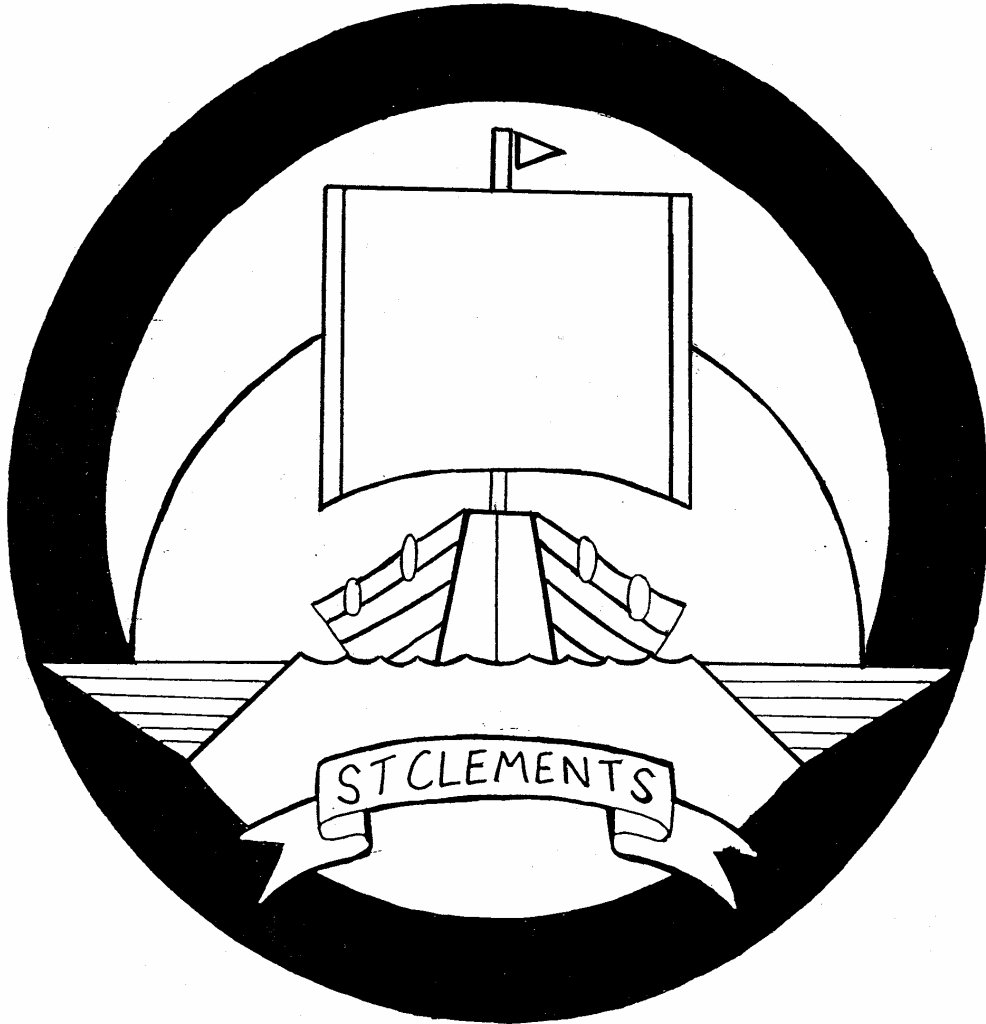


ST. CLEMENT'S SCHOOL

PROSPECTUS



2010-2011

FOR YOUR INFORMATION

**St Clements School
Tulloch Street
Dingwall
Ross-shire
IV15 9JZ**

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. The school is ideally sited near the town centre with ready access to the library, local shops, cafes, bus stops, railway station and the Leisure Centre. The building consists of five classrooms, canteen/general purpose room, large soft play room, Resource Room, Head teacher's office, staffroom. There are two playgrounds - a small tarred area to the front of the school and a large grassy area to the rear of the school which has an adventure playground; swings and a sensory garden. Additional accommodation has recently been added housing a large classroom, sensory room and quiet room. This accommodation has a full disabled toilet and shower facilities.

INFORMATION

At present the school roll is 36. The roll is made up of pupils with special educational needs - some of whom suffer from multiple disorders e.g. speech, hearing, visual impairment and physical disabilities. To cater for the varying needs the speech and language therapist holds one session per week. The physiotherapist visits as required and leaves a programme for staff. Monitoring by the Occupational Therapist also occurs. The Dental Hygienist, School Doctor and Nurse pay regular visits to the school. Dental treatment is available from the school dentist if wished.

SCHOOL HOURS

Morning	- 9.00 a.m. - 12.00 p.m. – Primary - 9.00 a.m. - 12.30 p.m. – Secondary (starting time varies slightly due to arrival of transport)
Interval	- 10.20 a.m. - 10.35 a.m.(pupils)
Afternoon	- 1.00 p.m. – 3.00 p.m.(pupils)

STAFFING

Headteacher Mrs M MacKenzie
Principal teacher Mrs M G Clelland

Teachers Mrs M Berry(Management & job-share)
Mrs Creese
Mrs J Dodgson(0.5)
Mrs N Forbes(job-share)
Mrs I Hamilton(job-share)
Mrs K Henderson(job-share)
Miss P McClelland(CCR teacher)
Mrs J MacDonald
Mrs E Macfarlane

L.S.A.'s Mrs L Brown
Mrs J Drummond
Mrs M Greig
Miss A Gunn
Mrs F Hogg
Mrs I Howie
Miss K Howie
Mrs J Mackay
Mrs A MacLennan
Mrs M MacLean
Mrs R McPhee
Mrs L Muir
Mrs M Reid
Miss F Shearer
Miss E Shepherd
Mrs C Smith
Mr M Stirling
Mrs E Sutherland
Mrs J Sutherland(job-share)
Mr J Walmsley
Miss R Wilson

P/T Staff Mrs E Earl(Physiotherapist)
Miss Bennie(Swimming)
Mrs Cooper(Art)
Mrs Munro(H.E.)
Mrs S Munro(Music Therapist)
Mrs S Smith(Speech & Language Therapist)
Mrs J Rennie(Playground Supervisor)
Ewelina & Rowena(Cleaners)

Janitor Mr J Ford

AIMS OF SCHOOL

The school aims to provide a caring, purposeful environment

- ❖ **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 Healthy Ethos Issues throughout the school to help pupils and staff understand the importance of a healthy lifestyle**

We aim to provide a broad & balanced curriculum based on

- ❖ **A Curriculum for Excellence**
- ❖ **Programmes of Study incorporating the 3-18 curriculum & Higher Still & Asdan Programmes**

We aim to encourage a progressive development of skills and learning

- ❖ **Using a variety of teaching methods and aids as identified from L&T Toolkit**
- ❖ **Through structured programmes of work**
- ❖ **By fostering positive attitudes to learning and development of AifL Techniques**
- ❖ **By preparing senior pupils for Transition**

We aim to maximise standards of attainment through

- ❖ **Providing a broad & balanced curriculum based on the above guidelines & incorporating the 4 capacities of ACE**
- ❖ **Creating an ethos of achievement**
- ❖ **Meeting pupils needs**
- ❖ **Regular monitoring of I.E.P.s and national testing where appropriate**
- ❖ **Staff monitoring & self-evaluation**

We aim to encourage the pupils in

- ❖ **Self awareness**
- ❖ **Self discipline**
- ❖ **A tolerance in others**
- ❖ **An awareness of and regard for the environment**
- ❖ **Self confidence**
- ❖ **An understanding of citizenship**

We aim to maintain

- ❖ **Warm,co-operative relationships with the Parent Council**
- ❖ **Links with the local community**

- ❖ **Support of parents as partners in their children's education through Parents as Partners Initiative**
- ❖ **Links with all of the local school and the other special schools**
- ❖ **Positive working relationship with all other professional agencies**

We aim to ensure staff development through

- ❖ **In service training for all staff**
- ❖ **CPD programme for teaching staff**
- ❖ **Annual Staff Reviews**
- ❖ **Annual CAT Programme for teaching staff**

EQUAL OPPORTUNITIES

The school believes that each pupil regardless of his/her sex, age, race or religion should have equal opportunity of developing to their optimum potential.

MAJOR INCIDENT PLAN

In accordance with Highland Council policy a Major Incident Plan has been drawn up for the school. In the event of a major incident where the school and environs would require to be evacuated, the assembly point for staff and pupils is the nearby St. Clements Church Hall. The local Education Office hold a list of all pupils names, addresses, telephone numbers and emergency contacts. The local Education Office(tel. no. 863441) will co-ordinate any necessary action and deal with queries.

THE CALM SYSTEM

CALM(Crisis & Aggression-Limitation & Management)is part of the effective, holistic, behaviour management package used at St. Clements. All staff are trained in CALM Physical Intervention Techniques which allows them to confidently and safely intervene when pupils are a danger to themselves or others.

CHILD PROTECTION

In terms of its child protection guidelines the Authority imposes a duty on schools and all staff to report, by way of laid down referral procedures, any incidents which may give rise to a suspicion that a pupil has been subjected to abuse in any of its forms. In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff have to report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

BULLYING

No form of bullying is acceptable whether physical, emotional or verbal. This will be dealt with by staff in a similar way to any form of misbehaviour.

MULTI-RACISM STATEMENT

St. Clements School is opposed to all formats of prejudice and discrimination. Children are encouraged to respect others, and pupils are valued for their differences. Work throughout the school in P.S.D. encourages and teaches pupils to look at differences as things that make people special and to consider how things that are said can make others feel. All racial incidents are recorded in an Incident Log.

Racial incidents are managed by a systematic approach, outlined in the school policy. A copy of the school multi-cultural and anti-racist policy is available on request.

DISCIPLINE

On trips, outings and holiday we have been delighted to receive praise on the good behaviour of our pupils. Good behaviour needs constant reinforcement and to build on this, various forms of behaviour management are practised.

SCHOOL CATCHMENT AREA

The catchment area for pupils is from Alness, The Black Isle, Muir - of - Ord and west of Dingwall.

ENROLLING

Parents of children with special needs are welcome to visit the school. To make an appointment to visit they should phone the head-teacher. To obtain a place for the child, the school doctor and psychologist and where appropriate the Home Visiting Teacher will assess the child, after assessment will inform the parents if they think the school is the right placement. Due to the implementation of the Additional Support Needs Act no Record of Needs are now set up. To discuss a suitable placement an Education Placement Meeting is held at the Education Office. Co-ordinated Support Plans will be discussed at a later date.

TRANSPORT

All children within the catchment area receive free transport to school. An escort is provided on each of the minibuses.

BAD WEATHER CONDITIONS

In the event of adverse weather conditions e.g. heavy snowfall, it may be necessary to close the school early. The decision as to whether a pupil should attempt to travel to school in adverse weather conditions by transport lies with the parents.

While recognising that Education should be interrupted as little as possible, the Education Authority accepts that in severe weather conditions the safety of the pupils is paramount. Parents should advise schools of an alternative address

which may be used by their child in emergencies. During a period of heavy snow, where conditions in the early morning might prevent school from opening for that day, parents are asked to listen to Radio Highland or Moray Firth Radio where an announcement would be made. Also the new 0870 Helpline is up and running and parents should use this system when in doubt about the weather. Parents may also access information on the website.

SCHOOL MEALS

A traditional two course meal is available at £1.75 per day(as from April '11) (payable on Monday if at all possible). Parents receiving Income Support may be entitled to free meals for their child. Application forms are available from the school office. If a child pays for a weeks lunches and is then absent during the week credit will be carried forward to the next week. If parents wish they can supply their child with a packed lunch. It should be noted by parents supplying their child with packed lunches that Highland Council has a policy which prohibits glass containers and cans of fizzy drinks in school. Special diets e.g. Gluten or dairy-free are catered for.

ABSENCES

In the event of your child being absent parents should inform the appropriate transport operators, where possible, to prevent an unnecessary journey. The school should also be informed of absences through attendance at clinics or illness. After every period of absence, or after three days if the absence is likely to be prolonged, parents should send an explanatory note to the class teacher. Parents of children who are absent for lengthy periods without adequate explanation or who accumulate a considerable number of unexplained absences render themselves liable for referral to the local Area Education Offices, Castle Street and eventually to possible prosecution under the Education Acts.

Attendance Rates School Year '09 – '10

	Total No. of poss. attend.	Total Auth. Absences (% of A)	Total Unauth. Absences (% of UA)
(opening 378 am & pm) Opening 378 am & pm	11,930	7.0	0.2

Average Roll –

COMPLAINTS/ENQUIRIES PROCEDURE

It is hoped that parents will have little or no reason to complain about either the standard of the education offered or the manner in which it is taught. On occasions parents may feel that they would like to discuss some matter regarding their child's education more thoroughly with either the class teacher or the Head Teacher. Parents are always welcome to make an appointment – please contact

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. An accident book is kept to record injuries.

MEDICINES

Health guidelines now dictate that we are not allowed to give your child any form of medication either prescribed or "over the counter" e.g. Calpol, aspirin etc. unless you supply it and give written permission to administer the same. In cases where children are on daily medication staff will administer the specified dose - if they are willing. Medicines are kept in a locked cupboard. Recording administration of prescribed medicines will be recorded on a record sheet attached to inside of medicine cupboard.

Parents have been issued with the following form for written permission on administration of prescribed medication. Please note we will also require your written consent to administer "over the counter" medications. Parents have also been issued with guidelines on treatment of head lice.

ADMINISTRATION OF MEDICINE

1 give permission for my child to receive prescribed medication administered by the contracted staff of St. Clement's School.

CURRICULUM

We are currently introducing Experiences & Outcomes from the Curriculum for Excellence document issued by the Scottish Government Education Department. The areas covered are Language/Communication, Numeracy/Maths Understanding & Relating to the Environment; Health & Wellbeing; Expressive Arts; Religious/Moral Education; Social Subject/Science/Technology. Each pupil has an Individual Education Programme(I.E.P.) and where appropriate a Co-ordinated Support Plan (CSP). Annual Long term targets are set and short term targets are reviewed termly. Higher Still Access courses & The Asdan Course – Transition Challenge are also followed where appropriate.

LANGUAGE & COMMUNICATION

Children go through the same stages of language development in the same order but each child's development is unique. Positive responses are made to interact with all attempts at communication whether through eye contact, gesture, expression or verbal means. Speech work is a very important part of the daily activities. Makaton signs and symbols are taught to provide a method of

communication for pupils who have language disorders. Listening skills are encouraged. The T.E.A.C.C.H. and P.E.C.S Approaches are also used where appropriate.

READING

A lot of attention is given to listening to stories, rhymes, action songs and pre-reading skills. Various reading schemes are used with pupils when they have progressed to this stage.

WRITING

Children are encouraged to paint, draw and do craft work as a means of self-expression. Towards Handwriting programme is used in early stages to develop writing skills.

NUMERACY/MATHS UNDERSTANDING & RELATING THE ENVIRONMENT

Early maths is developed through use of play materials e.g. sand/water, sorting, matching, shape and developing language of maths e.g. big, little, heavy etc. Time, money and practical activities are emphasised.

The curriculum area of Environmental Studies is centred on the child's experiences. Through this area pupils are encouraged to learn about the world around them.

EXPRESSIVE ARTS

The Expressive Arts which include music, music therapy, art, drama, P.E./Movement are a frequent part of the daily activities of each of the classes. We also have weekly contributions from specialist teachers of music therapy, art, P.E./Movement.

RELIGIOUS/MORAL EDUCATION

St Clements is a non de-nominational school. Religious and Moral education deals with the development of the person in relation by self-awareness, relationships with other, and the realm of beliefs, values and practices which go to make up a religious outlook on life. As such it makes an important contribution to the personal and social development of pupils. Regular assemblies are held.

WITHDRAWAL FROM RELIGIOUS EDUCATION

When parents wish to withdraw their children from religious education they should express their wishes in writing to the Head Teacher and the pupils concerned can withdraw for the duration of the assembly or the lesson.

HEALTH & WELL-BEING

Personal and social development is concerned with the development of life skills. All aspects of a child's experience at home, in school and outwith school, contribute to personal and social development. The aims of personal and social development are to help to :

Have an appropriately positive regard for self and for others and their needs and to become aware that their actions affect others.

Take increasing responsibility for their own lives.

Develop life skills to enable them to participate in society.

Pupils are taken out to restaurants, local shops and on outings to places of interest to further their development(the minibus gifted to the school by the care scheme has now been taken over by Highland Council).

We are an Eco School and have gained 2 Green Flags to date.

In this case we like to work in close liaison with parents to further skills which are being taught at home and concentrate on areas which are requiring extra input or where parents wish to see improvement (eg dressing, eating, toilet training etc.).

ACTIVITIES

We offer SQA modules in relevant topics to pupils over the age of 14 who could benefit from the experience gained.

We try to arrange work experience where appropriate for the older pupils.

ASSESSMENT & REPORTING

Pupils progress is continually assessed by class teachers. Individual Assessment Charts are kept to record the progress of the children. Written reports are issued at the end of the summer term. Opportunities are given for parents to discuss their child's progress with his/her class teacher at Parents afternoons. Parents are also welcome to call at the school if they wish to discuss any issues re their child. Annual reviews are carried out on all the children - these are attended when necessary by the Senior Clinical Medical Officer, Education Psychologist, Speech & Language Therapist.

HOME/SCHOOL LIAISON

It is the policy of the school to keep parents up to date via a home/school diary. We welcome parental comments and information which could be used for a topic of discussion. Any further information for parents is sent home with the child.

FURTHER EDUCATION

Pupils can attend College on day release from the school from age 16 yrs. A pupil can remain at St Clements until they are 19. There are two training centres available when a pupil reaches leaving age - the Corbett Centre, Inverness and the Isobel Rhind Centre, Invergordon. Dependent on the needs of the individual other options may be available such as Courses in Inverness College, Cantraybridge, Nansen Society, supported work placements and the S.H.I.R.L.I.E. Project.

NOTE

If at any time you have any comments or suggestions about your child or the school please share them with us and we will try to implement them if appropriate.