



*“Together we can do Remarkable things”*

## **Drummond School Handbook Information for Parents/Carers**

**2025-2026**

Drummond Road  
Inverness IV2 4NZ  
Tel: 01463 701050  
Fax: 01463 701060

Email: [drummond.school@highland.gov.uk](mailto:drummond.school@highland.gov.uk)

Website: [drummondschool.wordpress.com](http://drummondschool.wordpress.com)

**Head Teacher Mark Elvines**

[Mark.Elvines@highland.gov.uk](mailto:Mark.Elvines@highland.gov.uk)

Direct Dial 01463 701051

**Depute Head Teacher Primary (acting): Heather Lumsden**

[Heather.Beattie@highland.gov.uk](mailto:Heather.Beattie@highland.gov.uk)

Direct Dial 01463 701052

**Depute Head Teacher Secondary: Isabel Black (On Career Break)**

[Isabel.Black@highland.gov.uk](mailto:Isabel.Black@highland.gov.uk)

Direct Dial 01463 701053

**Acting Depute Head Teacher Secondary: Laura Murphy**

[Laura.murphy@highland.gov.uk](mailto:Laura.murphy@highland.gov.uk)

Direct Dial: 01463 701053

**Drummond School Administrative Assistant: Karen Don**

[Karen.Don@highland.gov.uk](mailto:Karen.Don@highland.gov.uk)

**Drummond School Clerical Assistant: Julie Davidson**

[Julie.Davidson@highland.gov.uk](mailto:Julie.Davidson@highland.gov.uk)

**Parent Council**

[drummond.school@highlandpc.co.uk](mailto:drummond.school@highlandpc.co.uk)



Contents Page	Page No
<b>School Contact Information</b>	1
<b>Welcome to Drummond School</b> ❖ Mission Statement ❖ Our Vision ❖ What Makes Drummond Special?	3
<b>School Information</b> ❖ The School Setting and Learning Environment ❖ Learning and Teaching ❖ Primary ❖ Secondary ❖ Curriculum rationale ❖ Drummond Approach to Curricular Work ❖ Sexual Health Education ❖ How We Organise Drummond School ❖ Celebrating Success ❖ Assessment and Reporting ❖ Link to Inspection Report ❖ Individualised Education Plans ❖ Co-ordinated Support Plans ❖ Child's Plans ❖ School Improvement Plans	4-7
<b>Staffing and Partnerships at Drummond School</b> ❖ School Staff ❖ Pool Staff ❖ Office Staff ❖ Partner Working ❖ Educational Psychologists ❖ Speech and Language Therapy ❖ Visiting Specialist - Sensory Impairment ❖ Social Work ❖ Physiotherapy and Occupational Therapy ❖ Careers Scotland ❖ Wheelchair Services ❖ Parents, Guardians and Careers as Partners ❖ Parent Council ❖ Parent Zone	8-10



<p><b>Practical Information</b></p> <ul style="list-style-type: none"> <li>❖ School Uniform</li> <li>❖ Physical Education and Swimming</li> <li>❖ Staff Uniform and Identity Badges</li> <li>❖ Holidays</li> <li>❖ Adverse Weather Arrangements</li> <li>❖ Other Links</li> <li>❖ Work Experience</li> <li>❖ Health Promoting School</li> <li>❖ SNAP</li> <li>❖ Arrangement for Pupils with Special Medical Needs</li> <li>❖ School Fund</li> <li>❖ Confidentiality</li> <li>❖ ICT Agreements</li> <li>❖ Data Protection</li> <li>❖ Child Protection</li> <li>❖ Emergency Contact</li> <li>❖ Pupil Behaviour</li> <li>❖ Absence and Illness</li> <li>❖ Education Maintenance Allowances (EMA)</li> <li>❖ Religious Observance</li> <li>❖ Joint Admissions Group [JAG]</li> <li>❖ Complaints</li> </ul>	<p>11-15</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------

## Welcome to Drummond School

*The following information is for Parents/Carers and those interested in how Drummond School is organised and how we approach all aspects of teaching and learning.*

### Our Mission Statement

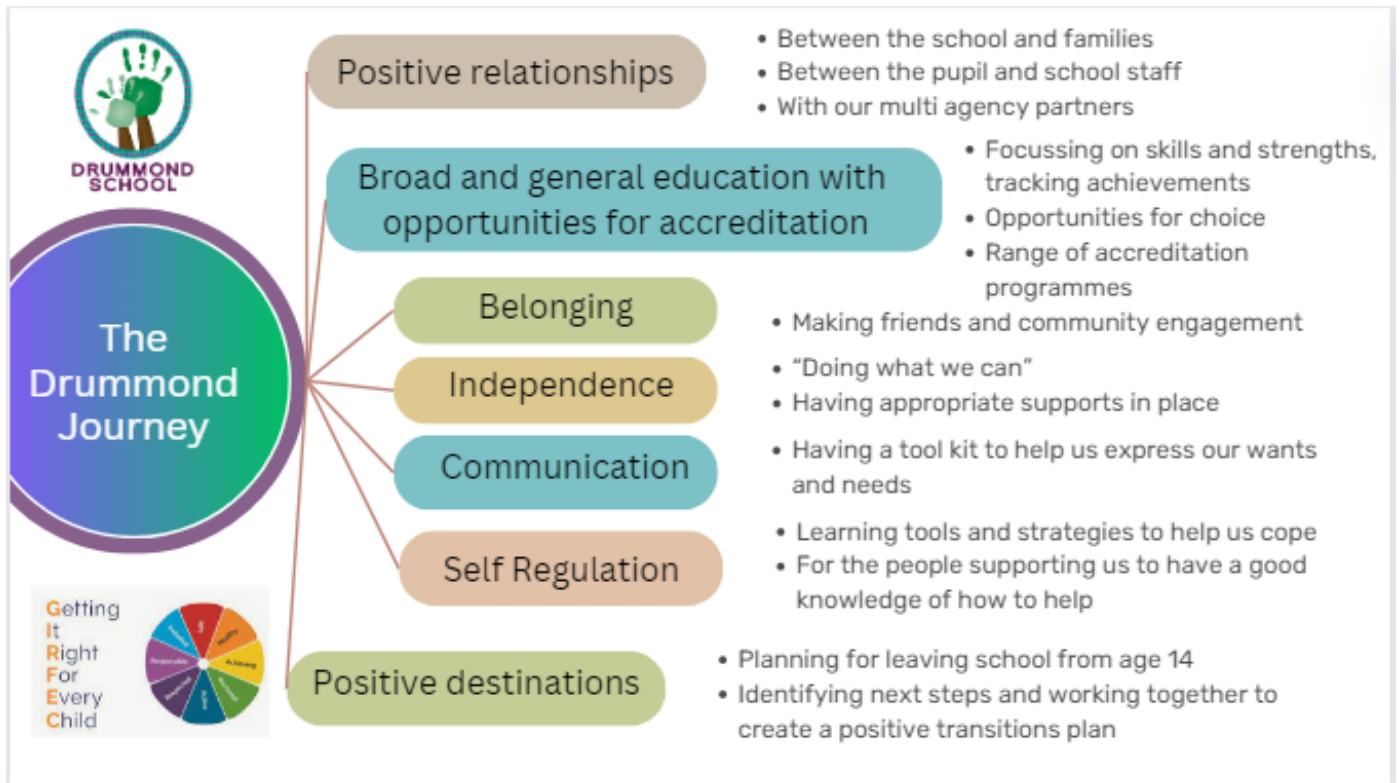


**“Together we can achieve remarkable things”**

We believe every young person is on a journey with us, and it takes many remarkable people doing remarkable things every single day to enable them to achieve success. We acknowledge all of the little steps our learners take which add up to achieving remarkable things across their school journey and beyond.

### Drummond School Vision

Our vision and the Drummond Journey is made up of these key parts:



## Drummond School Values

Our core values are Ready, Respectful and Safe and these underpin everything we do at Drummond. As a school we understand the impact of these values and how they support our vision and aims. Our values are interlinked and robust and are applied across school at every level. If we are ready to meet the needs of our learners and show respect then they feel safe. If they feel safe and respected they will show increased regulation, confidence and start to thrive. And this is where the small steps add up to huge achievements across the Drummond Journey and we celebrate that together we have achieved remarkable things.

### Our staff are ready...

- To support every child, at every stage of their Drummond Journey
- To meet the learners needs with organised and clutter free learning spaces and resources, strategies, a plan and a positive attitude
- By planning effectively to meet and respond to learning needs
- To learn by engaging in ongoing training and CPD
- By being dressed appropriately for the young people they support
- By being aware of the schools policies and procedures
- To be positive role models by being aware of our own verbal and non-verbal communication

### Our staff are respectful...

- By understanding that pupils are affected by those around them
- By ensuring confidentiality is maintained at all times



- By never talking about the child in front of the child
- By being considerate and accepting of the children's race, gender identity, culture and religion
- Of every colleague in our Drummond Team at every level by listening to their views, being kind and considerate and taking responsibility for ourselves
- By striving to build positive relationships with every learner
- Of the shared spaces in the school building, leaving things as you wish to find them

#### **Our staff are safe...**

- By working as a team and following agreed plans to support learners
- By reporting faults to the office and taking collective responsibility for our school
- By modelling desirable behaviours such as walking indoors and talking quietly on the corridors and teaching about safety at home, in school and the local community
- By striving to make the learners feel safe and creating a safe learning environment
- By being aware of medical protocols, moving and handling plans and learning from one another, keeping training up to date and being responsible for your own learning
- By asking for help if you need it, and offering help too

## **Drummond School Aims**

- For all pupils to be safe, happy, learning and achieving at their own pace, in their own time and to achieve their potential
- For us as a school to acknowledge and celebrate the small steps which lead to remarkable achievements
- For staff to provide motivating and engaging learning experiences which are designed to discover joy, skill and next steps in learning and are broad and deep in nature
- To work in partnership with families and multi agency partners in order to Get it Right for Every Child in accordance to the principles of SHANARRI
- For all pupils to be treated with dignity and respect and be involved in decisions which affect them
- For young people to have functional communication systems
- To enable young people to have their voices heard and provide tools to capture their views and choices
- For Lead Professionals to coordinate multi agency Child Plans in order to meet the wide range of needs of our young people, following up with partners to the plan and putting action plans in place to ensure needs are met, and cascading these plans to class teachers
- For class teachers to plan, assess and track individual learners through their Drummond Journey to ensure their potential is achieved
- For all young people to be as independent as they can be
- For all young people to have the equipment and support they require in order for them to be successful
- For young people to learn to self regulate, and manage their feelings and emotions
- To enable young people to learn about their rights in accordance with the United Convention on the Rights of the Child (UNCRC)



- For all learners to become Confident Individuals, Responsible Citizens, Effective Contributors and Successful learners, while we accept that this will look different for all
- For our learners to engage in their local community and make links for the future post school
- For all young people to go on to sustainable post school destinations

## **What makes Drummond Special?**

The combination of expert, experienced and caring staff, alongside a purpose built, very calming, positive environment and a structured approach to learning, teaching and assessment allows Drummond School to meet the needs of our pupils. The professionalism of our staff is key to this. Drummond School is committed to continued training opportunities for its entire staff. All pupils are valued, accepted, respected and their achievements celebrated as part of our ethos and everyday actions.



## **School Information**

### **The school setting and learning environment**

Drummond School is located in Inverness and is part of the Highland Council education authority. Our catchment area is Inverness and its environs. We are fortunate to work in a very stimulating environment which we took occupancy of in August 2008, and we have a safe campus with excellent outside facilities including woodland, cycle track, sensory garden and outdoor teaching areas.

The school itself has outstanding facilities including a large swimming pool, hydrotherapy pool, purpose-built classrooms, multi-purpose hall/gym, sensory garden, discrete Music, Art and Home Economics facilities, sensory & soft playrooms. Your son or daughter will be offered the best setting to support their learning.

Every Pupil has a Pupil Information Folder [PIF] that contains all their relevant Education and multi-agency plans, protocols and systems of working. They also have Pupil Achievement Tracker [PAT] where evidence is stored of their progress and achievement.

### **Learning and Teaching**

The school is a 5 -18 establishment, as one school under one roof. We currently have 112 pupils.

For organisational purposes we divide the school into:

- Primary (Broad and general education-BGE)
- Secondary (S1-S3 BGE plus senior phase, S4-S6)

Each part of the school is line managed by one of the Depute Head Teachers [DHT] and is supported by the three Principal Teachers [PTs] whose remits are Neurodiversity, Communication and Transitions.

Class size can range in size from 6-8, dependent on the needs of the pupils. Because of our varied stage of pupil intake each year classes are usually composite and are normally set out in phases; primary lower (P1/P2-P3), primary middle (P4-P5), primary upper (P6-P7) and secondary lower (S1-S2), pre-senior phase (S3) and Senior Phase (S4-S7) but age and stage of classes can vary as we strive to create compatible and coherent learning bases for all pupils.

### **Primary**

As we have previously said, most classes are composite classes, and we make every effort to ensure pupils' social needs are met within the class. Primary classes follow Curriculum for Excellence [CfE] outcomes and/or ASN Milestones. Primary class Teachers offer a broad and balanced curriculum supported by Specialist Teachers in art, music, horticulture and physical education [including swimming]. Complex Needs Pupils usually require a sensory approach as well as physio and OT input. We use various methods of assessment including observation, videoing and photographs and have recently introduced Learning Tracks to capture progress.

### **Secondary**

Again, most classes are composite classes, and we make every effort to ensure pupils' social needs are met within the class. Secondary classes all follow Curriculum for Excellence [CfE]



outcomes with a wide range of accreditation offered, including Nationals. Secondary class Teachers offer a broad and balanced curriculum supported by Specialist Teachers in art, music, P.E. and home economics [HE]. Our Senior Phase pupils focus on transition activities for life beyond school, SQA accreditation and lifeskills.

## **Curriculum Rationale**

As staff:

- We have a huge range of skills and experience to share and want to play to our own and each other's strengths
- We are flexible, creative, and open to new ideas
- We embrace collegiality and grow as professionals from working together
- We want consistency across the school – in teaching and learning and assessment
- We want our lessons to be creative, meaningful, accessible to all and include opportunities for communication at all levels
- We want clear progression from Butterfly Rooms – primary – secondary to senior phase and transition on to positive destinations for all pupils
- We can see how accredited courses benefit school leavers and enrich lives
- we are dedicated to excellence and have high expectations of our pupils

Our pupils:

- will have more opportunities for independence and choice within the curriculum
- our pupils will have functional, meaningful activities that they are able to engage in as well as experience
- our pupils will have opportunities to achieve and to reach their potential
- will experience breadth and progression
- will achieve as wide a range of SQA and other accreditation as possible and meet the entitlement of all pupils to a Broad and General education

## **Drummond's Approach to Curricular Work**

Clearly, a specialist provision must find creative and imaginative ways to deliver some aspects of the curriculum therefore we take a variety of teaching and learning approaches, some of which are listed below:

- Project Work
- Inter-disciplinary work
- Sensory Approaches
- Active Play
- Working with local mainstream schools

## **Sexual Health Education**

As part of every child's curriculum, the school deals with matters relating to sex and health education. Such issues are always dealt with sensitively and appropriately and in full consultation with parents/carers prior to their introduction. As each child/young person has a carefully structured individual education programme, his/her own needs in this area will be identified and catered for.





Parents/carers often signal to the school a particular aspect of their child's needs which they would like the school to address. We will attempt to meet these needs as much as possible however occasionally there may be a need to involve other professionals in the structuring of an appropriate programme to meet a particular need.

The school welcomes parents into open but confidential discussion and recognises that while such matters can often be difficult, particularly for the child/young person with special needs; their vulnerability determines that we need to work even more closely together.

If you would like to see our RSHP [Relationships, sexual health and parenting] policy, please contact the school.

### How we organise Drummond School

Pupils are expected to arrive at school no later than 9.00 a.m. Teaching blocks can be subdivided at the discretion of the class Teachers and Subject Teachers. Primary pupils have 25 hours of teaching a week and Secondary pupils have 27.5 hours of teaching a week.

**Primary** (blocks can be split into discrete lessons/ they can be an afternoon break between Blocks 3&4)

Reg 9.00– 9:15	Block 1 9.15-10.30	Break 10.30- 10.45	Block 2 10.45-12.00	Lunchtime Break 12:00 – 12:45	Block 3 12.45-2.00	Block 4 2.00-3.15
----------------------	-----------------------	--------------------------	------------------------	----------------------------------------	-----------------------	----------------------

### Secondary

9-9:05	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Period 5	Period 6
Registration	9:05– 9:55	9:55 – 10:45	10:45- 11:00	11:00 – 11:50	11:55 – 12:40	12:45 - 1:30	1:30 – 2:20	2:25 – 3:15

Some pupils may have a reduced day if parents feel their child cannot cope with a full week. These decisions are made after discussion with the relevant Depute Head Teacher in charge of your child's section of the school.

### Curriculum Design

There are 4 Contexts for learning within Curriculum for Excellence:

- 8 Discrete Subject areas
- IDL
- Whole school events
- Out of school activities

We celebrate success within the 4 Capacities and encourage our pupils to become Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens

- The key focuses in the Primary Department include the development of a functional communication system for each child, positive behaviour support planning and understanding of sensory needs with appropriate sensory diets so that pupils can access learning.
- Communication profiles is well established before pupils enter the Secondary Department.
- Daily routines are taught, learned, and embedded.



- The Secondary Department supports pupils to continue this journey, helping them to discover what they enjoy and what they are good at, giving them breadth and depth in learning opportunities and in order to plan for positive destinations post-school.
- In Secondary, the teaching of Literacy and Numeracy at SQA level across two phase classes I shared, but differentiation within these
- In Primary, we share the teaching of Technology, Social Subjects, Languages and RME
- Subject teachers across the school deliver Art. Music. PE. Swimming and HE
- Each lesson takes account of each pupil's communication methods and tools and allow for their voice and participation as far as possible.
- Workstation is for consolidation of previously taught skills, to encourage order, independence, and structure/routine.
- Life skills are an integral part of all lessons
- Our pupils have opportunities to reflect on their learning and achievement promoting use of Learning Journals for all classes
- Secondary class teachers will teach either Literacy or Numeracy across two classes and all will teach SQAs..
- Assemblies: Primary at 1:30 – 2 p.m. Secondary at 2:30 – 3 p.m.

### **Celebrating Achievement**

We believe that celebrating success and achievement within the school is at the centre of our school ethos. Our pupils all achieve in many different ways and we want to show this in as many ways as possible. We praise our pupils wherever possible. Here are some of the ways we do this in Drummond School

- Regular Assemblies (whole school, departmental and online)
- Golden Envelope for Primary pupils
- Certificate Assemblies for Secondary Pupils
- Class and Whole School Newsletters
- Newspaper articles
- Scottish Qualification Certificates
- Sporting Awards and Medals
- Displaying work within the school and classrooms
- Displaying pictures and videos on our plasma screen
- Drummond School Website and Facebook page
- Google Classroom

### **Assessment and Reporting**

As a school, we seek to provide information to pupils, parents and staff to assist in the effectiveness of the 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 be included in any 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, child plans and IEP meetings. Pupils will reflect on their progress, achievement and best work through the schools own assessment formats. Summative reports are sent out at the end of the academic year. Some useful council and national links are:

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/>

The Education Scotland website and [Highland Curriculum for Excellence information](#)



## Transitions from school

As Drummond pupils approach senior phase and transition from the school to the adult environment, the school aims to facilitate a conversation that brings together the family, the Joint Transitions Team, and service providers, to identify viable opportunities and possible positive destinations for pupils to access upon leaving school. For example, further education, work experience placement, or supported activities in the community.

The school has strong links with Inverness College UHI and providers of further education in the area, as well as several care providers and community groups and initiatives. During senior phase, pupils are supported to develop a range of experiences of provisions, building a picture of a positive, post-transition destination.

Pupils may be able to access advice and input from Skills Development Scotland, Calman Trust, Enable Scotland, and others, to develop transferrable skills and explore possibilities around the world of work.

Support for pupils leaving school, including career guidance, financial advice, further education, post 16+ learning choices can also be found at: [16+ Learning Choices Information](#)

Under the law, there is no upper age limit to school education or set number of years of education that a pupil is entitled to. This means that there can be some circumstances where a young person can stay on at school after 18. There are two main situations when this can happen: Young people who turn 18 earlier than their classmates, because they had a deferred start to primary school. Some children with additional support needs stay in nursery for an extra year, to help make sure they are ready for starting primary school. This can mean they are a year older than most of the other pupils in their year group. In this situation, a young person should not be denied the opportunity to stay at school until the end of sixth year because of their age. Young people who are offered an extra year of high school. Local authorities have the power to offer an additional 'seventh' year of high school education, but they do not have any legal responsibility to do this. There may be some rare situations where it is agreed that an additional year would be in a young person's best interests. If you think your child could benefit from an additional year at school after the age of 18, you should discuss this with the person responsible for additional support for learning in the local authority. You should be clear about the benefits to your child of staying on at school. The local authority is unlikely to agree to your request if it is just a way of delaying your child from leaving school: [asl-after-16.pdf](#) ([enquire.org.uk](#))

Opportunities for All is a commitment by Scottish Government to offer a place in learning or training to every 16-19 year old who is currently not in education, employment or training. Highland Council has a lead role in respect of Opportunities for All whilst young people are still in school. The long-term aim is to enable all young people to access and progress in learning and to equip them with the skills to participate and progress, where possible into eventual employment.

## College

We have links with Inverness College UHI and have access to some courses each year. These are designed for pupils and students from S4 onwards. Most Drummond School pupils will have an opportunity to take part in such courses. The Additional Support Needs department within the college co-ordinate link courses, which involve several other college departments. Link courses may be offered for a full day or part of a day dependent upon the needs of individual pupils.



School and college staff work very closely together in planning, monitoring and evaluating pupils' needs and progress.

### **Work Experience**

From S4 onwards pupils are offered appropriate experiences of the world of work. These sometimes take the form of a five day placement in a work situation, for example a factory, garage, shop or small local business. For some pupils, however, different arrangements can be made, e.g. a day per week placement over a number of weeks in a particular location. Once again parents are encouraged to become actively involved in the planning and supporting of such placements. One member of the school staff has specific responsibility for coordinating and monitoring all work experience placements. Successful completion of a work experience placement usually results in the award of a certificate and such 'real world' experience can be invaluable when the pupil later enters employment. There are other opportunities for pupils to experience opportunities as part of their transition from school into the adult world. The school will ensure that all pupils leaving school has a positive destination. Parents could spend time with their child looking at the world of work website: <http://www.myworldofwork.co.uk/>

Information about local opportunities is listed on the hi-hope.org website to support 16+ planning.

[www.hi-hope.org](http://www.hi-hope.org)

### **Health Promoting School**

As a Health Promoting school we also encourage pupils, staff and parents to think about healthier lifestyles under the headings of SHANARRI [safe, healthy, active, nurtured, achieving, respected, responsible and included]. Staff take part in health promotion activities and we value all the activities that make up a healthy and happy community.

### **Link to Inspection Report – March 2015**

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details?id=2391>

Earlier in 2022 the school was reassessed by the National Autistic society and Autism Accreditation Award Committee found evidence from the Accreditation report that the above Drummond School is meeting the criteria for an Accredited Award. A copy of this report can be produced on request and is available on our school website.

### **Individualised Educational Plans [IEPs]**

Every pupil has an individualised educational plan which reflects individual differences and needs. The plan is reviewed three times per year and is drawn up after full consultation with parents, school staff and at times other professional agencies such as Speech & Language Therapy (SLT), Occupational Therapy (OT) and/or Physiotherapy (Physio). Parents are encouraged to attend IEP meetings arranged by their child's teacher in order to discuss the IEP content and set specific targets for them. Please note that each pupil in BGE will also have an individualised medium term curricular plan and the IEP is in addition to this.



### **Co-ordinated Support Plans [CSPs]**

In addition to an IEP, some pupils will also have Co-ordinated Support Plans. These detail significant input into a pupil's education from a service other than Education, Culture and Sport.

### **Child's Plan**

Every pupil in the school has a Child's Plan. Child Plans are reviewed annually with parents and multi-agency teams involved with the child/young person such as SLT, OT, Physio and Health etc who are invited to attend. Core group meetings can be held, if necessary, out with the annual review. Efforts are made for the child to contribute to the plan where appropriate. Pupils can join meetings for part of them or in its entirety if they wish.

### **Standards and Qualities Report, and School Improvement Plan**

Our school has a focus on the following areas for session 2024/25:

- Curriculum design: BREADTH & DEPTH: Raising Attainment & Achievement
- Curriculum design: BREADTH & DEPTH: Learning, Teaching & Assessment
- Listening to Stakeholders

If you would like to see a copy of the school's standards and qualities report school improvement plan, please contact the school, or go to the school website.

The school's performance at local and national level can be obtained from Education Scotland inspection information for the school and at the Education Scotland Parentzone School information Dashboard:

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

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



# **Staffing and Partnerships at Drummond School**

## **School staff**

The school is staffed in accordance with Scottish Executive Education Department guidelines on Teachers and Pupil Support Assistants [PSAs]. As mentioned previously, the Senior Management Team [SMT] consists of the Head Teacher and two Depute Head Teachers who are responsible for the leadership and good management of the school.

There are three Principal Teachers (PT) working in the school focusing on Neurodiversity, Communication and Transitions.

## **Literacy PSAs**

The school has invested some of its PEF funding in the employment of two PSA who focus on the acquisition and embedding of emerging Literacy skills.

## **Pool Staff**

We have a pool supervisor and two other leisure assistants to ensure the pool is well run and all pupils /staff are safe when using either the swimming pool or the hydrotherapy pool.

## **Office Staff**

We have one Admin Assistant and one Clerical Assistant in our school office. The office is often the first port of call for communication or queries you may have.

## **Partner Working**

We are supported by a wide number of agencies including Speech and Language Therapy [SaLT], Social Work [SW], Educational Psychology [EP], Wheelchair Services [WCS], NHS Highland staff, Vision Support Services [VSS], Physiotherapy [Physio], Occupational Therapy [OT] Learning Disability Nursing Service [LDN], School Nursing Service and Children and Adults Mental Health Service [CAMHS]. The Orchard is a respite centre located next door to the school and we work closely with all the staff to support our pupils and families.

## **Educational Psychologists**

The school is well served by the Psychological Service Staff who are central to the recording, monitoring, and reviewing processes for all Drummond School pupils who provide information and support where appropriate.

## **Speech and Language Therapy [SLT]**

Drummond School tries to embrace a total communication approach when supporting our pupils' communication. A total communication approach is about finding and using the right combination of communication approaches for each child/young person. This approach helps an individual to form connections, ensures successful interactions and supports information exchanges and conversations. A combination of approaches is used, which reinforce each other and strengthen meaning for the individual.

Some approaches we use to enhance communication with our pupils are:

1. **PECS** – Picture Exchange Communication System
2. **PODD** - Pragmatic Organisation Dynamic Display
3. **Makaton**
4. **Sign Supported English**





5. **Words Up** - <https://highlandliteracy.com/words-up-key-messages/>
6. **Intensive interaction**
7. **SPELL** – Structure, Positive, Empathy, Low arousal, Links
8. **TEACCH** – Treatment and Education of Autistic and related Communication Handicapped children

We are supported to do so by dedicated Speech and Language Therapists [SLT] who provide training for staff and work with the school and families to support the child/young person.

### **Visiting Specialists**

#### **Sensory Impairment**

The school receives professional support for pupils who may have hearing or visual difficulties. The Council has its own Visual Impairment and Deaf Services.

#### **Social Work**

The school works closely with the Social Work Department in relation to the issues of childcare and welfare, both in formal and informal settings and with the full knowledge of parents. The proximity of The Orchard Respite Care Centre allows for collaborative and productive co-working on a daily basis. The school liaises with the social work department closely regarding Looked After and Accommodated Children.

#### **Physiotherapy and Occupational Therapy**

We are fortunate to have a number of Physiotherapists/Occupational Therapists assigned to specific pupils in the school. Therapists work with pupils in a variety of settings within the school to promote the child/young person's health and well being and provide support and advice as required for pupils and class teams.

#### **Careers Scotland**

There is a nominated Careers Adviser who works on an agreed, regular basis within the school, providing help, support and advice to pupils and students and their parents in preparation for leaving school and as part of the transition process.

#### **Wheelchair Services**

Wheelchair services often visit the school in response to parental/carer and professional requests for reviewing equipment and/or adjustments to wheelchairs including other pieces of mobility equipment.

#### **Parents/Guardians/Carers as Partners**

We believe in working closely with our parents/carers. There is daily communication through the Home/School diary system as part of Google Classroom, e-mails, letters and phone calls, as well as child plans, reviews of CSPs/IEPs/BSPs and any medical protocols. Parents are encouraged to meet regularly with class Teachers and where appropriate with members of the senior management team.

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 families, 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:

- IEP Meetings
- Individual Subject Teacher meetings
- Child Plan meetings
- Information on the school website and through their child's own Google Classroom class and the main Drummond Resources Class on Google Classroom
- Information on the Drummond Facebook page- Drummond School (Inverness) Official School Group

The support of parents in their children's education is key to the success of the child/young person. Taking time with them, discussing work, practising language, reading with and to them and encouraging responsibility are important ways of supporting children's learning.

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

Parental information is obtained from questionnaires issued regularly and from the Parent Council.

A member of the Senior Management team is usually in school after the school day finishes at 15:15 for parents to contact with any queries. Please note that the main school office is not always manned after 15:15 but as listed above the Head Teacher and DHT both have direct lines to their offices.

### **Parent Council**

The 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:

[drummondpc@gmail.com](mailto:drummondpc@gmail.com)





## **Practical Information**

### **School Uniform**

Pupils and parents can choose from a range of uniform items from Gilmour Sports, Harbour Road, Inverness. The uniform consists of a green or black sweatshirt [hooded or without], white Polo shirt or T shirt and dark trousers or skirt. We discourage pupils from wearing sporting items as uniform. Football shirts are not allowed. We have recently added a black fleece to the uniform range. We would like to encourage all families to support the school by allowing their children to wear the uniform; it helps with a feeling of unity and is particularly good when our pupils are on visits or trips outside of the school.

### **Physical Education & Swimming**

For physical education [PE] activities, pupils are required to change. Each pupil needs shorts and appropriate T-shirt top, as well as gym shoes or trainers. Older pupils have the opportunity to have a shower after PE and should take their own towels to school for this. Many children will use the school swimming pool for which appropriate swimwear is required. We would encourage pupils to have their own shampoo/soap, comb/hairbrush and access to deodorants if appropriate. From time to time, parents will be asked to ensure that pupils have more specialised clothing, for example, football boots.

### **Staff Uniform & Identity badges**

Some of our staff have also opted to wear polo shirts with the school logo. It looks extremely smart as well as identifying our staff. All of our staff now wear Highland Council I.D. badges.

### **Holidays**

We follow the Highland Council holiday dates which can be found on <https://www.highland.gov.uk/info/878/schools/32/school> under the heading **School Term Dates**.

### **Adverse Weather Arrangements:-**

The Council operates a telephone line which provides information in time of adverse weather. For details of current adverse weather arrangements see the school's website or go to the Highland Council's website

### **School Meals**

School Meals cost £2.30/£2.55 for pupils and just keep getting better, with quality food, healthier meals, larger portion sizes and more choices. If a pupil has special dietary needs, please inform the school. Free meals can be claimed in certain circumstances. For information and application form please see

[www.highland.gov.uk/info/899/schoolsgrants\\_and\\_benefits/10/free\\_school\\_meals\\_and\\_assistance\\_with\\_clothing](http://www.highland.gov.uk/info/899/schoolsgrants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

### **Arrangements for Pupils with Special Medical Needs**

It is recognised that a number of pupils attending school may have specific medical needs, which require medical supervision. Guidelines for such treatment are defined by the Health Board and are shared with Drummond School staff on a confidential basis.

Many of our pupils have specific medical protocols which must be followed and school staff are trained to understand these and to administer medicine for specific pupils when necessary.



Routine medication can be administered provided that written permission is received from the parent. Some children require daily, specific medication and treatment. Arrangements can be made for this to take place within the school, thus minimising the disruption to their ongoing education.

**On rare occasions, the emergency services may need to be employed and it is therefore essential that the school has up to date contact telephone numbers for parents, guardians, carers or their representatives.**

### **School Fund**

Drummond has a school fund, money raised from donations and sponsored events are held in this fund for the benefit of the pupils. In recent years the school has run a very successful annual Christmas Fayre, which is a big fundraiser, we also have generous support from Amelia's Young Highlander Awards.

### **Confidentiality**

The school operates a strict policy on confidentiality. Staff are expected to follow this code in the school and also with other professionals and parents. We do this to show respect to the pupils and their families

### **ICT Agreements**

Our pupils are expected to follow HC guidelines on use of computers and the internet.

### **Access to Pupil Records**

The Pupils' Educational Records (Scotland) Regulations 2003 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 Legislation**

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 data protection legislation and may only be disclosed in accordance with the codes of practice.

### **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. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>.

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: [16plus Planning | Hi-hope](#)

**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.**

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here:

[https://www.highland.gov.uk/directory\\_record/1095920/enrol\\_your\\_child\\_at\\_a\\_school](https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school)

**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

**Your data protection rights**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with data protection legislation. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. Data protection legislation 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 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 at [ScotXed@scotland.gsi.gov.uk](mailto: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.

## Equality and Inclusion

For up-to-date information please see:

[http://www.highland.gov.uk/info/751/equality\\_diversity\\_and\\_citizenship/313/equal\\_opportunities](http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities)

<https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/pages/1/>

In summary, our activities in school should ensure that we:

Eliminate unlawful discrimination, advance equality of opportunity, promote good relations.

Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

## Child Protection

From time to time incidents occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse. **The Head Teacher, Mark Elvines, is the named person in Drummond School** for Child Protection. In terms of Highland Child Protection Inter-agency Protection Guidelines; Education Service staff must report such incidents to Social Work Services. This 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 of Education Service staff.

More information about Child Protection Procedures within Highland can be obtained from the Child Protection Development Officer - Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness IV3 8NN – Telephone 01463 703483 or Fax 01463 713237

## Emergency Contact

Parents are asked to provide the school with an emergency contact number. This is needed in the event of your child becoming unwell and needing to be sent home during the school day. Parents must inform the school as soon as an emergency number is changed. When adverse weather is expected, parents should ensure that either they can be contacted by the school in case of early school closure, or, if this is impossible, parents should inform the school which emergency number should be contacted.

## Pupil Behaviour

We understand that sometimes some of our pupils display challenging and differing behaviour patterns. We will always try to work with pupils and families to find strategies to alleviate this behaviour. Occasionally if pupils are very physically aggressive towards staff, other pupils or in danger of hurting themselves we may ask you to come and discuss how to improve this behaviour. It is a rarity to exclude a pupil temporarily or permanently. Some useful links would be:

- [Support for Learners Website](#)
- The Council's anti-bullying policy  
[https://www.highland.gov.uk/downloads/file/19358/anti\\_bullying\\_-\\_guidance\\_for\\_schools](https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools)



### **Attendance/Absences**

Our pupil attendance is very good. Good attendance is vital if pupils are to achieve their full potential. If a pupil is absent from school, a parent or guardian should phone the school number, 01463 701050. We generally contact parents if a pupil is absent just to check the situation with the family. (Please note that it is also the parent's responsibility to contact the escort of the school transport, if provided, BUT the call to the escort does not replace the need to contact the school directly to inform of your child's absence. 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, please inform your child's teacher.

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 daytime contact numbers and emergency contact numbers for all pupils. We must follow NHS Highland guidelines on children who have either been vomiting or have had diarrhoea. Unless parents can clearly show this has not been because of a 'bug' or other infection we would expect pupils to be absent from school for **48 hours after the last bout of sickness or diarrhoea. In any case we would talk to parents/carers to discuss the situation. There are also additional restrictions on pupils going into the swimming pool after such a bout of illness.** Although we have a school nurse and we also have designated First Aiders, we are not able to keep pupils in school if they are unwell.

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 need to know the whereabouts of absent pupils.

We would ask parents to be thoughtful 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](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.

### **Education Maintenance Allowances (EMA)**

An EMA is a weekly payment worth up to £30 for pupils who are planning to stay on at school after their leaving age. They must complete a learning agreement at school for a minimum of 21 learning hours per week.

In session 2024/2025 pupils born between 1 March 2005 and 30 September 2008 can receive payments from August 2024. Pupils born between 1 October 2008 and 28 February 2009 can receive payments from January 2025. Further information on full eligibility criteria and the online application process can be obtained from the school.

[https://www.highland.gov.uk/info/899/schools\\_-\\_grants\\_and\\_benefits/14/education\\_maintenance\\_allowance](https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/14/education_maintenance_allowance)





### **Administration of Medicines**

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government. <https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/>

This guidance is based on several common principles that will be consistently applied when identifying, supporting and reviewing the healthcare needs of children and young people in Highland schools to enable them to make the most of their learning. Under Article 24 of the United Nations Convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this. Article 7 of the United Nations Convention on the Rights of Persons with Disabilities states that children with disabilities have the right to express their views freely on all matters affecting them. The arrangements for each individual will therefore take account of the health professionals' advice, the pupil's views and, where appropriate, their parent's views.

NHS Highland, Highland Council and school staff will work collaboratively to ensure that pupils receive the service they need in the way most appropriate to their personal circumstances.

We will work with pupils and parents/carers to support the healthcare in our school, making reasonable adjustments that children and young people with healthcare needs might need and require.

Where appropriate, we will make arrangements for staff providing healthcare to pupils to receive appropriate training from a health professional, or other accredited source in the care they are providing.

Assistance with intimate care may be needed by children in any school and this will be provided if required to support these needs quickly and with respect for children's privacy, dignity and rights.

If your child requires medication, please note that this will only be administered by staff when there is clear written guidance from a parent/carer, providing:

- The name of the medicine, the quantity of the medicine to be given, the time it has to be given.
- As far as possible prescriptive medication should be given at home by parents/carers. If it is required to be given in school, the medication should be unopen, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

### **Minor injuries**

School will only deal with minor cuts and bruises; these will be cleaned and a plaster applied. If your child is injured, falls or becomes unwell during the school day you or the emergency contact you have provided, will always be contacted and you may be advised to collect your child from school.

### **Mental Health and Wellbeing**

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. There is a website managed by Highland Council that supports a variety of information relating to mental health and emotional wellbeing that can be accessed [here](#). Schools 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. Counselling is also available for all pupils from age 10. Information on your school's service can be accessed from the head teacher. Alternately, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed [here](#). Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

### **Religious Observance, Withdrawal**

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

### **Special Needs Action Project [SNAP]**

Currently SNAP offers after school and weekend/holiday activities for pupils with additional needs. We are delighted that SNAP is based in our school; they have their office, activity room and storage area within the school. There is a cost for this service as well as a waiting list. Please contact Jenni Campbell on **01463 233006**.

### **Joint Admission Group [JAG]**

Referrals for placements at Drummond School are referred to the admissions group who meet regularly to discuss referrals in the Inverness catchment area. Pupils must meet the criteria for Drummond School and there must also be a place available in the class or classes which would be considered as an appropriate placement for the pupil.

### **Complaints**

If a parent has any concerns they should contact their child's class Teacher in the first instance, or the Senior Management Team 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:

Bill Couston Senior Lead Manager (Additional Support for Learning) ASL. Bill Couston, [bill.couston@highland.gov.uk](mailto:bill.couston@highland.gov.uk)

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](mailto:public.transport@highland.gov.uk).

Outside the school environment parents can also contact Parentline: <https://www.children1st.org.uk/help-for-families/parentline-scotland/>

### **School Placing Requests – Parental Choice**

Our school does not have its own catchment area. However, parents have the right to specify the school in which they wish to place their child. Bill Couston Senior Lead Manager (Additional Support for Learning) ASL. Bill Couston, [bill.couston@highland.gov.uk](mailto:bill.couston@highland.gov.uk)

Placing request applications are made online at: [https://www.highland.gov.uk/info/878/schools/887/enrol\\_your\\_child\\_for\\_school/2](https://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.



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.

### **Visiting the School**

If you wish to visit the school, please contact us, and arrange to speak to the Head teacher, or one of the Deputes.

### **Employment of Children**

The employment of children byelaws regulates the types of occupation in which children under school leaving age may be employed and other conditions of employment. For further information please see:

[http://www.highland.gov.uk/downloads/download/19/employment\\_of\\_children](http://www.highland.gov.uk/downloads/download/19/employment_of_children)

### **Military Families**

Our school welcomes and supports families, their children and young people from Forces families: serving, veteran and reservists.

We understand some of the challenges that mobility of service life can bring and we look forward to working with you to ensure a smooth transition for your child/young person coming into or moving on from our school. Please get in touch with us as soon as you can so we can work with you to ensure the transition is as smooth as possible.

Highland Council have proudly committed to the Armed Forces Covenant and as such support our veteran and reservist families as well as those currently serving. There is a dedicated Highland Council Military Liaison Group (MLG) which has been formed to promote and ensure equality and equity for your children and young people in their education.

Visit the Highland Council Armed Forces Website for lots of helpful information and support [https://www.highland.gov.uk/info/886/schools\\_-\\_additional\\_support\\_needs/833/armed\\_forces\\_-\\_support\\_for\\_families\\_and\\_schools](https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/833/armed_forces_-_support_for_families_and_schools)

Please get in touch with your child's named person or the Head Teacher if you have any concerns.

### **Other Useful Sources of Information**

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:

- <https://education.gov.scot/parentzone/>
- [http://www.highland.gov.uk/downloads/file/230/highland\\_practice\\_model\\_-\\_delivering\\_additional\\_support\\_for\\_learners](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/download/downloads/id/11/co-ordinated_support_plan)
- [SQA](#)
- [SCQE](#)
- [Active Schools](#)
- [John Muir Trust](#)
- [Young Scot Awards](#)
- [Support for Learners Website](#)
- <http://forhighlandschildren.org/>





- Enquire – the Scottish advice and information service for additional support for learning <http://enquire.org.uk/>
- My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>
- [Scottish Independent Advocacy Alliance](#), an advocacy service to support parents and children
- [Scottish Child Law Centre](#), an organisation providing free legal advice to young people

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.

**November 2024**