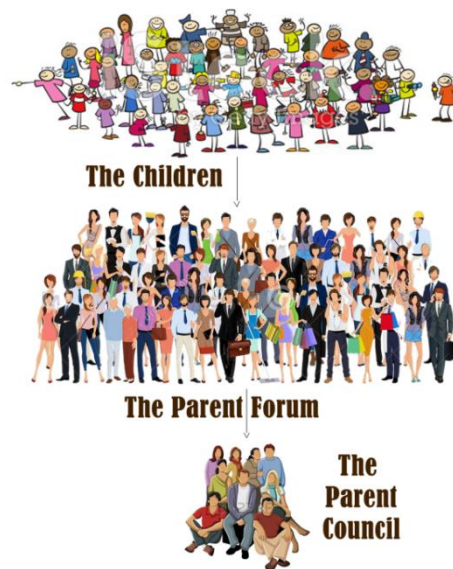
Secretary - Mr Chris Mackie

Treasurer - Mr Adam Giangreco

The Parent Council can be contacted via any of the above parents, via parentcouncil@kirkhillprimary.co.uk, or through the school office.

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 http://www.highland.gov.uk/info/878/schools/16/parent_councils

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



Kirkhill Primary School's Vision

WONDER LEADS TO WISDOM



Our School Values are:

RESPECT

OPEN-MINDEDNESS

FRIENDSHIP & KINDNESS

RESPONSIBILITY

TRUTH AND HONESTY

PERSEVERANCE

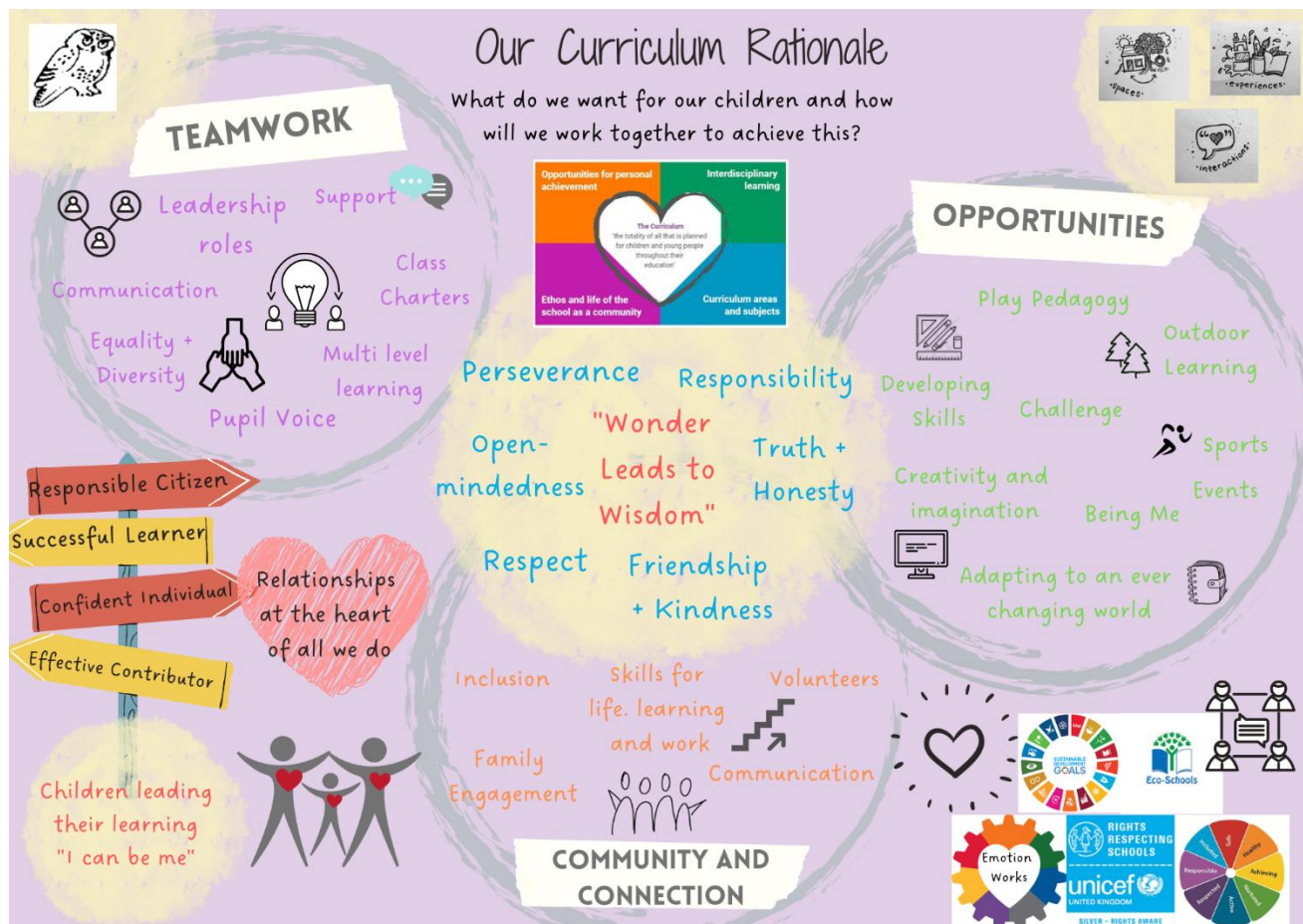
The school vision, values and aims were updated with staff, pupils and parents in May 2018. These are spoken about and reflected upon regularly with the whole school community.

Our School Aims

At Kirkhill Primary School and in our Nursery class we aim:

- To have a fun and engaging learning environment for all, inside and outside!
- To feel safe, happy and healthy.
- To work as a team and involve the wider community to enhance our learning.
- To feel valued, included and respected in our learning.
- To become confident and resilient learners.
- To be creative in all our learning.
- To develop life skills through stimulating learning experiences.
- To have opportunities across all curricular areas to achieve success in our learning.

TO BE THE BEST I CAN BE



Listening to our pupils

Kirkhill Primary School places great importance on our pupils' involvement in their school. We engage every pupil in the decision making process through our Pupil Council. Each year, children from each class (P1-P7) are elected to represent their peers on the Council. The Council meets regularly with the Head Teacher to put forward new ideas, suggestions, and ways of solving problems.

The aims of the Pupil Council are:

- to ensure that every pupil has their ideas and opinions represented.
- to influence decisions regarding the school.
- to take action to help plans be achieved.



The Eco Committee elections also take place at the beginning of the session. The children work with our Principal Teacher, Miss Morgan, to maintain our Eco School Status.



Rights Respecting Schools

Our Rights Respecting Schools Ambassadors ensure all children have a voice through engaging openly with staff, pupils and parents. Their aim is to make the school a safe and happy place to learn by making decisions about matters which affect them, such as their learning and wellbeing.



Digital Leaders



The Digital Leaders provide support regarding all ICT equipment. They test out new apps, technology and websites and work with staff, pupils and parents to deliver these. They research and promote excellent Digital Citizenship across the school community.

The School Day

P1-3 9:00 to 12.15
1:15 to 3:30 (Friday finish at 12.05pm)
(Afternoon Break 2:15-2:35)

P4-7 9:00 to 12.30
1:15 to 3:30 (Friday finish at 12.15pm)

Morning Break: 10:30 -10:45 am P1-P7

Other than those who travel by bus, children should not be left on the premises prior to 8.40am. From this time onwards, the playground will be supervised however children remain parents' responsibility. Only in extreme weather will the children be brought into school prior to 9am.

At the end of the day, P1 children will be released from the cloakroom into the care of a bone-fide adult. Please inform school in good time if another adult or young person is collecting your child. Pupils who travel by bus will assemble at the school foyer and be supervised onto the buses by a member of staff. Parents should ensure that pupils and staff are aware of end of day arrangements for going home.



Curriculum Overview

Kirkhill School aims to provide a curriculum and an appropriate education for all its pupils in line with the Scottish Curriculum: Curriculum for Excellence.

Our curriculum is planned to be:

- Broad:** -providing a wide and enriching range of knowledge, skills and experiences.
- Balanced:** -so that each subject makes an effective contribution to learning.
- Relevant:** -ensuring learning can link the pupils' experiences to applications in the real world.
- Coherent:** -so that topics can be taught in context, making the learning experience more meaningful.
- Progressive:** -meaning what is taught builds logically and systematically upon previous learning.
- Differentiated:** -ensuring that what is taught and the tasks that are set are matched to each child's personal aptitude and ability.
- Accessible:** -providing equality of opportunity for all.



The purpose of Curriculum for Excellence is to ensure that all the children and young people of Scotland develop the attributes, knowledge and skills they will need if they are to flourish in life, learning and work, now and in the future. These are summed up in the detailed wording of the four capacities:

successful learners	confident individuals	responsible citizens	effective contributors
<p>attributes</p> <ul style="list-style-type: none"> • enthusiasm and motivation for learning • determination to reach high standards of achievement • openness to new thinking and ideas <p>capabilities</p> <ul style="list-style-type: none"> • use literacy, communication and numeracy skills • use technology for learning • think creatively and independently • learn independently and as part of a group • make reasoned evaluations • link and apply different kinds of learning in new situations. 	<p>attributes</p> <ul style="list-style-type: none"> • self-respect • a sense of physical, mental and emotional well-being • secure values and beliefs • ambition <p>capabilities</p> <ul style="list-style-type: none"> • relate to others and manage themselves • pursue a healthy and active lifestyle • be self-aware • develop and communicate their own beliefs and view of the world • live as independently as they can • assess risk and make informed decisions • achieve success in different areas of activity. 	<p>attributes</p> <ul style="list-style-type: none"> • respect for others • commitment to participate responsibly in political, economic, social and cultural life <p>capabilities</p> <ul style="list-style-type: none"> • develop knowledge and understanding of the world and Scotland's place in it • understand different beliefs and cultures • make informed choices and decisions • evaluate environmental, scientific and technological issues • develop informed, ethical views of complex issues. 	<p>attributes</p> <ul style="list-style-type: none"> • an enterprising attitude • resilience • self-reliance <p>capabilities</p> <ul style="list-style-type: none"> • communicate in different ways and in different settings • work in partnership and in teams • take the initiative and lead • apply critical thinking in new contexts • create and develop • solve problems

Lessons are carefully planned to ensure that the four capacities are taught through a series of experiences. Planning also takes into account what is to be achieved as outcomes from the learning.

'Experiences' and 'Outcomes' are taught through a broad general education covering eight curriculum areas:- Languages, Mathematics, Health and Wellbeing, Expressive Arts, Sciences, Social Studies, Technologies and Religious and Moral Education.

At Kirkhill, we are committed to a cross-curricular, thematic approach to teaching and learning. Wherever possible, we build logical links and connections between subject areas to provide coherence and achieve greater depth of understanding.

Learning takes place both in and outwith the classroom environment and some topics may involve a visit to somewhere local to further motivate children and stimulate their learning.

More information about Curriculum for Excellence can be found at:-
<https://education.gov.scot/curriculum-for-excellence/>

What will the first year of school look like for my child?

At Kirkhill we have developed a Primary One environment which is based on a set of principles that are rights-centred, child-centred and creative which we hope will foster imagination, creativity and a lifelong love for learning.

We provide opportunities for children to learn through high quality play experiences, both inside and outside the classroom. The [Early Level](#) curriculum is experienced largely through play in the stimulating and engaging classroom environment, but each day some elements are taught explicitly during 'together time' in small learning groups with the teacher, such as some aspects of literacy and numeracy. Children are encouraged to choose for themselves how they want to play and what they want to play with. The ownership of learning that this fosters allows them to become deeply engaged in what they are doing and enables the staff to observe their interests. Through careful observations and high quality interactions the staff then find ways to support each child and 'teach in the moment' to help extend and develop their knowledge and skills.



This primary one environment promotes and enables creativity, problem solving, communication, confidence and independence and children have the freedom to select resources and plan and review their own activities. What happens throughout each day and week is guided by the interests of the children. This child-centred approach allows us to get it right for every child and meet their individual needs.



Our relationship with families is key to the success of this approach and we encourage families to join in with open mornings, stay and play sessions

and through supporting our weekly outdoor learning sessions in the local woodlands. We foster a relaxed and friendly ethos and value your input, creating regular opportunities to talk about your child's learning and development.



This approach to Primary One is in line with recent national practice guidance called, 'Realising the Ambition, Being Me.' Please follow this [link](#) if you are interested in reading more about this national approach to Early Years.

Languages

Literacy and English

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literary heritage. Children and young people encounter, enjoy and learn from

the diversity of language used in their homes, their communities, by the media and by their peers.

The development of each child's language skills is pursued through an integrated programme of language work involving listening, talking, writing and reading.

Children are encouraged to read a wide variety of material and types of texts. This is linked to the child's writing, combined with speaking and listening. Children develop reading through appropriate fiction and non-fiction material.

They also learn skills of comprehension and reference to help them understand what they read and to assist them in searching for and using information. Alongside this they will develop the necessary skills of spelling, punctuation, language structures and handwriting.

Writing

We are currently adopting the Talk for Writing approach across the school. Talk for Writing was developed by the author Pie Corbett. It is a whole school approach to develop our children as readers, writers, speakers and listeners. It enables children to read and write independently for a range of purposes and a variety of audiences. Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style. The approach moves from children being supported by the teacher and teaching assistants using shared writing and guided teaching towards children writing independently and creatively.



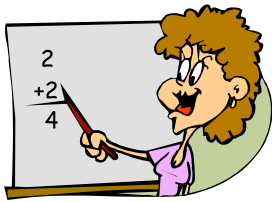
The school has a library of fiction and non-fiction books to encourage the children to develop a love of language and reading. Parents can help at home by reading a variety of material with their child - e.g. books, newspapers, magazines, TV programmes, even road signs and labels in supermarkets. All of these encourage children to take a real interest in the language around them.



Modern Foreign Languages

Learning other languages enables children to make connections with different people and their cultures and encourages them to become global citizens. Following Scottish Government guidance, pupils are taught a modern language from P1 onwards.

We teach French from P1 and our P5-7 experience a taster of Gaelic. Pupils are provided with a range of materials including songs, games and activities. Opportunities are given to develop confidence, skills and strategies which will give them a basis for future language needs.



Numeracy & Mathematics

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The numeracy and maths programme includes:

- Information handling, or the gathering, organising, display and interpretation of data.
- Number, Money, Measurement in which children learn to add, subtract, multiply and divide as well as to work with time, length, weight, area and volume.
- Shape, Position and Movement in which children learn about the properties of two and three-dimensional shapes and to comprehend position and movement, symmetry and angles.

In each of these aspects, children will develop problem-solving and enquiry skills. Mental maths is an important daily element of our mathematics programme which is done in a variety of lively and stimulating ways. Active based learning in maths and numeracy encourages the development of the child's skills and much practical work is given. Children will also learn to use calculators and have access to ICT to reinforce their mathematical skills.

Each child proceeds at their own rate in an appropriate group. Every encouragement is given to each child to think and reason for him/herself.

Children's mathematics can be helped at home by parents taking an active interest in their progress and encouraging the children to use their mathematical skills in a variety of everyday situations.

Further advice is available from the class teacher.

Health and Wellbeing

Experiences of Health and Wellbeing help children to develop the knowledge and understanding, skills, capabilities and attributes they need for their mental, social, emotional and physical wellbeing now and in the future.



Physical Education lessons are taught weekly for 2 hours in total and during the year cover all aspects of P.E. eg gymnastics, athletics, games and swimming.

Parents are informed when Sex Education lessons are to be taught. Topics on keeping healthy and safe such as Substance Misuse, Internet Safety

etc. are taught through special events such as Safe Highlanders as well as within themed work within the classroom.

Social Studies

Many of the experiences and outcomes of Social Studies are taught through topic work. Children will develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They develop their understanding of the environment, about human achievement and understand changes in society in particular in relation to Scotland and its place in the wider world.

Sciences

Sciences can be taught both discreetly as a subject and through topic work as appropriate. Through practical work and encouragement, children gain a curiosity and knowledge for the living, material and physical world. Thinking is challenged and children are encouraged to work using scientific methods and develop an understanding of scientific language to use in Science lessons and topics.

Technologies

Technological sessions are creative, practical and fun! Children develop technological skills through a variety of different projects linked to topics. Through exploration children develop knowledge and understanding of different materials, creating and developing design briefs. Completed projects are evaluated.

ICT is used extensively in lessons both by the teacher as a teaching tool and by children to practice skills, seek information and to present work in a variety of ways eg create a graph, make a piece of music, make a PowerPoint for a presentation on a topic. Children are given individual logins for the school's computer network which is organised by Highland Council.

Expressive Arts

Each child is encouraged to develop skills, knowledge and understanding to be able to express him/herself confidently and with a personal sense of achievement in several art forms, e.g. Music, Art and Drama. The subjects are taught by the class teachers and may be enhanced through the expertise of visiting experts.



Religious and Moral Education

Our programme deals with the development of the pupil's understanding of religion as a significant area of human experience while promoting the child's sense of moral responsibility. We aim to develop imagination and respect for the views and beliefs of others, and to encourage understanding and a sense of wonder. Children learn about Christianity and other main religions and are encouraged to reflect on their learning and to apply ideas shared to their own life experience.



Outdoor Education and Residential Opportunities



During Primary 6, the children have the opportunity to experience adventurous outdoor activities in preparation for the residential visit in Primary 7.

This helps to develop their independence, confidence, team work and social skills prior to moving from primary to secondary school.

Leadership Groups

Pupils take the lead and work within different leadership groups across the year. Currently the groups are JRSO, Eco, Rights Respecting School, SNAG/Fairtrade, Pupil Council and Digital Leaders. The children work with staff and volunteers on a variety of projects.



Homework

What do we know about homework in primary school?

The research on homework in primary school shows that it only has a very small impact on a child's progress in their learning. The benefit is greater in secondary schools. Homework should never be something new, should not be something that causes friction at home, and should not take time away from teaching or planning time which we know do have a positive impact on a child's progress.



Rationale

Education must develop every child's personality, talents and abilities to the fullest. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
Article 29.

Kirkhill - Homework Principles

Homework is focused on fluency. The greatest impact in primary school when learning at home is through families reading together using books that children choose. Reading and spelling words are the reverse of one another; children need to develop the fluency in both these skills. Another area that is shown to have a positive impact through home learning is number fluency, e.g. number bonds/ multiplication tables. Homework in Kirkhill is therefore informed by what has the greatest impact - fluency in reading, spelling and numeracy.

Homework is flexible. While we encourage all pupils to complete their homework each week, we understand that some weeks are busier than others. If your child will not be completing homework in a certain week, please get in touch with their teacher(s) to let them know.

Homework can be planned for within a family's schedule. Homework is given out weekly, usually on a Friday and should be returned on a Thursday. If this is different, the teacher will inform pupils and parents. Homework expectations

and framework will be explained by teachers at the start of the year. Homework will not be given out in the first or last week of each term.

Extra-Curricular Activities

We are lucky to have a variety of extra-curricular activities which run throughout the school year and include the tuition of Scottish instruments (chanter and brass), shinty, cross country and athletics. These are run by school staff, parents, volunteers or outside agencies.

Assessment

Assessment informs learning opportunities. Teachers assess pupils on an ongoing basis throughout the year and use the information collected to track the progress of each pupil in reading, writing, maths and health and wellbeing. This information is shared with parents through Parents' Evenings, Pupil Profiles on Seesaw and a written report each year. Written and verbal feedback, development of group and individual targets, as well as opportunities for self and peer assessment are all used to ensure your child is challenged and supported.

Scottish National Standardised Assessments are carried out for pupils in P1, P4 and P7 and the information gathered is used to support teacher judgements. Results are not published and are only used to provide further standardised evidence to how a child is progressing.

All children in the school have a Pupil Profile on the online platform Seesaw and these are updated and engaged with weekly. These provide snapshots of children's learning throughout the year in the form of Quality Assessment Tasks. Families have access to these at all times so learning can be shared regularly.

Getting It Right for Every Child

We work within the Scottish Government's guidelines on 'Getting It Right for Every Child' (GIRFEC) to support children and their families to ensure children are:-



S H A N A R R I

- S = Safe** -protected from abuse, neglect or harm
- H = Healthy** -experiencing the highest standards of physical and mental health, and supported to make healthy, safe choices
- A = Achieving** -receiving support and guidance in their learning - boosting their skills, confidence and self-esteem

N = Nurtured	-having a nurturing and stimulating place to live and grow
A = Active	-having opportunities to take part in a wide range of activities - helping them to build a fulfilling and happy future
R = Respected	-given a voice and involved in the decisions that affect their wellbeing
R = Responsible	-taking an active role within their schools and communities
I = Included	-getting help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn

More information on GIRFEC can be found at:-

<http://www.scotland.gov.uk/Resource/0039/00394308.pdf>

Positive Behaviour Policy

UNCRC Article 2 - All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

UNCRC Article 3 - All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Every child has the right to feel safe, welcome and happy in their school environment. In order to provide this, we all have a responsibility to promote positive behaviour at all times.

Responsibilities



Staff: The school staff, both teaching and non-teaching share a collegiate responsibility for consistently implementing school policy on positive behaviour. The development of the behaviour model used within in the school is led by the Head Teacher, who has overall responsibility for ensuring positive behaviour.

Parents: Parents have a responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour.

Pupils: Each pupil is responsible for behaving in a positive manner that meets the expectations set out by themselves and the school.

Class charters - Rights Respecting Schools

Class teachers work with the children to devise a variety of systems to reward positive behaviour within each classroom. Examples of these systems are;

- group or individual points, such as table points, house points or Dojos
- certificates
- Star of the Week
- Emotion Works and Tree of Knowledge lessons



House systems



When starting at Kirkhill Primary each child is allocated a house: **Beaully, Conon, Ness or Orrin.**

House Captains are nominated from Primary 7 each year to lead their house. The children



participate in various events and work together to achieve goals and celebrate success.

The weekly points are counted and the House Cup is awarded to the winning house at assembly on Tuesday. The House teams gather regularly to discuss progress and next steps. This is an opportunity for House Captains to praise positive behaviour and discuss areas for improvement.

Achievement assemblies



Each week at assembly our whole school gather to celebrate success. Teachers and PSAs choose a child from each class to be the 'Star of the Week' and a certificate is presented at assembly. Our stars of the week are based around the four capacities of Curriculum for Excellence - Confident Individual, Responsible Citizen, Effective Contributor and Successful Learner. All achievements are celebrated in assembly and certificates handed out and a photograph

is put on Seesaw under achievements. Children can take in photos to be displayed on the Achievement Wall so the whole school community can share in the children's success.

Stop Think Change

We encourage all pupils to reflect on the choices they make and to come up with solutions and consequences. The Pupil Council have created a reflection poster to support everyone in making the right choices when faced with difficult situations. They chose to link this with Makaton as we are learning Makaton in assemblies and to be inclusive of all pupils.



Dealing with incidents

1. Verbal reminder given to child to Stop Think and Change behaviour
2. Second verbal warning issued
3. If a child continues the behaviour then they will have to reflect on why this is not appropriate and there may be a consequence. Consequences will vary depending on level of behaviour, but may include some time outside the classroom, their seat being moved in class, being sent inside from the playground, speaking to an adult to reflect on their behaviour, possibly missing out on some fun activities in the classroom. Staff may feel necessary to contact parents to discuss the behaviour before it escalates.

(discussed with Pupil Council and Rights Respecting School Ambassadors)

Serious Incidents

The Pupil Council and Rights Respecting Ambassadors came up with some examples of serious incidents - bullying, fighting, swearing, preventing other children from learning in the classroom, hurting someone else and being disrespectful. We deliver an inclusive education and will not tolerate any forms of racism or homophobic behaviour. These will be dealt with on an individual basis and will involve the Head Teacher and contact will be made with home.

All serious incidents will be logged on the child's SEEMiS records. The Head Teacher may deem it necessary to exclude a pupil when instances of serious pupil misconduct arise or when strategies have shown no improvement and a pupil's behaviour remains unacceptable and disruptive.

Digital Citizenship

Incidents of online misconduct will be dealt with in line with Highland Council Policy and recorded on SEEMIS.

Positive Relationships and Bullying Prevention Policy

We emphasise the importance and success of early intervention. We adhere to Highland Council policy and guidelines and a separate policy is available

https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

E-Safety

Our children and young people are live in a diverse society in 21st century Scotland. Kirkhill Primary School is committed to creating an environment for the whole school community that demonstrates shared values of respect the Right to feeling safe.

Our school recognises and celebrates difference within a culture of respect and fairness, and aims to meet the needs of every child in line with the principles of Getting it Right for Every Child (GIRFEC). We recognise that our duties also reflect international human rights standards as expressed in the UN Convention on the Rights of the Child.

E-Safety encompasses the use of new technologies, internet and electronic communications such as mobile phones, collaboration tools and personal publishing. It highlights the need to educate pupils about the benefits and risks of using technology and provides safeguards and awareness for users to enable them to control their online experience.

A copy of our E-Safety Policy can be made available on request and can be found on the school website.

Exclusion

Should a child's behaviour be considered to put the safety of other pupils or staff at risk, then school will follow the Highland Council's Exclusion Policy:-

http://www.highland.gov.uk/directory_record/350661/exclusion_in_schools/category/229/education

Equality and Diversity

Please see

http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities for information about equality and inclusion. School wishes to eliminate unlawful discrimination, advance equality of opportunity and promote good relations. In line with the Highland Council's equality policies, we aim not to discriminate against anyone on the basis of age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

Racial Equality

The school has a fundamental role to play in eliminating racism and promoting and valuing racial diversity. Racism and racist attitudes exhibited by staff, pupils, parents or visitors to the school, are totally unacceptable. All racist incidents will be recorded and dealt with appropriately; this includes informing parents of any racist name-calling, however young the children involved.

Child Protection

Kirkhill Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, all members of staff have a duty to report incidents which cause concern to Social Work Services which can lead to a joint Social Work/Police investigation. All agencies involved in Child Protection regard the welfare of children as paramount and this will be their priority.

More information about Child Protection Procedures within Highland can be obtained from:

*Child Protection Advisor,
Limetree Avenue,
Inverness IV3 5RH
Telephone (01463) 644476*

Highland Council's policy on Child Protection can be viewed at:-

http://www.highland.gov.uk/downloads/file/162/child_protection_policy
http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection
[n](#)



Additional Support Needs

We are proud to be an inclusive school that meets the personal and educational needs of every pupil. Our staff work closely together to ensure appropriate support is provided wherever it is required. We are backed-up by well-developed links with external specialists.

All children need support to help them learn. Some children may require more help than others and for different periods of time. 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', Mrs Dunbar.

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/info/886/schools-additional_support_needs/1/support_for_learners

There are also Information sheets available at: <https://thrivingfamilies.org.uk/> click on Education.

Sometimes a Children's Service Worker will be involved in supporting a child. A **Children's Service Worker** is often based at the school and will generally focus 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 outwith 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, Mrs G Dunbar. 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

Communications and Meeting with Staff

Good communications are essential to support learning, teaching and administration. We wish to be open, honest, friendly and accessible to parents. The school communicates with home using the following methods:

- School Newsletters
- Google Classroom
- Homework books
- Whole school letters
- E-mail (for non-confidential information)
- Telephone
- Surveys and meetings to share views

Where possible, we communicate newsletters electronically.

We encourage parents to keep up to date with children's progress by staying involved with homework, meeting with the teacher for advice and consultation, and discussing children's learning.

We have 2 parents' evenings per year to look at the big picture of learning and teaching in the school. This is followed by Profiles and Reports issued in June.

We actively encourage parents to meet with teachers throughout the year to discuss progress. Appointments can be made to give parents a longer length of time to meet with the class teacher than is possible at a parents' evening.

Parents can communicate with the school in the following ways:

- Telephone

- Email (please be aware the information you send may not be secure)
- Note in your child's homework bag

Parents may also call in at the school office to pass on information or drop off items.

Teachers are available most days after school to meet with parents. The head teacher is usually available at the start and end of the school day. An appointment or contact will normally be made within 24 hours, should the member of staff be unavailable.

Newsletters

Newsletters are sent from school to your preferred email address. This not only saves the cost of paper and printing but also ensures that you receive your news quickly. Please contact/email the school office and we will add you to our email mailing list. Occasionally paper copies of information have to be issued.

Red reading/message folders

Each child is given a 'Red Bag' when they start school which we hope will serve them for the duration of their stay in Primary School. These bags are **only for** reading books, messages, letters, homework, etc. Please help us by encouraging your child to take care of the 'book bag' and use it appropriately. Replacement bags can be purchased from the school office for £3.50.

Parent Helpers

We welcome and need parent helpers. If you are able to offer any skills, time or energy we can use you! Being a parent helper gives you the chance to see us at work and to build an active partnership with the school which will benefit your child and others. Parent helpers are involved in ICT, baking, craft activities, playing, reading and other games, etc. We have guidelines to follow, if you wish to help please contact the school office.

Enrolment

If you live within the catchment area and wish to enrol your child to the school please come to the office and bring with your child's birth certificate. Children who will be five on or before 28th February 2024 are eligible to be enrolled for Primary 1.

Although you may wish that your child attends a school other than your local primary school, you must, in the first instance, enrol your child at the local primary school and then make a placing request to the Area Education, Culture and Sport Office.

Placing requests are not required for Gaelic Medium education or for those eligible to attend a denominational school. If you live out with the catchment area and wish to attend Kirkhill Primary School, please complete a placement request form and forward to the area office:

Sandra Reynolds
Education Officer
South Area Education Office,
Glenurquhart Road
Inverness IV3 5NX

The form can be found here:

http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2

For those outside the catchment area, there is no automatic progression from the primary school to its associated secondary and therefore parents should still enrol their child at the local secondary school for the area in which they live. This should be done well before the child's entry to the secondary school in August.

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

School Uniform

The pupils, parents and staff at Kirkhill Primary School firmly believe in the benefits of a school uniform. We believe it helps children to develop a sense of belonging and pride in their school and at the same time avoids competition that can arise from fashion and become so expensive. We have selected clothing that we believe is smart, practical, not too expensive and suitable throughout the year. **All pupils are expected to wear Kirkhill school uniform.**

- Red sweatshirt with school badge
- Red hoodies with school badge
- Plain grey or black trousers or skirts - **NO JEANS**
- White shirt, blouse or white/navy school polo shirt - no football shirts.

- Comfortable, well- fitting shoes with low heels and be appropriate for play. We do not allow high heels or shoes/sandals with no back in them as we do not consider these to be safe for children both inside and on the playground.

Our school is well heated and therefore children should be able to remove a 'layer' such as a jumper when necessary. Suitable waterproof outdoor clothing should be worn as whenever possible break and lunchtimes will be spent outside in the playground. **All school clothing, including shoes, should be clearly marked with the child's name.**

For P.E. lessons children will need: black slip-on pumps/trainers, a T-shirt /shorts, PE bag.

All children **MUST HAVE** a pair of soft indoor shoes to change into for indoor use and should be able to be worn for P.E. in the hall. This helps us to keep the floors and carpets clean and ensure suitable footwear at all times in case of a fire when children may have to move quickly down the stairs and into the playground. Black gym shoes are ideal - no slippers please.

- **Jewellery**

It is best if jewellery is not worn in school at all. However, watches and stud earrings are permitted, but they must be removed for PE lessons. The responsibility for their care rests with the pupil. Chains, necklaces, bracelets and any hoop or drop earrings are not permitted in school at all for health and safety reasons.

- **Property**

It is in your interest and very helpful to us if all belongings are clearly marked with the child's name. This is especially important for items which are similar e.g. sweatshirts and gym shoes. Should anything go missing in school please report this promptly. Items which remain unclaimed in classrooms or cloakrooms will be kept in a box.

- **Electronic Toys/Mobile Phones etc.**

Children should not bring these into school as they can be a distraction and may also get damaged or lost. Should it be necessary for your child to carry a mobile phone, it must be passed to the class teacher at 9am and collected at 3:30pm. The school will not be responsible for phones brought into school.

Attendance

It is the responsibility of parents to ensure that their child attends school regularly and punctually.

When your child has to be absent because of illness, please let the school know as soon as possible either by telephone or note by **9.30am**. All absences must be covered by a parent's explanation. A satisfactory explanation of your child's absence is required or it will be recorded as **unauthorised**. Action may be taken to ensure your child receives an education.

Planned absences such as medical appointments, religious ceremony or wedding of a close relative should be notified to the school in advance in order for this to be classed as an authorised absence.

Parents are encouraged to book family holidays during the school holiday time. Only under exceptional circumstances can the school give permission for children to be absent to go on holiday. Should there be an exceptional need for holiday during term time (such as to recover from a distress, return of parents from active duty with the armed forces or long term absence from home), parents must inform the head teacher in writing.

Any absence from school may affect your child's progress in school.

Please Note:

Where a child fails to attend school, without appropriate and satisfactory notification from parents/guardians, we are obliged to make every effort to check that your child is safe. We do this by telephoning home, emergency contacts and, if necessary other agencies. This may involve a house visit.

Please phone or email school at kirkhill.primary@highland.gov.uk by 9.30am if your child is absent.

Please keep children at home for 48hrs after the last bout of sickness or diarrhoea.

Lateness

It is very important that your child arrives at school on time each day. Children who frequently arrive late feel rushed and different from everyone else; this often makes them feel uncomfortable. Children need all the help they can have to feel confident and successful. A calm start to the day really does give children the best start every day.





Transport

Free transport is provided for all pupils who live more than three miles from the school. In the case of children less than eight years old, the distance is reduced to two miles. Forms are available from the school office to apply for transport. Please see Highland Council's School Transport policy for further details.

Please note that transport is not a school responsibility and any queries should be addressed to the Local Transport Officer.

www.highland.gov.uk/info/878/schools/12/school_transport

Parking

The car park within the school grounds is for staff and visitors to the school **only**. The only parents allowed to park regularly in the school car park are any displaying a disabled sticker.

We are trying to encourage parents **not** to park on St Mary's road directly outside school when dropping off or collecting their children because this road is becoming increasingly busy and congested due to traffic etc. accessing the new houses at Black Isle View and Groam Farm.

Parents wishing to drop off/pick up children are asked to park on the roads near the school in Fingask Drive or at the Community Centre.

Please note this is an ongoing concern and a health and safety issue for our children. We strongly encourage you to consider their welfare and park around the village then allow your pupils to walk into school or walk with them.

However, the playground and car park are available for parents to park in for out of school events, eg Parents Evenings/meetings or collecting children from after school activities or for medical appointments, etc.

School Closure/Adverse Weather

We try to keep school open as much as we possibly can when we have adverse weather. Occasionally it is necessary to close school early or not to open school on a particular day for safety reasons.

It is usually possible to give advance warning to parents of early closing. In some circumstances such as power failure this may not be possible, and parents are asked to ensure that pupils know what to do and where to go if dismissed early from school. We shall contact you or your alternative emergency contact number if we need to close school.



It is crucial that emergency contact numbers are kept up to-date.

Parents are notified each winter of action to be taken in the event of adverse weather. To enquire about school closures in such times:

- Please telephone Highland Council messaging service **0800 5642272**
- Enter school's own pin number when prompted **042410**
- **Press option 1 to hear the adverse weather message to find out if school is closed**

You can also access the highland school closure website on:

http://www.highland.gov.uk/info/827/education_and_learning for school closure information.

Listen to Moray Firth Radio

<http://www.mfr.co.uk>

School Meals

School meals are prepared and cooked on the premises at Kirkhill Primary School and served in the school hall. The school meals offered are well balanced and in the winter months a hot meal is more beneficial to each child than a cold packed lunch. Menus are sent out to all families twice a year to let you know what is being offered each week. The cost of a school meal is £2.40 per day at the time of writing this brochure.

(School meals are currently free for all P1-P5 children).



Packed lunches are also eaten in the school hall. The following notes of guidance, issued by the Education Authority, take the form of strong recommendations designed for the safety and protection of pupils and parents are requested to carry out these instructions.



- **Notes of guidance for parents.**

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. Glass bottles or containers are not permitted under the Health and Safety Regulations.
3. Vacuum flasks containing hot liquids are not permitted because of the danger of scalding.
4. Aerated drinks in cans and bottles are not permissible because of the obvious dangers these present.
5. We encourage children to have waste free packed lunches in order to support our **ECO** agenda.

If you think your child may be entitled to a free school meal or clothing grant please click on the following link: www.highland.gov.uk/info/878/schools/9/school_meals

Snacks

Children are encouraged to bring a snack for morning and afternoon break. Suitable healthy snacks from home include fruit, cereal bar (not chocolate), cheese strings, yoghurt. Treats such as chocolates and sweets should be left for out with school hours and therefore sweets, crisps, chocolate or chewing gum are not encouraged. We have a snack box available in the foyer for any pupils who do not have a snack.

We encourage all pupils to bring in a bottle of water which can be drank throughout the day. **There should be no fizzy drinks or glass bottles. Due to a serious peanut allergy in the school no nuts are permitted in school.**

Safe and Healthy



Medicine to Pupils

Teaching staff are not authorised to administer medicine to pupils. In the event of it being essential that a pupil be given medicine during school hours parents are asked to contact the Head Teacher in the first instance. Medication or treatment which the School Doctor wishes the school to supervise or administer will be subject to an agreed written protocol.

Medicine which the parent is satisfied the child can take unaided e.g. inhalers for asthma, may be brought to school and given to the Class Teacher for safe keeping.

Emergency Contacts

When a child is admitted to school, parents are requested to provide information about the person to be contacted should an emergency arise. It is the parents' responsibility to update this information.



If a child becomes ill or is involved in an accident in the school, he or she is monitored by the staff. Where there is any doubt or concern about his or her condition, parents are contacted. It is for this reason that the school must be notified immediately of any change in emergency contact or your own telephone number.

Parents are also informed of any accidents which happen during the school day but do not require the child to be sent home. In this case, parents are asked to sign an accident report form and return it to school.

The Associated Schools Group

Kirkhill Primary is part of the Charleston Associated School Group (ASG)

The other primary schools in the catchment area for Charleston Academy are Tomnacross, Teanassie and Dochgarroch Primaries, Beaully Primary, Muirtown Primary and Kinmylies Primary.

The Schools in the A.S.G. liaise closely on curriculum issues, through regular Head Teacher meetings.

Transfer to Secondary School

According to Parents Charter, parents have the choice of Secondary Schools to which they may wish to send their children.

To ensure that the move from Primary School to Secondary School is not looked on as a major hurdle, regular contacts are made between Charleston Academy and the associated Primary Schools which help make the transition as smooth as possible.

The Guidance Department of the Academy visits Kirkhill Primary in May/June to meet with the pupils and discuss any worries. An extensive programme of transition events takes place for all ASG pupils in P7 throughout the year.

The Academy arranges three day induction visit to Secondary life during June.

If parents decide to choose any other school as their choice of Secondary school then they must provide their own transport for their child to and from the school.

Community Links

Kirkhill School is well supported by a variety of agencies and community.

We try our best to reduce waste, use water and electricity wisely, and educate our pupils to make good choices for themselves and the environment.

We receive significant support from Highlife Highland through the active schools programme. In addition to the provision of physical education, we receive visits from a variety of sports development officers, cycle training and young leader training.

Highlife Highland also provides a mobile library service which is open to the community. All pupils have access to the library and are encouraged to borrow regularly.

We have good links with the local church, and volunteers regularly help with gardening and arts activities.



How well are we doing?

When something goes wrong.

If a parent has any concerns they should contact their child's teacher in the first instance, or the Head Teacher for more serious issues. We hope to respond to any complaints within 24 hours.

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 the Area Education Manager, Mrs Fiona Shearer.



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.



When we get it right!

If you are happy with the school **please** tell a member of staff. It is good to know when things have gone well - however small!

Standards and Quality Report

Our current Standards and Quality report which celebrates our successes and progress from last session and includes our priorities for the future, after consultation with pupils, parents, staff and the wider community, can be found online on the school's and the Highland Council's website.

School Improvement Plan

As part of the self-evaluation process, the School Improvement Plan is regularly reviewed and updated at the end of an academic year. A copy of the plan is available to view in school on request.

Policies

Policies and Procedures can be found on the school website. Copies are also available to be viewed on request at the school office.

SCHOOL HOLIDAYS 2025/26

SCHOOL CLOSURES AT END OF SCHOOL DAY: (Unless otherwise notified, school closes on these dates at normal times)	SCHOOL OPENS FOR PUPILS ON: (Unless otherwise notified, school opens at normal times)
Friday, 4 th April 2025	Monday, 22 nd April 2025
Thursday, 3 rd July 2025	Tuesday, 19 th August 2025
Friday, 10 th October 2025	Monday, 27 th October 2025
Tuesday, 23 rd December 2025	Wednesday, 7 th January 2026
Thursday, 2 nd April 2026	Monday, 20 th April 2026
Thursday 2 nd July 2026	

Extra Closure Days:

Monday, 17 th February 2025	Weekend break
Tuesday, 18 th February 2025	Weekend break
Wednesday, 19 th February 2025	Inset Day - staff only present
Monday, 5 th May 2025	May Day holiday
Monday, 2 nd June 2025	Inset Day - staff only present
Monday, 18 th August 2025	Inset Day - staff only present
Monday, 15 th September 2025	Inset Day - staff only present
Tuesday, 16 th September 2025	Inset Day - staff only present

SCHOOL HOLIDAY DATES ARE ALSO DISPLAYED ON OUR SCHOOL WEBSITE AT - <https://sites.google.com/highlandschools.net/kirkhillprimaryschool/home>

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

PUBLIC ACCESS TO INFORMATION

A full list of school policies are available from the school office which can be viewed at any time as well as past and current programmes of study etc.

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 for access to their child's records.

DATA PROTECTION

On enrolling their child, parents will be asked to complete an information sheet supplying their home and business telephone numbers and the name, address and telephone number of another adult. This information will be regarded as confidential by the school and is necessary in the event of a child's illness. Information relative to pupils and, parents is protected by the Data Protection Act and may only be disclosed in accordance with the Codes of Practice.

Education authorities and the Scottish Executive Education Department (SEED) transfer data electronically through the ScotXed programme. Thus SEED has two functions: acting as a „hub“ for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Executive itself.

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and SEED. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her

local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to SEED. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify „localities“ rather than specific addresses. Dates of birth are passed on as „month and year“ only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by SEED.

Providing national identity and ethnic background data is entirely voluntary. You can choose the „not disclosed“ option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SEED, education authorities and other partners such as the SQA and Careers 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 pupil
- 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.

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 (www.scotxed.net)

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 outwith 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, Mick Wilson, at mick.wilson@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.

Appendix

Information about the 2009 Additional Support for Learning Act

Legal information

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and it comes into force on 14 November 2010.

What does this mean for pupils and parents?

The new Act doesn't change the basic purpose of the 2004 Act - it aims to strengthen some duties under the Act and clarify parts that have been confusing.

Here are some of the main changes:

- Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school education. This could include a social

worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.

- Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will also be expected to check whether these children require a Co-ordinated Support Plan (CSP) or not.

The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.

- The duties that local authorities have towards young disabled children have been strengthened. Under the new Act local authorities have a duty to assess disabled children aged between 0 and 3 and provide them with additional support, if required, in agreement with their parents.

- Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website.

There is a section about placing requests that states that parents of children with additional support needs, (including those that have CSPs) 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 (whether the child has a CSP or not) will be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.

- The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities have: failed to provide the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.

- The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide, or make arrangements providing additional support that is set out in a CSP if they have not done so.
- The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

The above points do not include all the changes resulting from the 2009 Act but simply cover the main points. Throughout the summer Enquire will be changing all their guides and fact sheets to take account of the 2009 Act.

If you have any questions about the 2009 Act:-

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:-

□ 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. Enquire offers independent, confidential advice and information on additional support for learning through: Advice and information is also available at Support for Learners Website <http://www.enquire.org.uk>

Alternatively you may contact the Enquire Helpline on 0845 123 2303 or by email on info@enquire.org.uk

- "Scottish Independent Advocacy Alliance", a charitable body registered in Scotland under registration number SC033576 <http://www.siaa.org.uk/>
- "Scottish Child Law Centre", a charitable body registered in Scotland under registration number SC012741 <http://www.sclc.org.uk/>

More information about ASN provision can be found at:-

<http://www.scotland.gov.uk/Publications/2009/11/03140104/0>