



Tongue Primary  
& ELC  
Handbook  
2024-25



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## **1. School Information**

### **1.1 Welcome**

Dear Parents and Carers,

I would like to take this opportunity to welcome your child to Tongue Primary School. We recognise that a child's years at school are among the most important of her or his life. At Tongue Primary School, we provide education of the highest quality, inspiring children to reach their full potential.

The whole school experience, in and out of the classroom, helps shape a child's future. We celebrate diversity of talent, background, ability and ambition. We aim to promote and maintain a positive ethos at this school and are confident that your child will be happy, safe and stimulated during their time here.

Relationships are very important at Tongue and parents play a critical role in supporting their children with their learning. We endeavor to establish a meaningful partnership with parents and pupils based on an atmosphere of mutual trust and respect. Home, school and community are powerful influences and by working together we can ensure that your child is given a well-balanced, varied and sound education. You, as parents, are invited to play an active role in your child's education and in the life of the school.

Tongue Primary teachers and staff are active in raising standards across the curriculum; we use a broad range of strategies and resources to promote continued success.

The purpose of this handbook is to give you as much information as possible about the school. It is however by no means exhaustive, so should you have any queries, please do not hesitate to contact us. Please feel that you can phone at any time to make an appointment to visit the school. You will be made very welcome.

Yours sincerely,

Mrs Katherine Van Voornveld  
Head Teacher

## 1.2 School Contact Details

### The Tongue Primary Community

Contact Us:  Tongue Primary School Tongue By Lairg Sutherland IV27 4XL	Telephone: 01847 611208 Email: <a href="mailto:tongue.primary@highland.gov.uk">tongue.primary@highland.gov.uk</a> Website: <a href="https://tongueprimary.wordpress.com/about-2/">https://tongueprimary.wordpress.com/about-2/</a>  Head Teacher: Katherine Van Voornveld Telephone: 01847 807010 Email: <a href="mailto:katherine.wood@highland.gov.uk">katherine.wood@highland.gov.uk</a>  Depute Head Teacher: Veronica Nicol Telephone: 01847 611208 Email: <a href="mailto:veronica.nicol@highland.gov.uk">veronica.nicol@highland.gov.uk</a>
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### 1.3 Staff:

Head Teacher  
Depute Head Teacher, Primary  
Principal Teacher  
P1-4 Class Teacher  
P5-7 Class Teacher  
Pupil Support Assistants  
EYP  
EYP  
Support Worker  
School Clerical  
Principal Teacher Support for Learning  
Cook  
School Janitor/Cleaner  
Active Schools Coordinator

Mrs Katherine Wood  
Mrs Veronica Nicol  
Mrs Veronica Nicol, Miss Dee Roberts  
Miss Dee Roberts, Ms Hilary Wilson  
Miss Nicola Robertson  
Mr Lyndon Sinclair  
Mrs Michelle Keith  
Miss Kaitie Nicol  
Ms Imogen Drennan (relief)  
Vacant post  
Mrs Renata Ilska  
Mrs Joanie Mackay-Shanks  
Mrs Gez Sutherland  
Mr Steven Hughes

### 1.4 Visiting Specialist Teachers

Physical Education

Miss Shona Comrie

### 1.5 Instrumental Instructors

Strings

Mr Niall Laybourne

### 1.6 Designated Child Protection Officer

Mrs Katherine Van Voornveld  
Mrs Veronica Nicol

[katherine.wood@highland.gov.uk](mailto:katherine.wood@highland.gov.uk)  
[veronica.nicol@highland.gov.uk](mailto:veronica.nicol@highland.gov.uk)

### 1.7 Parent Council Chairperson

Parent Council Chair  
Parent Council Secretary

vacant post  
Lara Gunn [tongue.primary@highlandpc.co.uk](mailto:tongue.primary@highlandpc.co.uk)



## **1.8 Tongue Primary School**

Tongue Primary School comprises two primary classes and an ELC.

In the primary building, we currently have one P1-4 class & one P5-7 class.

In addition to the two classrooms, pupils and staff have access to the school hall/lunch hall, our multi-purpose 'middle room', extensive grounds and Tongue Village Hall, all of which are extremely valuable resources which help aid and support the teaching and learning for pupils.



Our ELC is a purpose-built establishment with a playroom, kitchen, cloak area, office, disabled toilet and children's toilet & changing area. The ELC has their own enclosed outdoor play area. Pupils and staff also enjoy the use of the school grounds.

### **Campus**

Tongue Primary & ELC is part of the North Coast 3-18 Campus, along with Farr and Melvich Primary Schools, ELCs and Farr Secondary School. As such, pupils are able to access a range of experiences and receive teaching input from specialist staff. We continue to work on developing our cluster vision and identity. While part of the cluster, Tongue Primary School continues to maintain its own unique identity and it is a core part of the local community.

### **Current School Roll**

ELC	10 Pupils
Primary 1-4	14 Pupils
Primary 5-7	11 Pupils

### **Associated Secondary School**

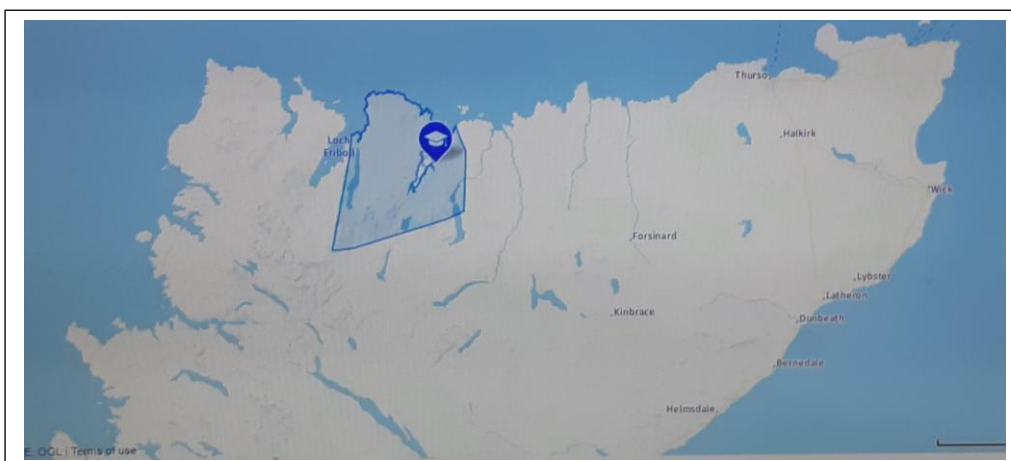
All pupils who attend Tongue Primary School will progress onto their secondary education at Farr High School.

### **Delineated Area**

Each school within Highland Region serves a particular area known as the delineated area of the school. Children whose homes are located in the delineated area of a school will have priority in being allocated a place at the school.

Any parent resident out with the area who wishes to enroll a pupil must submit a placing request form available from the School Office or online. Further information can be found within the miscellaneous section of the handbook.

### **Delineated Area Map**



## **New entrants**

New entrants and their parents are welcome to visit the school or ELC. Parents of new ELC and P1 entrants have the opportunity to attend a meeting prior to pupils commencing school and pupils will have the opportunity to participate in transition events.

### **1.9 The School Day**

#### **ELC**

Monday – Thursday  
8.50am – 3.25pm

Friday  
8.50am – 12.30pm

#### **P1-3**

Monday – Thursday  
9.00am – 2.55pm

Friday  
9.00am – 12.30pm

Morning Break:

10.45am – 11.00am

Lunch Break:

12.25pm – 1.15pm (Friday 12.30am)

#### **P4-7**

Monday – Thursday  
9.00am – 3.33pm

Friday  
9.00am – 12.30pm

Morning Break:

10.45am – 11.00am

Lunch Break:

12.25pm – 1.15pm (Friday 12.30pm)

### **1.10 Pupils' Supervision**

Teachers can neither guarantee nor practically provide supervision before and after the normal school day. We would therefore ask that pupils do not arrive at school more than 10 minutes before starting time. Pupils transported to school by bus arrive at school no more than 15 minutes before starting time. This is in agreement with the education authority.

Children in the infant class who are not entitled to school transport, or who attend as a placing request, are expected to be picked up at 2.55pm, with the exception of Fridays (see above). Children in the infant class who are transported by school bus will be supervised until their bus departs at 3.33pm.

Schools with a role of less than 50 pupils are not entitled to a playground supervisor. However, in Tongue Primary we strive to ensure that there is an adult outside during the mid-morning break and at the lunch break. Generally, this role is taken on by Mrs Nicol or, in her absence, our PSA. On rare occasions, it is simply not possible to have a staff member in the playground. In such instances, children are expected to continue to behave in a responsible manner but to let staff know immediately if something has gone wrong.



*Tongue Primary and ELC visiting the war memorial.*



**1.11 School Aims**



**KINDNESS** ● **INCLUSION** ● **RESPECT**  
 caoimhneas in-ghabhail spèis

**Our vision is to support & challenge our children to be successful learners, to help them develop as responsible citizens and to work together to build positive memories**

**Tongue Primary School – at the heart of our community**

We are currently reviewing our aims which will be updated for next session



**School Environment**

- ◇ Our school is a nice place to be. It is:
  - ✓ Welcoming and calm, happy and exciting.
  - ✓ A place where everybody works together & behaves nicely.
- ◇ Our classrooms and outdoor areas are good places to learn. They are:
  - ✓ Safe places where everyone is listened to and respected.
  - ✓ Fun places where everyone is encouraged to try hard and do their best.
- ◇ Everyone's wellbeing is promoted and supported.
- ◇ Success is celebrated & encouraged

**Staff**

- \*Our teachers are fun, interesting and enthusiastic when they teach us new things.
- \* Everyone in our school community have positive relationships with each other.
- \* Communication is clear – everyone knows what is expected of them.
- \* Staff are flexible and willing to adapt and change as needed
- \* Every staff member knows every pupil very well.
- \* Teachers work hard to develop their skills and find new ways of teaching.
- \* Our PSA is supportive and helpful.



**Learning and Teaching**

- ⇒ Our lessons are planned well and we have good resources to help us learn.
- ⇒ We have Learning Intentions and Success Criteria to help us know how to be successful.
- ⇒ We learn in lots of different ways: interdisciplinary, active and trips. We love to learn in our beautiful local area
- ⇒ We all learn in our own ways and our needs are all met.
- ⇒ We learn with our own class groups, as a whole school and with our ELC
- ⇒ Feedback is always given and we are encouraged to act on the feedback to help us do our best.
- ⇒ Our teachers make our learning fun by: learning through play, active learning and encouraging us to plan



- ⇒ We have lots of opportunities to be creative in our learning, both indoor and out.
- ⇒ We have a say in our learning.
- ⇒ Our teachers always listen and we know who we can speak to if we are sad or upset.
- ⇒ Our homework is manageable and we are encouraged to do this with a parent. Our teachers understand that we sometimes can't do our homework.



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- Our students are **kind**, they look out for each other & do their best to be all they can be.
- Members of our school community **respect** each other and celebrate difference.
- Everyone is **included** and helped and encouraged to take part in all that we do.





## **1.12 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 Mrs Nicol/Mrs Van Voornveld or online at [http://www.highland.gov.uk/info/1361/childcare\\_and\\_family\\_care/438/child\\_protection](http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection)

## **1.13 Policies**

School policies can be found on our school website. These are developed with our pupils, staff, parents and other stakeholders.

<https://tongueprimary.wordpress.com/>

The following link provides access to a number of Highland Council policies for schools which you may find useful: [Authority Policies](#)

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

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

In Tongue Primary School, we see ourselves as working in partnership with parents in the education of their children, working together to help each child to develop to the best of his/her potential.

The school welcomes the opportunity to develop close links with parents to encourage in each pupil a respectful and caring attitude towards others, a determination to achieve excellence in all areas of the curriculum and responsibility for their own good behaviour choices.

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

- ✓ Twice Yearly Parent Consultation Evenings
- ✓ Annual Progress Reports
- ✓ Termly Target Setting
- ✓ Regular Open Events
- ✓ Online digital profiles - Seesaw
- ✓ Monthly Newsletters
- ✓ E-mails/phone calls/letters

Newsletters or other letters often include a tear-off section or request an emailed response both of which we ask parents to carry out as soon as possible and certainly by the date indicated on each letter.

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.

Homework diaries help parents to know what their children have been learning at school and how to support their learning at home. We encourage parents to sign the parent section but it is also very useful if parents comment to let us know how they feel their child got on with the homework.

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

Parental voice is obtained through questionnaires issued regularly. It is also gained at Parents evenings and through Parent Forums. Every parent is a member of the Parent Forum.

The Parent Council is a group of parents selected to represent all parents of children at the school and ELC. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting the Chair of the Parent Council, Andrew Gordon. All parents are invited to attend Parent Council meetings and we would encourage you to get involved, even if you do not wish to be an official office bearer.

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

<http://www.educationscotland.gov.uk/parentzone/>. You may also find the following Parentline link useful:  
<https://www.children1st.org.uk/help-for-families/parentline-scotland/>

## **2.2 School Uniform**

Pupils must wear school uniform for the following reasons:

- A uniform creates a level playing field, a sense of identity and common purpose.
- A uniform reduces some differences between pupils, thereby reducing some of the causes of isolation and bullying.
- A uniform improves the self-esteem of particular groups of pupils
- A uniform generates pride in personal appearance, encourages tidiness and discipline and improves the image of the school in the community.
- A uniform ensures that pupils are not under pressure to wear the latest fashions.
- A uniform improves security by making it easier to identify who does and who does not belong to the school, especially when out on trips.

The school uniform consists of the following items:

- pale blue or white polo shirt
- Black, grey or navy trousers, skirt or pinafore
- Blue gingham dress for summer wear
- Navy cardigan, sweatshirt or fleece
- Suitable outdoor shoes
- indoor shoes

Jumpers and polo shorts should contain the school logo and uniforms are available to buy online from the following website: <https://macgregorschoolwear.co.uk/product-category/primary-school-uniform/>  
Simply down to Tongue Primary at the bottom of the page.



The school gym kit consists of the following items and all children are expected to wear their gym kit to all PE sessions:

- Black, grey or navy shorts or jogging bottoms
- White t-shirt
- Suitable footwear which are not day to day outdoor shoes.



### **2.3 Lunchtime**

The Highland Council generally operates a 'Cashless catering' system which utilises pupils' NEC cards. However, Tongue Primary will not have this system installed as it is anticipated that all pupils may receive free school meals within the next few years.

Once our pupils transition to Farr High School, they will become familiar with this system. For further details please see: [http://www.highland.gov.uk/info/878/schools/9/school\\_meals/2](http://www.highland.gov.uk/info/878/schools/9/school_meals/2)

All primary pupils eat together in our canteen before enjoying free time in the playground. They have recently rewritten our canteen rules:

**Canteen Rules  
Updated by P1-7  
15<sup>th</sup> November 2023**

- 1. Chat quietly until everyone has their lunch -**
- 2. When we all have our lunch, everyone should remember to use their inside voice in the canteen.**
- 3. Finish your mouthful before you talk and chew with your mouth closed.**
- 4. 12.40pm is the earliest time for going out to play – this gives us all 15 minutes minimum to chat and eat our lunch.**
- 5. Pupils with a packed lunch should tidy away when finished and wait to be dismissed from the canteen by staff.**
- 6. Pupils having a school dinner should check with a member of staff before they put their dishes away and wait to be dismissed from the canteen by staff.**
- 7. All pupils should remember to put their own chair away when leaving the canteen.**
- 8. Everyone should try to remember to say "thank you" to Joanie.**

## **2.4 School Meals**

The school lunches provided by the school catering service are designed to be well balanced, with a good selection of vegetables and fruit available: therefore, healthy choices are very much in evidence in all menus. The current price of a meal is £2.30 for pupils. Funded ELC pupils and pupils within P1-5 receive free school meals as part of a Scottish Government Initiative. If your child has special dietary needs, please inform the school. An online form will require to be completed before the school can begin to cater for your child. Until confirmation is received from the Highland Council, we would require that you provide your child with a packed lunch. The school will, of course, keep you up to date with progress of your application.

Free meals and clothing grants can be claimed in certain circumstances, for information and an application form please see: [http://www.highland.gov.uk/info/899/schools\\_-\\_grants\\_and\\_benefits/10/free\\_school\\_meals\\_and\\_assistance\\_with\\_clothing](http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

## **2.5 Packed Lunches**

We also cater for pupils taking packed lunches by providing seating and if required, a drink of water for them. Should children prefer packed lunches, we would ask parents to make these healthy by providing well balanced alternatives to chocolate biscuits, sugary drinks and sweets.

When providing fillings for sandwiches, parents should bear in mind that lunch boxes will be stored in the warmth of the school during the morning and may prefer to avoid meat fillings. Alternatively packing the lunch in a cool bag or including an ice pack in the box can help. Some children like to have a warm, home cooked meal or bowl of soup. A good quality flask can ensure food is still piping hot at lunch time.

## **2.6 Health Promoting School**

As a Health Promoting School we promote and encourage staff, pupils and parents to think about healthier lifestyles. We encourage healthy eating and would appreciate your continued support with this. Healthy snacks are available each day in the canteen during morning break time.

Our pupils are encouraged to be active during breaktimes. We do this by providing fun, energetic equipment and activities for their use.

Sometimes, our pupils prefer calm play during their breaks. Our pupil council select indoor toys to be used out of doors each break time. These include construction toys such as Lego or stickle bricks, jigsaws and even colouring in when the wind is not too strong! The outdoor classroom is an ideal place to relax while playing with these activities.

## **3. Curriculum**

### **3.1 Curriculum for Excellence**

The Curriculum for Excellence sets out values, purposes and principles for the 3-18 curriculum for all children and young people. It places children and young people at the heart of Scottish Education. The curriculum at Tongue Primary aims to ensure that our pupils become: successful learners, confident individuals, responsible citizens and effective contributors – the four capacities.

The curricular framework in which your child learns is arranged in the following way. There are six curricular levels:

Early:	The pre-school years and P1, but later for some
First:	P2, P3 and P4, but earlier or later for some
Second:	P5, P6 and P7, but earlier or later for some
Third and Fourth:	S1 to S3, but earlier for some
Senior Phase:	S4 to S6 in school/college/other type of study until the age of 18

The curriculum is made up of experiences and outcomes necessary to pupils' development within the following areas:

- Literacy & English
- Numeracy & Mathematics
- Health and Wellbeing
- Social Studies
- Science
- Technologies
- Religious and Moral Education
- Expressive Arts

Benchmarks are offered within all areas which provide a guide for planning experiences for the children.

All experiences, outcomes and opportunities provided for our pupils are designed to build on pupils' skills for learning, life and work. We regularly hold learning conversations with our pupils to help enhance and aid the understanding that these skills are transferrable across the curriculum and within their wider world. In order to engage learners many subject areas are planned and organised in consultation with pupils. This gives them a sense of ownership and responsibility.

Tongue Primary School has a range of partners who help to deliver our curriculum and offer a range of experiences for our pupils which extend beyond the classroom. These partners include the Feis, Kodaly, the Countryside Ranger, North Coast Leisure Pool, Flow Country Project, Highlife Highland and Wildland.

### **3.2 Religious Observance**

Occasionally, a local elder or visiting minister will deliver assemblies and we are also invited to visit the church in Bettyhill at Christmas to take part in a Christmas Service. Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

### **3.3 Support for Learning**

Class teachers, in conjunction with Additional Support Needs Principal Teacher monitor the progress of pupils with additional support needs. These needs are generally catered for within the mainstream curriculum but with specialist advice and support as required. Sometimes children simply require a little additional support to master skills and their Support for Learning input will be short lived. At other times, Support for Learning can be a longer-term plan which is continually reviewed and updated to meet the needs of your child.

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.

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/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners)

Sometimes a Children's Support Worker will be involved in supporting a child. A Children's Support Worker may visit the school or hold virtual sessions and will generally focus on more social and emotional needs rather than issues around the curriculum or classroom learning. They:

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

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 (the Head Teacher). If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at: [https://www.highland.gov.uk/info/886/schools\\_-\\_additional\\_support\\_needs/1/support\\_for\\_learners](https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners)

### **3.4 Progress**

Parents wishing to enquire about a pupil's progress or have concerns about their progress are invited to contact the school office to arrange an appointment with their child's class teacher in the first instance.

The following link may be useful in this respect: [Highland Curriculum for Excellence information](#)



### **3.5 Health and Wellbeing**

Our current concern is the positive mental health of all in our establishment, be they pupils, parents/carers or staff. With this in mind, our restorative, solution focussed and nurturing approaches to promoting positive relationships ensures we are thinking of what is best for every member of our community.

Relationships, sexual health, parenthood and drug awareness form part of our health & wellbeing curriculum. Due to the sensitive nature of these issues, parents will be consulted via letter or email when these will be introduced at particular stages in school.

Additional visitors to school include the dental hygienist and school nurse. The dental hygienist visits at least twice in the school year and all pupils participate in a daily tooth-brushing programme. The school nurse examines each child when they start school and again before the end of their P7 year. Parents will be notified in advance. Checks on sight and hearing are made in the intervening years so that any concerns can be followed up. P1 and P7 pupils also receive an examination from the dentist. Again, parents will be notified in advance and a record of the examination sent home on the day.

### **3.6 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: <https://www.wellbeinghighland.co.uk/wsa-to-wellbeing>

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 your child's guidance teacher. Alternately, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed at: <https://www.kooth.com/> Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

### **3.7 Educational Visits/Excursions**

Throughout their time at Tongue Primary School, pupils will be provided with the opportunity to visit places which are of particular educational value. Often these visits will be linked to the themes our pupils are studying.

Parents/carers may be asked to contribute toward a school trip, to a maximum specified amount. Vehicles with seatbelts are used for school trips and all pupils and staff must wear them.



*Four of our P4-7 pupils won joint first place in a wildlife challenge during a campus event in November '23.*

Where possible, during their year in P7, pupils will be offered the opportunity to take part in an outdoor residential trip which forms part of their transition.

### **3.8 Assessment & 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, as well as 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.

High Quality Assessments form part of each child's learning. These will be sent home to be shared with families and we would ask that parent voice is captured by discussing with your child, completing the parent section and returning to school no later than the date specified.

Seesaw is now being used as a means of informing parents of pupil successes, targets and next steps.

### **3.9 Homework**

In Tongue Primary School, homework will be given for the following reasons:

- To encourage each child to become more responsible for his or her own learning.
- To raise each child's level of attainment.
- To practise and extend work done in school.
- To enable parents to see what their child is doing in school.
- To give parents the opportunity to become involved in their child's learning.

Homework can be a useful link between home and school and can help parents understand the work of the class and the skills and abilities of their child. Parental supervision and involvement with homework is expected and has been proved to be beneficial to the child's progress. Please speak to your child's class teacher if you would like further information on how to support your child with their homework.

### **3.10 Specialists**

Within Highland, we are fortunate to have the services of various professionals who are contacted for advice and additional support. These include Health Visitors, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Child Support Workers, and more.

When necessary, the school will contact the Educational Psychology Service. Parents will be asked permission, should it be necessary, to undertake a psychological assessment of a pupil. The Educational Psychologist may visit the school and is available for consultation with staff and parents.

### **3.11 Transitions**

Transitions are the moves children and young people make from nursery to school, from stage to stage, from P7 to S1 and through Curriculum for Excellence levels.

When transitions work well, they help children and young people to develop confidence and acquire skills to manage future changes in their lives.

The vast majority of children and young people look forward to moving on in learning. However, for some children transitions can be challenging and support from parents and staff can help the transitions to be more smoothly.

Some children may need particular help perhaps including some other agencies to ensure that they feel confident about the transitions. It helps children at all transitions if staff and parents:

- ❖ Talk with them about what is going to happen
- ❖ Encourage them to talk about any concerns or anxieties
- ❖ Listen carefully to their concerns and consider sharing them with other relevant people
- ❖ Help them become familiar with the new setting and what will be expected of them.



Planning for transitions start at the beginning of the child's last year in nursery. The more complex a child's additional support needs, the more time is needed for planning and preparation. Each young person is an individual and thus the solutions will be individual.

The transition process begins with the P1 teacher visiting the nursery pupils early in their final year of nursery as well as playing in the school playground with their nursery peers. Following this, the pupils begin to visit the school on a weekly basis, steadily increasing the length of time spent in the school grounds and primary classroom with their new peers.

Throughout the transition to P1 process pupils are provided with a variety of Numeracy, Literacy, H&WB and Interdisciplinary activities within a play context. We also allow the pupils to experience school breaks, lunch, and opportunities to meet and experience learning with our specialist PE teacher.

When our pupils are getting ready to transition to S1 in Farr High, a number of activities are put in place for them. These include:

- ✓ P6 & P7 parents' information session in the High School
- ✓ P7 themed High School visit
- ✓ P7 day at High School following what will be their new timetable
- ✓ Transition Roadshow where S1s visit the primary school to talk about life as a first year – what to expect, school rules etc
- ✓ Fairburn residential experience

Should you wish to speak to any of the High School staff about transitions, Mrs Amanda Mosely, DHT and Mrs Katherine Van Voornveld, HT are both available on 01847 807010.

Thinking further ahead, support for pupils leaving high school, including career guidance, financial advice, further education, post 16+ learning choices is offered at Farr High as well as how to access further information locally e.g., Jobcentre Plus. [16+ Learning Choices Information](#). 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 secondary education. 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.

### **3.12 Committees**

As we are a small school, everyone in Tongue Primary is a member of our Pupil Council, Eco-Committee and Rights Respecting Schools Committee. This means that everyone is actively involved in shaping our school, led by their Reps.

#### **Pupil Council**

Shaping our school through the vehicle of the Pupil Council might take the form of discussing, creating, voting and more. We have recently been involved in activities such as:

Fundraising: our pupils made and sold Christmas cards and organised a raffle for our Christmas Show evening.

Decision Making: following an amazing donation to our school, our Pupil Council decided to purchase a climbing frame for all pupils to enjoy. They spent time researching before making the final decision.

Making Changes: In the summer term our pupils extended the existing Christmas Jumper month of December to Summer Clothes in June.

Creating: Working with our Botanists, the Pupil Council have spent time rethinking the layout of our outdoor areas, creating more space for growing as well as for relaxing. We look forward to seeing this progress further.



## Eco-Committee



Our Eco-Committee work towards making our school a more environmentally friendly place, encouraging recycling and litter picking. They also look at the wider world and find ways to make our planet a greener place.

Through many initiatives, our Eco Group, led by their reps are working hard to keep their well-earned Green Flag status. More information on either group can be seen in our school newsletters on the school website.

## 4. Additional Information

### 4.1 Term Dates Session 2023-2024

#### **Spring**

Spring Term starts 8 January 2024  
Mid Term Break 19 & 20 February 2024  
Spring Term ends 28 March 2024

#### **Summer**

Summer Term starts 15 April 2024  
Summer Term ends 27 June 2024

#### **Public holidays**

- May Day – 6 May 2024

#### **In Service Days**

- 21 February 2024
- 2 May 2024

### Term Dates Session 2024-25

#### **Autumn Term**

Starts 20<sup>th</sup> August 2024  
Ends 11<sup>th</sup> October 2024

#### **Winter Term**

Starts 28<sup>th</sup> October 2024  
Ends 20<sup>th</sup> December 2024

#### **Spring Term**

Starts 6<sup>th</sup> January 2025  
Mid term break 17<sup>th</sup> & 18<sup>th</sup> February 2025  
Ends 4<sup>th</sup> April 2025

#### **Summer Term**

Starts 22<sup>nd</sup> April 2025  
Ends 3<sup>rd</sup> July 2025

#### **Public Holidays**

May Day – 5<sup>th</sup> May 2025

#### **In Service Days**

- 19<sup>th</sup> August 2024
- 16<sup>th</sup> & 17<sup>th</sup> September 2024
- 19<sup>th</sup> February 2025
- 2<sup>nd</sup> June 2025

Please note that these dates may change during the year.  
Please read all newsletters during the year, as changes will be noted within these.



#### 4.2 School Discipline and Positive Behaviour

Discipline is essential to good learning situations. The aim of the school is to provide an atmosphere of mutual respect and collective responsibility. At Tongue we promote positive behaviour and good relationships. Pupils, parents and teachers all have an important part to play in achieving this. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

We strive to work in partnership with parents on concerns regarding discipline. Our school is a community, which exists to promote the education of all its pupils. **Everyone** has to abide by certain guidelines and standards of behaviour if the school is to operate efficiently.

We try to teach discipline by **example** and **encouragement**. However, persistent and repeated misbehaviour will not be tolerated. Under these circumstances a pupil will be given a **clear and adequate warning** beforehand that there will be sanctions should such behaviour continue. Parents will be contacted when the Depute Head Teacher takes disciplinary action.

In extreme cases, exclusion may be the final option. There are detailed procedures to be followed in such cases, and parents are involved at almost every stage. In these circumstances, parents will be advised in advance, unless the pupil's actions have been severe enough to warrant instant exclusion from the school.

Through the vehicle of our Pupil Council, all pupils took an active part in updating our rules and expectations at the start of the year. These are shown below.

##### Indoor Rules

Rule	What it will look like if everyone is following the rule
Everyone making good choices in their behaviour.	Being sensible, doing what you are asked to do
Everyone being kind to and respecting one another	Smiles, everyone helping and letting others join in
Letting everyone have a chance to talk	Making eye contact, listening while others speak
Everyone working hard – doing their best	Heads down, silence if it is a quiet task; Everyone discussing, people working sensibly in a team if it is group work.

	People asking for help or finding a solution if they are stuck.
Being polite	Everyone saying 'please', 'thank you', 'you're welcome', 'well done', 'good job' etc.
Respecting Property	Everyone tidying away when they have finished with something, everything being put back in its place, everyone using resources as they should be used.
Walking feet in the school	Everyone moving around the school sensibly

Good behaviour choices in specific areas such as cloakrooms/toilets are reinforced by displaying pupil created posters as well as specific focus assemblies.

#### Playground Rules

Rule	What it will look like if everyone is following the rule
Everyone being respectful towards staff.	Everyone listening to staff and following instructions.
Everyone being sensible in the playground.	Everyone taking care of the toys and using them the way they are supposed to be used.
*All games should be 'non-contact'	Everyone keeping all body parts to themselves.
Everyone letting everyone else play.	Everyone being allowed to join in.
Everyone being kind to everyone else.	Everyone speaking to each other nicely, everyone allowed to join in if they want to.
Everyone playing nicely together.	Everyone joining in games if they want to, everyone smiling and having fun, everyone sharing, everyone taking turns, everyone being patient.
Everyone letting everyone else speak.	Everyone listening to one another.
Everyone looking out for one another.	If someone is hurt, others should help them up, comfort them and take them to see a member of staff.
Everyone tidying up the playground when the tidy bell rings.	Everyone putting things away carefully in the correct place when they are finished with them. The last person to put something away should shut the shed door.

\* Games such as tag are great as long as we are gentle.

The above rules are supported by rewards. The 'Catch Them Doing It Right' approach involves some of the following:

- ✓ House Points
- ✓ Roll of Honour wall where worthy behaviours are recorded (these move into individual's Profiles at the end of each term)
- ✓ Congratulations Letter posted home following 5 Special Mentions for good behaviour choices in assembly – we call this the 'Roll of Honour'. A copy of the letter will be included in pupils' Profiles.
- ✓ Special Mention, a sticker and a house point presented at weekly Celebrating Success Assembly.
- ✓ Extended Interval – Mrs Nicol to oversee playground supervision in such instances.

### **4.3 Code of Conduct**

Certain standards of behaviour are expected from all members of the school community.

#### **General**

- When on outings and visits, pupils should conduct themselves in the same manner as employed in school, remembering that they are representatives of the school.
- Consistently inappropriate behaviour or a serious incident in school (especially during sports or games) may result in an individual not then being allowed to represent the school as a member of a particular school team, for example, basketball or football. Pupils should be demonstrating good sportsmanship consistently if they intend to represent the school as team players.
- Pupils should not be indoors during lunchtimes or interval unless under supervision by a member of staff.
- Pupils should not take expensive toys/belongings to school, or large sums of money.

#### **Playground**

- Pupils should not climb on walls, fences or trees surrounding the school.
- Pupils should ensure that they store any equipment and games away correctly when they have finished with the items, especially when they have been using them outdoors.
- Pupils should put litter in the bins provided.
- Children may bring their bicycle and scooters to school but must wear a safety helmet when using them. In consideration of their own safety children should only use their own equipment and remain in delineated areas.

In addition, the following is a link to the Highland 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)

All incidences of bullying are logged on the system which helps us track any patterns, such as targeting specific individuals or groups. We take bullying very seriously.

### **4.4 Attendance/Absence**

Good attendance is vital if pupils are to achieve their full potential. If a pupil is absent from school, a parent or guardian should email Mrs Nicol on [veronica.nicol@highland.gov.uk](mailto:veronica.nicol@highland.gov.uk)

or phone the school on the first day of absence no later than 9am on the school number 01847 611208. If phoning, the parent or guardian must provide a written reason for the time absent on their child's return to school.

Permission to leave during the school day: If a pupil needs to leave during the school day for example for an appointment, pupils need to bring with them a note from parent/carer or an email should be sent in advance to the above email address. Pupils must report to the school office to 'sign out' when leaving. If returning the same day, they must report again to the office and 'sign in'. Where at all possible, medical and dental appointments should be made out with school hours.

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

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

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

- will result in a significant loss in classroom experience;
- will result in a pressure to 'catch up' on missed work by pupils;
- could result in pupils missing assessments with consequential impact on pupils and teachers;
- could result in the loss of curricular activities;
- will affect school attendance records and efforts to raise standards of attendance;

- under the guidance issued at a national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised.

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

[https://www.highland.gov.uk/info/878/schools/32/school\\_term\\_dates](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 Depute Head Teacher or Head Teacher.



# Our Improvement Journey Headlines

## Session 2022/23

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

### Improvement Project 1:

**Primary focus:** Embedding Progressions

**Year of Project:** 3

**Purpose:** To develop a more robust approach across Campus ELCs in using progressions to ensure a high quality, cohesive approach towards tracking & raising attainment.

**Progress and impact:**

**Content:**

- ✓ Staff Needs were established in T1 followed by working group activities and opportunities given to use progressions in ELC throughout the year
- ✓ Throughout the session information was shared with parents about our use of progressions and how their child's progress is tracked against these
- ✓ Staff were given opportunities to visit other establishments throughout the year.
- ✓ Seesaw was introduced as a virtual profile.
- ✓ HGIOELC and CI Quality Framework continue to be used within the setting.

**Impact:**

- ✓ EYPS have become more confident in using progressions which means they are more secure in identifying next steps in learning.
- ✓ Staff absences meant visits to other establishments did not happen as we intended. The intended impact is that staff will take good practice back to our own setting and use it to the benefit of our children.
- ✓ Seesaw is now used to inform parents about significant learning as well as fun activities & to celebrate success, giving parents instant feedback.

**Next steps:**

**\*Continue to support staff in the use of progressions.**

**\*Ensure staff are abreast of current documentation & literature & incorporate this into practice.**

**\*Review parent knowledge and understanding of our use of progressions & continue to expand opportunities for an active role within the ELC.**

### Improvement Project 2:

**Primary focus:** Understanding and Improving Assessment & Moderation Strategies Within BGE

**Year of Project:** 3

**Purpose:** Empower teachers to make an informed judgement on achievement of a level and to develop a consistent approach in the use of benchmarks.

**Progress and impact:**

**Content:**

- ✓ Moderation across the campus sessions planned for joint primary and high school collaboration.
- ✓ Teaching staff and SMT training by Education Scotland

**Impact**

- ✓ staff are developing a better understanding of agreed standards. They are working towards consistent expectations of pupils.
- ✓ Staff are becoming better able to judge whether SC are relevant & allow sufficient progress.

**Next steps:**

✓ **Identify further opportunities for moderation across the BGE**

✓ **Broaden the range of subjects moderated during CCMs**

✓ **PT will participate in QAMSO training**

### Improvement Project 3:

**Primary focus:** Equity & Excellence

**Year of Project:** 3

**Purpose:** This priority has been identified in response to potential gaps in learning linked to poverty and because we recognise the need to ensure all children are encouraged and supported to achieve their full academic potential.

**Progress and impact:**

**Content:**

- ✓ Review of attainment data to identify pupils at risk of under achieving.



- ✓ Monitor attainment data for all pupils.
- ✓ Monitor attendance for all pupils
- ✓ Closer working partnerships with secondary teachers to support effective transition into high school and a more consistent approach to learning & teaching.
- ✓ Closer partnerships with families to assist those who may be struggling.

#### Impact

- ✓ In conjunction with other QA activities, review of attainment led to a better shared understanding of individual pupils' levels and next steps, ensuring staff know where each child is going in their learning journey and why.
- ✓ While the HC attendance policy is in its infancy, we are confident that this will lead to supporting full attendance at school and addressing any issues which may be affecting pupil attendance. Increased attendance of targeted pupils will help to prevent pupils from falling through the gap.
- ✓ Closer working partnerships with secondary teachers has resulted in our gaining a better understanding of learning & teaching across both sectors which will allow us to develop a more cohesive approach to learning & teaching.
- ✓ Closer partnerships have been established with families.

#### Next steps:

- ✓ **Support staff to develop use of our new tracking system & to use the data effectively to meet the needs of all of our children – both academic and in terms of their overall health & wellbeing.**
- ✓ **Continue to identify ways for supporting a more cohesive approach toward the education of children between primary and secondary school.**
- ✓ **Conduct staff training on use of the new HC attendance policy to develop a whole-school understanding of how this works.**
- ✓ **Further develop our use of Seesaw within primary & ELC.**

#### **4.5 School Improvement**

Our school continuously works to improve the provision we give. The following are our current focus areas:

- ✓ **Understanding and Improving Assessment & Moderation Strategies within BGE**
- ✓ **Parent/Carer Engagement and Involvement in ELC**
- ✓ **Excellence & Equity for all**

Tongue Primary & ELC is committed to self-evaluation to ensure self-improvement. We do this in line with council procedures and against the “How Good is Our School 4” Quality Indicators for primary, “How Good is Our Early Learning and Childcare Centre” & the Care Inspectorate’s “Quality Framework for Daycare of Children” within the ELC.

Tongue Primary & ELC’s Standard and Quality Report, which reviews progress from the previous session, is detailed below:

#### **4.6 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 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.

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 unopened, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

#### **4.7 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.

#### **4.8 Adverse Weather**

Schools now have a dial-in service if there is risk of closure due to adverse weather. This allows parents to listen to a recorded message from the head teacher.

Tongue Primary and ELC :  
0800 564 2272 PIN: 04 3160

It is an enhancement to the present service and does not replace existing methods of giving out information, such as radio broadcasts, described in the schools Adverse Weather Guidelines. You can also access the highland school closure website on: <http://www.highland.gov.uk/schoolclosures>

Our school closures are also added to our school Facebook and Seesaw page – unless there has been a power cut affecting Wi-Fi connectivity.

### **5. New Pupils**

#### **5.1 New entrants**

New entrants and their parents are welcome to visit our school. Parents of new entrants of P1 will have the opportunity to attend a meeting prior to pupils commencing school and pupils will have the opportunity to participate in transition events. Parents should enrol their child through the online form in the site below: [https://www.highland.gov.uk/info/878/schools/887/enrol\\_your\\_child\\_for\\_school\\_and\\_early\\_learning\\_and\\_c\\_hildcare](https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school_and_early_learning_and_c_hildcare)

For pupils joining our school at any other time in their primary schooling, the above site should also be used for enrolment.

Highland Council places an advertisement in the local press giving information regarding enrolment, usually in January, for new primary one entrants for the following August. Any prospective parent should feel free to phone the school and arrange a time to visit the school for a conducted tour. Details of the Parents' Charter with regard to admission and choice of school may be obtained from the school or Education Office.

Highland Council's policy is to admit pupils to primary 1 after they reach the age of four years and six months (i.e. children entering school in August of any year should reach the age of five by the end of February of the following year). Parents should note, however, that there is no obligation to enrol pupils until the August following their fifth birthday.

A transition programme is in place so prospective P1 pupils can join the infant class for a period of time prior to the summer break. This means that children are already familiar with their new surroundings before starting in August.

### **5.2 Pre-School Enrolments**

Parents are invited to enrol pre-school children in the nursery class in the catchment area in which they reside. Any parents wishing to request a nursery place out-with their place of residence will need to fill in a placing request and places will be granted if they are available when children within the nursery catchment area have been accommodated. [https://www.highland.gov.uk/info/878/schools/11/school\\_enrolment/2](https://www.highland.gov.uk/info/878/schools/11/school_enrolment/2)

### **5.3 Placing Request – Parental Choice**

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. 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)

Places will be granted if they are available when children within the school catchment area have been accommodated.

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.

### **5.4 School Transport/Placing Request Transport**

Transportation for pupils living within catchment and out with a reasonable walking distance is provided by Highland Council. 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).

**It is a parent's responsibility to provide daily transport to and from school for pupils who have joined our school on a placing request.**

## **6. Pupils with Additional Support Needs**

### **6.1 Pupils with Disabilities**

Children with disabilities are catered for in the school according to Highland Council Education Department's Support for Learners Policy. This endorses the principle that children with disabilities should be educated as locally as is possible, consistent with meeting their needs effectively. The process of admitting a child with disabilities to the school will involve discussion with parents, child, school, Education Department staff and other specialist agencies as appropriate.

## **6.2 Additional Support Needs – Authority Policy**

- Children with Special Educational needs are integrated into mainstream provision and supported in their local school wherever possible.
- For pupils with particular needs which cannot be met by their local school, there is the option of attending another Highland school where specialist staff are available. In these cases the Education Department, working with the child's parents, will make arrangements for the child to attend the appropriate establishment.
- For most children who require additional support for their learning, their support will be planned and monitored using an individualised education programme.
- A multi-agency approach is used to ensure that children with special needs, and their families, receive appropriate support.
- The needs of gifted pupils may be addressed by making specific arrangements in specialised areas, such as music, dance and drama.
- If the authority judges that a child had additional support needs, which are long term and significant and which require co-ordinated support, the authority must, by law, consider whether to compile a co-ordinated support plan.

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/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)

### **Information about the 2009 Additional Support for Learning Act: Legal information**

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

If you have any questions about the 2009 Act then please contact the Enquire Helpline on 0845 123 2303 or by email on [info@enquire.org.uk](mailto:info@enquire.org.uk)

## **6.3 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)

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.

## **6.4 Information on organisations specified by Scottish Ministers**

The following sites provide advice, further information and support to parents of children and young people with additional support needs.

- (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

## **7. 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.

## **8. Complaints and Requests for Service**

If a parent has any concerns they should contact their child's Named Person in the first instance, Mrs Katherine Van Voornveld. [katherine.wood@farrhigh.gov.uk](mailto:katherine.wood@farrhigh.gov.uk)

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Education and Learning Manager.

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).

## **9. Data Protection**

### **9.1 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.

### **9.2 Data Protection Act 1998**

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

### **9.3 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>.

### **9.4 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

### **9.5 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.

### **9.6 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.