

St Clement's School Handbook

2025 - 2026



Head Teacher

Mr Colin Masterson
St Clements School
Tulloch Street
Dingwall
Ross-shire
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01349 863284
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INTRODUCTION

St Clements School dates back to the beginning of the century when it was first the Academy and later formed part of the Primary School. Over the years many modifications have taken place. Currently as well as the original building we have a hut and a much newer main building which complete our school.

We are a non-denominational 3 to 18 school which caters for children and young people who have Additional Support Needs. Our school roll is currently 53. We have 9 classes which include our early years, primary and secondary.

For general enquiries contact us on 01349 863284 or email us at stclements.primary@highland.gov.uk

We have an active and supportive parent council. The current chair is Avril Macdonald who can be contacted on stclements.school@highlandpc.co.uk

Our school website can be found on <https://sites.google.com/invernessroyalacademy.org.uk/stclementsschooldingwall/all-about-st-clements>

Parents receive regular communication through our Seesaw App

SCHOOL CATCHMENT AREA

The catchment area for pupils extends to Alness/Invergordon in the North, Beauly and North Kessock in the South and West beyond Dingwall. However, we do have pupils who live out with these areas.

ADMISSION

Admission to St Clement's is different to the normal enrolment and placing request process into a mainstream school. Consideration for a place at St Clement's should be discussed in the first instance with your child's current school and an Educational Psychologist. If your child is pre-school then discuss with your Health Visitor and Pre School Visiting Teacher. If you wish to proceed then a referral will be made to Roseann Christie, Area Additional Support Needs Manager. The referral is discussed at a Joint Admissions Group where a final decision will be made. If you do not agree with the decision then you have a right to appeal, details of which will be provided along with the decision.

Parents are welcome to visit the school prior to consideration for a placement.

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.

TRANSPORT

Transport is normally provided through Taxis. Transport arrangements reflect the needs of the child, and these are discussed as part of the transition planning process.

SCHOOL HOURS

Our school hours are Monday to Thursday 8.50am to 3.40 pm and Friday 8.50am to 2.00pm. Primary pupils may be collected at 3.10pm or remain in school for supervised play until 3.40pm.

Primary Timetable Monday to Thursday

Morning Session	9.00am – 12.30pm
Morning Break	10.30am-10.50am
Lunch	12.30pm-1.15pm
Afternoon Session	1.15pm – 3.10pm
Afternoon Break or Parental Pick up	3.10pm-3.30pm

Friday

First Session	8.50am – 10.30am
Break	10.30am -10.55am
Second Session	10.55am – 12.15pm
Lunch	12.15pm-1.15pm

Secondary Timetable Monday to Thursday

Registration	8.55am – 9.00am
1	9.00am-9.40am
2	9.40am-10.30am
3	10.30am-11.20am
Break	11.20am-11.35am
4	11.35am-12.25pm
5	12.25pm-1.15pm
Lunch	1.15pm-2.00pm
6	2.00pm-2.50pm
7	2.50pm-3.35pm

Friday

Registration	8.50am – 9.00am
1	9.00am-9.40am
2	9.40am-10.30am
Break	10.30am-10.45am
3	10.45am-11.35am
4	11.35am-12.25pm
lunch	12.30pm-1.15pm

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TERM DATES 2022/23

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

STAFF

Colin Masterson – Head Teacher
Ross Grainge_ Acting Deputy Head Teacher
Ruth Malone – Principal Teacher Pupil Support (Universal & targeted support,
Nursery, Health and Wellbeing) & Primary Teacher
Muriel Urquhart – Admin Assistant

Pupil Support Assistants

Judith Mackay
Ruth Wilson
Audrey Gunn
Fiona Shearer
Erin MacDonald
Irene Howie
Joanne Sutherland
Jane Drummond
Seonaid Macpherson
Karen Howie
Louise Brown
Tammy Tytler
Caroline Marshall
Lorna MacIver
Karen Campbell
Kate Grant
Sandra Appleyard
Olivia Payne
Stacey Ross
Stacey Humphries
Jodie OBrien
Cerys Maclean

Rhea Griffith
Kylie Mackenzie
Laura Urquhart
Sophie Murphy
Kirsty Munro
Natalie Robertson
Charley McMaster
Katie Mackintosh

Teachers

Lauren Scott
Matthew Brown
Alison Duncan
Marco Vezza
Paul Oparka
Lesley Anne Ross
Katherine Macpherson
Jarek Mastylo
Rhona Shiell
Tyrone Betts

UNIFORM

All pupils are encouraged to wear school uniform to help instil a sense of pride and identity with the school community.

Polo shirt – white or light blue with or without St Clements logo
Trousers, shorts or skirt – Grey/Black
Sweatshirt – Maroon or Blue with St Clements logo
Zipped Fleece Jacket – Maroon or Blue with St Clements logo
School bag – St Clements logo

PE Kit – shorts, t-shirt, trainers with non-marking soles. Swimming kit.

All of the above items can be purchased at MacGregors Schoolwear

Financial assistance may be available for the purchase of School uniform if parents meet qualifying requirements, further information and how to apply can be found at [https://www.highland.gov.uk/info/899/schools -
_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing](https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

ATTENDANCE / ABSENCES

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should phone the school on the first day of absence, on either the school message number: 0800 564 2272 (043000) or the

school number 01349 863284. When returning to school after an absence, the parent or guardian must give written reason for the time absent.

If your child is transported to school via taxi, then the taxi company must also be informed.

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

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

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

When parents are considering whether to remove their children from school for a family holiday, they should be aware that such a decision:

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

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

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

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

Health Promoting School

As a Health Promoting school, we also encourage pupils, staff and parents to think about healthier lifestyles. Secondary pupils are encouraged to set Health Targets. Healthy living is a regular topic in classes. Staff take part in health promotion activities. We value all the activities that make up a healthy and happy community. School Meals are prepared at Dingwall Academy and transported to St Clement's. They are free for all pupils. Choices need to be made in advance and ideally

payment provided on a Monday morning. If a pupil has special dietary needs, please inform the school.

Lunchtime Choices

All our pupils remain within the school grounds during lunch time. If a secondary pupil wishes to leave the grounds during lunch, then parental permission must be given in writing and agreed that the parents are responsible for any pupil who wishes to go out with school grounds at lunch time.

HEALTH

When a child becomes unwell at school, parents will be automatically contacted. A decision will be made as to whether it is necessary to send the child home based on whether the child is able to participate in learning due to illness. In this respect it is important that the school is kept up to date with parents' home and work telephone numbers. An emergency contact number is also vital.

If outside medical attention is required, every effort will be made to contact the parents or emergency contact. Only in an emergency, in the urgent interests of the child would medical attention be sought without parental knowledge.

In cases of Diarrhoea and Vomiting, children should not be sent to school for 48 hours from the last episode of diarrhoea or vomiting and will not be allowed to swim for 2 weeks following the last episode of diarrhoea (in accordance with guidelines issued from NHS Highland). This causes a lot of controversy but we do have pupils who attend our school with significantly weakened immune systems and it is vital that we work together to ensure that we minimise the risks of infection so we can keep everyone healthy and safe.

Administration of Medicines

Highland Council has a clear administration of Medicines policy which for the protection of children and staff we cannot deviate from. Before any medications prescribed or over the counter can be given the relevant paperwork **must** be completed.

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

This guidance is based on a number of 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.

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. School has access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

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

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 2025/2026 pupils born between 1 March 2006 and 30 September 2009 can receive payments from August 2025. Pupils born between 1 October 2009 and 28 February 2010 can receive payments from January 2026. 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

Adverse Weather

Schools now have a direct link to the school closure page on the Highland Council website <https://www.highland.gov.uk/schoolclosures> if there is risk of closure due to adverse weather please check this site.

On top of this we will continue to alert parents as soon as possible using Seemis text service and messaging on our Seesaw App.

Intimate Care

Pupils who require assistance with toileting or feeding or any other type of invasive support will require an intimate care protocol. The class teacher will liaise with the parent to agree the protocol. This must be reviewed annually.

Moving and Handling

Highland Council has strict guidance around moving and handling. If your child requires support with moving and handling then a protocol will be agreed between the parent, teacher and any relevant allied health professional.

PROTECTION OF CHILDREN

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

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

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

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from the Head Teacher or online at

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

PARENTS/GUARDIANS/CARERS AS PARTNERS

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

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

- Parents' evenings
- Progress checks
- Target Setting
- Child Plan Reviews
- Information on the school website and twitter.
- Home School diary.

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

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

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

A member of the Senior Management team is in school most evenings for parents to contact with any issues. The school office is only open between 9am and 3pm however you can contact the Head Teacher in case of emergencies emergency on our Seesaw app.

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 Avril Robertson at stclements.school@highlandpc.co.uk Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum developments can all be found at Parentzone: <https://education.gov.scot/parentzone/>

Equality and Inclusion

For up-to-date information please see:

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.

The United Nations Convention on the Rights of the Child has now been incorporated into Scots Law. To find out more about this and the rights for all children in Scotland, you can access information [here](#).

Equality and Diversity Policy.

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

Our Partners

Parents and families
Ross County
Highlife Highland

Chaplaincy Team – *Church of Scotland, Free Church, Baptist Church, Episcopal Church* (The chaplaincy team are available to support families directly. Please contact the Head Teacher if you wish the school to make contact on your behalf)

Dingwall Tesco
Co-op
Duke of Edinburgh Award
Youth Philanthropy Initiative
ECO Schools
Dingwall Community Centre
Evanton Community Woods

School Ethos

At St Clement's we inspire Ambition and Nurture Happiness.

A young person will find it difficult to learn and thrive if they are unhappy. Creating an environment where all of our young people feel safe, accepted, included and happy is at the core of everything we do.

We have high expectations and ambition for our learners. Our young people face many challenges but the one that they should never have to face is low expectations from others.

The school aims to provide a caring, learning environment in which will enable all pupils to achieve their potential. We do this by

- Allowing children to learn in a happy, relaxed, safe and caring atmosphere
- Developing confidence to express themselves to the best of their abilities
- Offering equal opportunities for all regardless of age, gender, disability, religion or race
- Ensuring inclusion for all
- Treating each individual with respect and dignity
- Promoting a Healthy Ethos throughout the school to help pupils and staff understand the importance of a healthy lifestyle.

Promoting Positive Behaviour and Bullying

All adults have a responsibility to model good behaviour and the behaviour that we expect our children and young people to learn. As such we have a 'no shouting' policy within our school. This means that all adults will speak to all children and young people in a respectful manner at all times and actively foster good relationships throughout the school.

Generally the behaviour from our pupils is positive however we are a specialist provision for children who have additional support needs. This inevitably means that some of our pupils will communicate through behaviours that can and do cause harm or distress to others and themselves. We also have pupils who are learning how to socially interact in a way that does not cause harm or distress to others. Part of the learning journey for our pupils is to learn new ways and strategies to communicate and socially interact in a way that is safe for both them and others. This journey is unique for each pupil and requires a variety of different strategies. We work with the pupil, their family and any other relevant agencies in assisting the child. This is done with positivity, sensitivity and understanding.

We understand that it can be distressing for parents to witness this or for their child to have been hurt but please be assured that safety is paramount and we work hard to minimise the risk of harm to others. This can an anxious time for everyone involved. For some it is a quicker journey than it is for others, but it is essential that all parents are aware of this and demonstrate understanding particularly given the unique context of the school. We cannot discuss the needs of other children with parents. However, it is important that if your child is unhappy or they are being bullied that you speak to the class teacher / named person immediately.

Both the Head Teacher and Principal Teacher are also available to discuss concerns raised.

Above all we are a nurturing school where all of our children are equally valued and supported.

- Further information on our policy can be found at the school's Bullying and Positive Relationships Policy and the Council's anti-bullying policy

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

Curriculum

All learners receive a Broad General Education from Nursery to S3 in line with the Curriculum for Excellence. All curricular areas are covered and delivered by ASN teachers.

The eight curriculum areas are:

- Expressive arts
- Health and wellbeing
- Languages
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies

These curricular areas can be taught through an inter disciplinary approach and not just through stand-alone structures.

Further information on school's curriculum at local and national level. Skills for life, the four capacities can be found at <https://education.gov.scot/parentzone/>

Nursery – The nursery is currently closed but may reopen if need arises.

Primary – There are four classes. The first class is for primary pupils who have complex needs. The delivery of the curriculum is highly individualised whilst following the broad termly themes of the primary stage. From this point pupils will either progress in to the middle primary class or remain until the end of primary where they progress in to the secondary class for pupils with complex needs. In the middle and upper primary classes learners will start to embark on wider achievement awards in addition to the core curriculum. The whole Primary comes together for PE and assembly. All learners within the Primary participate in a form of the 'daily mile' and outdoor learning. For some pupils for whom it is appropriate and relevant there are opportunities to access Cyclability and the Puffin (Hydrotherapy) pool.

Secondary- There are three classes within the secondary. The full curriculum is covered however there are some restrictions in some subject areas because of the lack of access to specialist subject teachers and facilities eg.. Science, Music, Technical, Home Economics... These areas are covered but parents should be aware that there are limitations. All pupils within the secondary come together for PE and Assembly. There is a major emphasis on outdoor learning which is delivered both locally and at Evanton woods. PE is delivered using provision at Ross County and at Dingwall Town Hall. Learners continue to work on wider achievement awards, Duke of Edinburgh and John Muir Award. A larger emphasis is placed on pupil choice and independent thinking. This permeates the curriculum and helps to prepare learners for the Senior Phase.

Senior Phase-At this stage (S3 to S6) our learners start working towards SQA qualifications and preparing for post School Transition. All learners including those with complex needs work towards SQA certificated subjects in all curricular areas. These are delivered over a three year programme to ensure maximum access within a units based approach generally within National 1 to National 3. Some learners will gain course awards and will be able to work beyond National 3. In addition, all learners will work towards Personal Achievement/ Development awards, Duke of Edinburgh and YPI. Learners will also start to access Inverness College (where appropriate) and work experience. All learners will complete a tour of potential post school destinations such as Nansen, Cantray Bridge, Inverness College, L'Arche and the Isobel Rhind Centre. This is to help learners gain an insight and make choices regards their post school destinations. It is a very busy time but also an exciting time as they transition in to adulthood. Along with delivering the curriculum the two senior phase teachers work in conjunction with pupils, families, SDS and other agencies as appropriate to plan for a positive post school destination.

The school will endeavour to ensure that all pupils leaving school have a positive destination. Parents should 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. [16plus Planning | Hi-hope](#)

Opportunities for all

- 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. St Clement's is part of an Employability working group whose aim is to further develop these positive destinations for pupils with additional support needs.

Admissions

Common admission points to St Clement's School are N3, P1 and P7 however admission can happen at any stage. As we have the learner's best interest at the centre it is not unusual for some pupils to move from St Clement's into mainstream. This is a joint decision made with the parents and the child/young person (where possible) and will normally be discussed at the Joint Admissions Group. For some pupils a split placement between us and a mainstream school may be more appropriate. It is a flexible journey working towards what is best for the learner in their journey through education.

Transitions

Common transitions occur in nursery, P1, S1 and S6 but not exclusively. Each transition is planned and highly individualised. Some transitions take months, some can take years. There are many factors that influence what a transition will look like and great deal of continual reflection and review occurs during the process. Transitions are planned jointly and are not something that happens to a young person. The child and family are the most significant members in the planning group.

One of the advantages of being a 3 to 18 school is that the impact of transition on a child can be reduced because of the familiarity of the setting. However, we are careful to plan for internal transitions when moving in to a different class, with new staff, peers and environment. We also take in to consideration transitions in to new activities, experiences or events.... such as attending the Pantomime, Nativity or a new environment. Every care is taken to minimise the stress on the child.

Personal and Social Education

This is delivered from P1 to S6 and will include sensitive topics. Parents will be informed in advance as to when and the content of sensitive topics. There is often anxiety from parents around the delivery of topics such as relationships, sexual health, parenthood and drug awareness. It is important to consider that young people with additional Support Needs are not only entitled to be given this information, but they are potentially more vulnerable and if they have the information then they are better able to protect themselves and make informed choices.

However, it is important that we work with parents and if concerns are raised then this should be raised initially with the class teacher. If further discussion is needed, then please contact the Principal Teacher or Head Teacher.

RELIGIOUS OBSERVANCE, Withdrawal

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

Assessment and Reporting

As a school, we seek to provide information to pupils, parents and staff to assist in the effectiveness of learning and teaching process and in raising attainment.

Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets.

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

Progress

Parents wishing to enquire about a pupil's progress are invited to get in touch with the class teacher.

Written reports, covering progress through the Curriculum for Excellence, are issued to parents in January and at the end of the academic year.

There is a parent contact in February each year to allow parents to discuss pupil progress with the class teacher.

Parents are regularly updated through our Seesaw app where learning is shared and communication between Parents and Staff can take place.

As part of our School Improvement Plan, we are liaising with parents and pupils on how best to share our pupil's learning targets and successes through regular parental engagement with their child's learning targets.

Further information on the Curriculum for Excellence is available at [Highland Curriculum for Excellence information](#)

Or if your child is following their own individual Milestones at <https://education.gov.scot/media/pcvpeaeg/milestones-supporting-learners-with-complex-asn.pdf>

Additional Support Needs

Every child/ young person within St Clement's School has Additional Support Needs and all the pupils will have a Child Plan. The Child Plans are reviewed every 6 months

and if the pupil has a CSP then this is reviewed annually. Our teachers are all ASN Teachers and act as the named person. They monitor the progress of pupils. The needs of the pupils are generally catered for within our normal curriculum but at times additional specialist advice and support may be required. If necessary, a child's plan review may be called earlier. All children will have a Named Person who can be contacted with any queries regarding additional support needs, this is Colin Masterson Colin.Masterson@highland.gov.uk Parents and pupils will be involved in these procedures and in reviews. More information can be found about the Highland Council model for support and child's plans at:

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

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

Further information can be obtained at

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

<http://forhighlandschildren.org/>

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

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

STANDARDS AND QUALITY REPORT

St Clement's Standard and Quality report is available by contacting the school office, or on our new website at <https://sites.google.com/invernessroyalacademy.org.uk/stclementsschoolingwall/all-about-st-clements>

Latest Inspection Report can be found at

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

COMPLAINTS AND REQUESTS FOR SERVICE

If a parent has any concerns they should contact their child's Named Person in the first instance, this will normally be the class teacher 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 the Area Manager, Mhairi MacDonald on email mhairi.macdonald3@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.

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

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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 out with Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

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

Military Families

Our school welcomes and supports families, their Children and Young People from Armed Forces families: Serving, Reservists and Veterans.

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 or Early Years setting. 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 Armed Forces community. There is a dedicated Highland Council partnership, **The Military Liaison Group (Education)**, often referred to as “The MLG” which has been formed to promote and ensure the equity and equality for your Children and Young People within an educational context.

Visit the Highland Council [Armed Forces Families Website](#) for lots of helpful information and support for both families and Educators. The [Enrolment page](#) may be particularly helpful.

A Welcome to Your Children and Young People

Children and Young People from Armed Forces families in Highland have co-produced a ‘Welcome’ specifically for your Children and Young People moving into Highland. Click these links to view: [Primary School Welcome](#) | [Secondary School Welcome](#)

Please get in touch with your child’s named person or the Headteacher if you have any concerns or if you would prefer, contact the MLG (Education) lead [here](#)

FOR FURTHER INFORMATION AND ADVICE

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_planhttp://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners

<https://thrivingfamilies.org.uk/> is a charity offering support to families supporting children with ASN

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

Education Scotland <http://www.educationscotland.gov.uk>

Scottish Qualifications Authority <http://www.sqa.org.uk>

Highland Curriculum for Excellence information

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

Support for Learners Website

16+ Learning Choices Information

Highland School Policies
Curriculum, teaching and learning
Health and safety
Child wellbeing and safety
School policies and guidance - staffing
School Improvement
School management
Staff management and responsibilities
Child health and nutrition
Policies and guidance - support for learners

These can be found on the HC website at [Authority Policies](#)

NOTE

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

