

Information for Parents/Carers



Rosebank Primary School 2024/25



'Constant and True'

CONTENTS

Welcome to Our School

Rosebank's Aims and Values
A Short History of the School
Catchment Area
Enrolment
Placing Requests
The School Buildings
School Contact Information
School Staff

What will my child be learning? - A Curriculum for Excellence

Four capacities
Principles for curriculum design
3-18 Curriculum levels
8 curricular areas
Assessment
Home Learning
School Assemblies

How do I know my child is progressing?

Parent/Teacher Meetings
My Learning Journey Folders
Seesaw
Reporting to Parents
Additional Support Needs



What do my child and I need to know?

School Hours
School Uniform
Equipment for Pupils
Travelling to School
School Lunches/Free School Meals/Morning Interval

Care and Welfare

Child Protection
Accidents/Illness at School

Parents as Partners

'Open Door' Policy to Parents
Parent Council
Problems or Complaints
Helpers in school
Attendance/ Absence
Adverse Weather
Medication At School
The Highland Practice Model

Extra-Curricular Activities

Transfer to Secondary Education

Appendices - (1)2009 Additional Support for Learning Act (2) Why do we need your data? (3) Advice for parents of children and young people with Additional Support Needs (ASN)

Here is our Eco Committee raising our second Green Flag. The whole school came to watch and celebrate even though it was wet and cold.

WELCOME TO OUR SCHOOL

Dear Parent/Carer

On behalf of the staff and pupils I would like to welcome you to Rosebank School. We are delighted you have decided to send your child to Rosebank. We look forward to you 'rolling up your sleeves' and getting involved in the life of the school as a key partner in your child's education!

Here at Rosebank we are constantly striving to **get it right for every child**. We believe that no child can be a fully effective learner if he or she feels unhappy or troubled or insecure. We all agree that it is the responsibility of everyone in the Rosebank School Community - *school staff, pupils, parents and carers, professionals from partner agencies and others in the local community* - to work together to ensure that each child feels safe, healthy, achieving, nurtured, active, respected, responsible and included. Youngsters think that the teacher has a central role in this process, working with others in the school community to create the right conditions for effective learning.

At Rosebank all staff work hard to be:

- Aspirational - genuinely believe that all pupils can succeed
- Assertive - decisive and confident, firm but fair
- Encouraging - positive, supportive, welcoming genuine error as an opportunity to learn
- Enthusiastic - believe in what they are teaching and enjoy the job
- Humorous - show humour naturally and put learners at ease
- Open - prepared to challenge their own thinking and admit they may be wrong
- Respectful - genuinely like young people, care about them, listen to them, enjoy their company and do not disrespect them individually or collectively.

At Rosebank our starting point is inclusion. We believe that children should not be subject to discrimination, intentional or otherwise, on the grounds of their social circumstances, gender, race, religion, cultural beliefs, disability or sexual orientation. Here at Rosebank our learning and teaching is guided by these four key principles:

- ✓ **Engagement**-Children need motivation. They should have a significant reason for engaging in the learning process and positive feelings about involvement.
- ✓ **Participation**-Pupils need to participate in the learning process. They should be active and take as much responsibility as possible for their own learning.
- ✓ **Dialogue**-Children need to communicate through verbal and/or multi-sensory dialogue. Research and empirical evidence demonstrate that real understanding takes place when learners work through with someone else what is to be learned and how far they have been successful in their learning.
- ✓ **Thinking**-Pupils need to think. This thinking should be critical and creative, robust and flexible in order that all may understand and achieve their potential whatever the context.

We encourage you to be an active partner in your child's education. We hope you will become very involved in your child's learning here at Rosebank. If you have any knowledge and/or skills which could make learning and teaching more exciting for our children please let us know. We will also be delighted to welcome any constructive suggestions as to how we can improve learning and teaching in our school.

Together we can make Rosebank an excellent place to learn!

Yours sincerely

Lisa Campbell

Head Teacher

VALUES

At Rosebank we want a curriculum that will:

- Help everyone to feel happy, safe and secure.
- Help everyone to be successful in what they do - to be the best they can be.
- Enable everyone to be more confident and grow.
- Allow everyone to know their strengths and what to improve.
- Encourage everyone to: recognise personal achievements; believe in themselves; and, recognise the possibilities are endless.
- Provide help and support whenever it is needed.

RATIONALE

At Rosebank we want a curriculum that:

- Creates a warm and welcoming atmosphere where everyone contributes to the ethos and life of the school and feels valued and respected and develops an interest, enthusiasm and motivation for learning.
- Celebrates effort and achievement in all aspects of learning while fostering independence and responsibility.
- Takes into account educational research and stakeholder views to impact on our learning and teaching.
- Has an interdisciplinary approach at its centre which promotes pupils' interests, personalisation and choice and is progressive, consistent and relevant. We also recognise the need for discrete (stand-alone) subject teaching to ensure breadth and progression.
- Has a continuous focus on numeracy, literacy and health & wellbeing.
- Develops pupils' ability to evaluate their learning to inform suitable next steps and ensure success.
- Develops learning in different ways: independently, cooperatively, in groups, actively, out of doors and through play, promoting the application of knowledge and understanding in real life contexts.
- Includes a global dimension in our interdisciplinary learning, to encourage pupils to learn about sustainability, diversity, current world issues and Scotland's place in the world.
- Equips all learners with the skills necessary for life in the future.

SCHOOL IMPROVEMENT

Rosebank's Standards and Quality Report is available on the school website [Rosebank Primary School - Standards And Quality Report \(google.com\)](#) This report summarises the strengths of our school, our recent improvements and what needs to improve further. We gather this information throughout the year in a variety of ways so we can make sure our report is as accurate as possible. We take time to compare what we do with national examples of best practice. We visit each other's classes to share standards in learning and teaching. We look at children and young people's work to see how they are progressing. We cross mark work. We make use of factual data and information including attainment results responding and adapting our teaching in line with children's needs. We assess using our own expertise, standardised testing, cross marking and results tracking. Children peer assess and self-assess. We gather the views of children, parents, staff and members of the local community. We use all of this information to arrive at our view of the quality of education we provide.

Details of where information regarding the school's performance at local and national level can be obtained at <https://education.gov.scot/parentzone/my-school/school-information-dashboard/>

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

A Short History of the School

Rosebank Primary is situated in the heart of the old Burgh of Nairn, in the area boundaried by Academy Street, Leopold Street, High Street and Wellington Road. The building has a long history dating back over 180 years.

Originally the buildings were the home of Nairn Academy, established in 1830, following public subscription to which Captain James Rose, R.N. was a notable contributor. Indeed, he gave over half of his garden at Ivybank for the site of the Academy. Following his death in 1840 the school was renamed Rose's Academical Institution to honour his memory.

In 1893 the school reverted to its original name of Nairn Academy, although it was still known to many as Rose's Academical Institution. It remained the secondary school for the town and county of Nairn until January 1976 when the new Academy was opened. Rosebank Primary then occupied the building, still maintaining a link with one of the original founders of the old school. The school motto is that of the clan Rose, "*Constant and True*" (used by permission of Miss Rose of Kilravock) and the school badge is a rose.

The school currently has 319 pupils from nursery (aged 3 or 4) to Primary Seven (aged 11 or 12). Co-educational and non-denominational, it is within the authority of The Highland Council.

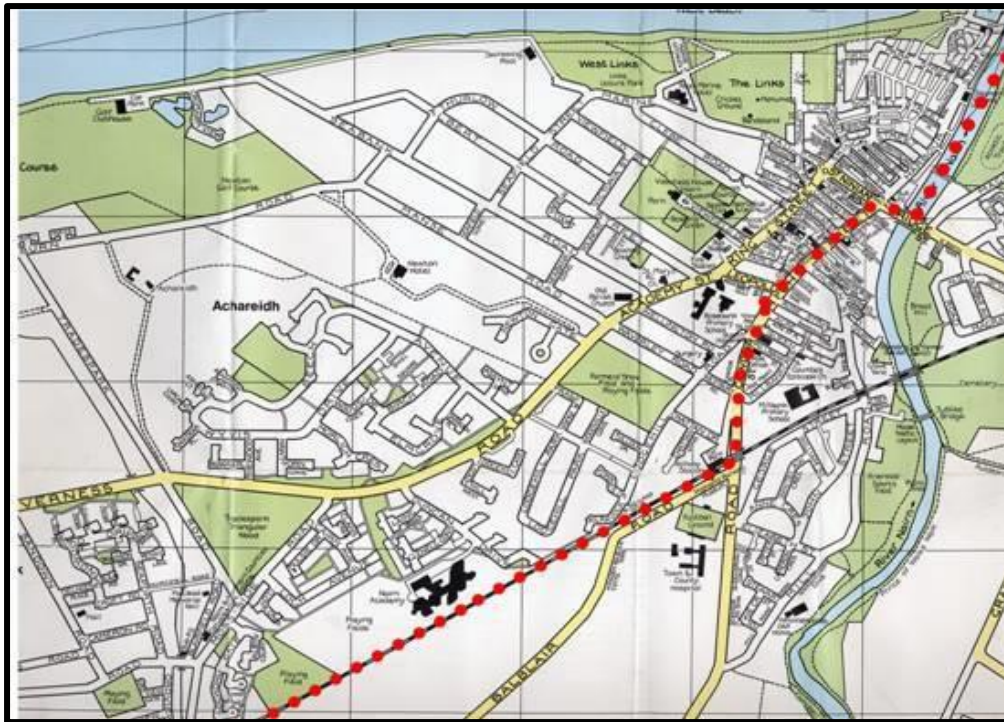


Constant and True

Catchment Area

Rosebank School's catchment area is the area North West and North of a line that runs from Nairn Harbour up the River Nairn to the A96 road bridge then along Bridge Street to the crossroads at the top of Harbour Street. From there it goes along the High Street to Cawdor Road until it reaches the railway line. It then follows the railway line out of Nairn, towards Inverness, to just beyond Blackcastle. Pupils living in this area to the North/North West of this line are entitled to a place at Rosebank. A detailed map of the catchment area is held in the School Office. Please do not hesitate to contact the school for more information.

Rosebank's catchment area is above the dotted line:



ENROLMENT

P1 enrolment takes place in January, and Nursery enrolment takes place in February. Dates are confirmed on the Highland Council website nearer the time. You can also apply throughout the year, and forms for school and nursery are available from <https://www.highland.gov.uk/enrol>

PLACING REQUESTS - 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. If you live outside the Rosebank catchment area an application must be made to Mrs Fiona Shearer, Area Education Manager, Highland Council Headquarters, Glenurquhart Road, Inverness IV3 5NX. Placing request forms can be obtained from https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2

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

If pupils live out with the school catchment area and their parents wish them to attend Rosebank they can contact Miss Lisa Campbell (Head Teacher) TEL 01667 454090 to arrange a visit.

Please Note:

Parents/Carers should note that having a place in Rosebank Nursery does not guarantee a place in Primary 1 if you reside outside the school catchment area. In a similar way, having a Primary 7 place at Rosebank does not guarantee a place at Nairn Academy if you live outside that school's catchment area.

The School Buildings

The school is housed in two main buildings with the dining hall and music room in separate buildings within the school grounds.

The main building is on two floors. The ground floor houses reception, medical room, lost property area, resources room, assembly hall, six classrooms, two open areas and pupil toilets. On the first floor are the staff room, Head Teacher & Depute Head Teacher's office, ASN Room, Nurture Room, ASNT/Children's Service Worker's office, four classrooms and two open areas.

The smaller and more modern of the two buildings contains the Gym Hall, an office, nursery, four classrooms, and a general purpose room.

The school is set in grounds. The school also has access to Viewfield Park for annual sports events and to the local swimming pool for weekly lessons for older pupils.



CONTACT INFORMATION

POSTAL ADDRESS

Academy Street, Nairn. IV12 4RB

TELEPHONE

(01667) 454090

E-MAIL

rosebank.primary@highland.gov.uk

WEBSITE

<https://sites.google.com/nairnacademy.net/rosebank-primary-school>

EMERGENCY MESSAGING SERVICE

0800 564 2272 (PIN 042880)

ADVERSE WEATHER

www.highland.gov.uk/schoolclosures

ROSEBANK STAFF

HEAD TEACHER (HT) Miss Lisa Campbell

DEPUTE HEAD TEACHER (DHT) Mrs Linsey Matheson

PRINCIPAL TEACHERS (PT)
Mrs Cara Macleod
Mrs Gigi Anderson
Mrs Hazel Fleetwood

CLASS TEACHERS

Mrs Debbie Robertson, Mrs Kirsten Tennant, Mrs Muriel Kelly, Mrs Kirsteen Forbes, Ms Donna Ross, Mrs Emma Grandison, Mrs Cheryl Main, Mrs Hayley Dawson, Mrs Hazel Fleetwood, Mrs Gigi Anderson and Mrs Emily Hayrabadian

P.E. & SCIENCE Mr Alwyn Foxcroft

ADDITIONAL SUPPORT NEEDS TEACHER Mr Daniel Torok

CHILDREN'S SERVICES WORKER Ms Lindsay Conway

NURSERY STAFF (EARLY YEARS PRACTITIONERS)

Senior Early Years Practitioner - Mrs Claire Challinor

Early Years Practitioners - Mrs Ashley Kitson, Miss Nina Kirk, Mrs Alison Barson, Miss Carol Madle and Miss Karen Ross

Nursery Support Workers - Mrs Hayley Anderson and Miss Anna Frater.

PUPIL SUPPORT ASSISTANTS

Mrs Kim Rowley, Mrs J McCluskey, Miss Roxanne Maclean, Mrs Gwen Pedder, Ms Rachel Martindale and Miss Ellie Clarke

CLERICAL SUPPORT Mrs Alexandra French Mrs Morag Gunn

INSTRUCTORS

BRASS Mr Ian Shires
STRINGS Miss Mackinnon
CHANTER Mr Ryan Anderson
SINGING Mr Christopher Josey

COMMUNITY PAEDIATRICIAN Dr Catriona Marshall

SCHOOL NURSE Vacant Post

EDUCATIONAL PSYCHOLOGIST Mrs Grianne Watters

SPEECH & LANGUAGE THERAPISTS

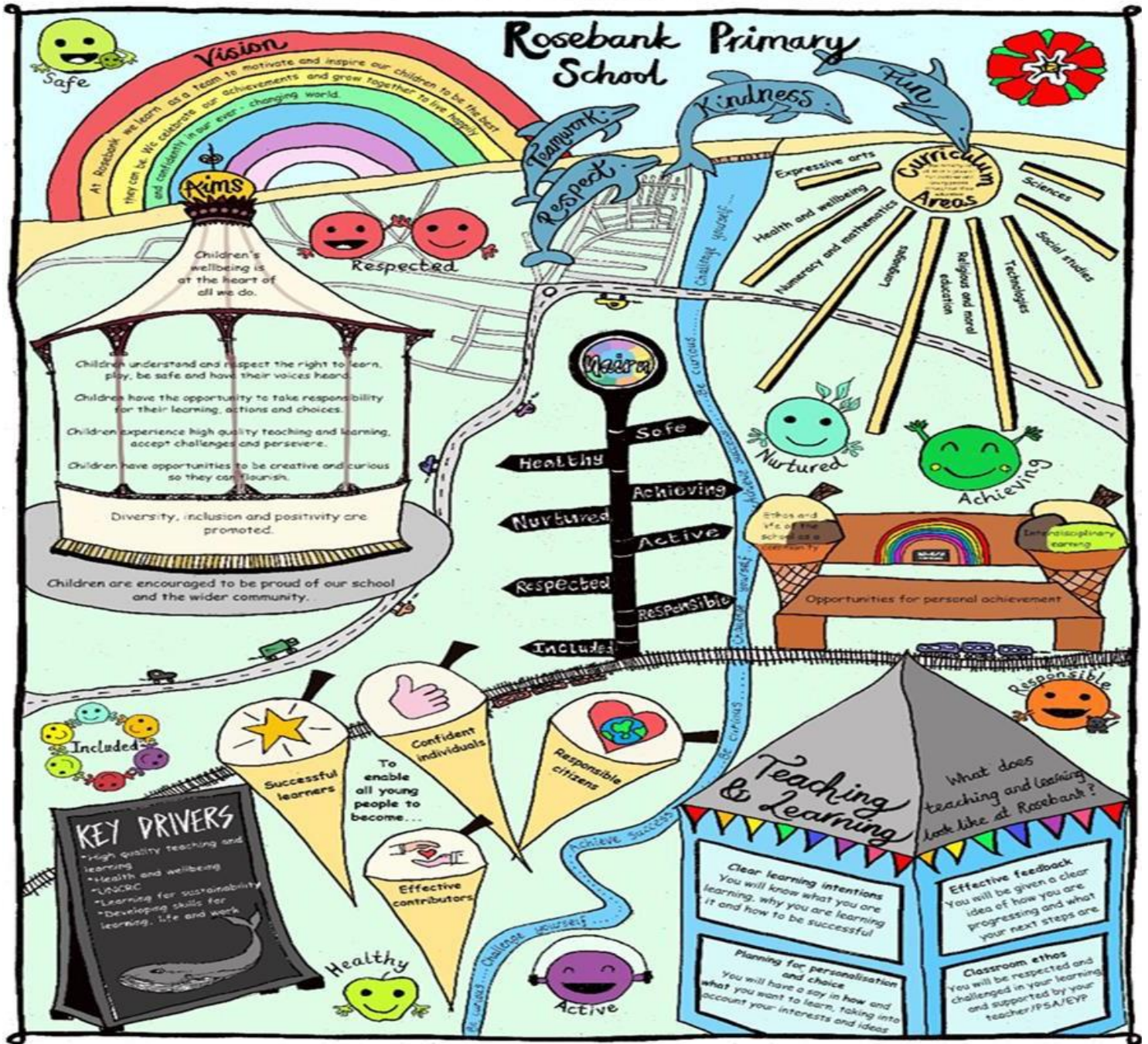
Mrs Morag Murray & Ms Anne Thomas

ACTIVE SCHOOLS CO-ORDINATOR

Miss Deanna Lundie (based at Nairn Academy)

SCHOOL CHAPLAIN

Reverend Alison Mehigan (Nairn Old Parish Church of Scotland)



WHAT WILL MY CHILD BE LEARNING? - A CURRICULUM FOR EXCELLENCE

In an ever-changing world, Scottish Education is constantly under review. This is a particularly exciting time within education as we are involved in a new Scottish Government led initiative called **A Curriculum for Excellence**. The purpose of the programme is to improve the learning, teaching, attainment and achievement of children and young people in Scotland. It's also about ensuring that pupils achieve on a broad education, not just in terms of examinations. It is important to ensure that children and young people are acquiring the full range of skills and abilities relevant to growing, living and working in the contemporary world. They will enjoy greater choice and opportunity to help them realise their individual talents.

Four Capacities

The Curriculum for Excellence framework is based around four capacities which aim to develop your children as:

- successful learners
- confident individuals
- effective contributors
- responsible citizens

The Principles for Curriculum Design

There are seven key principles behind the design of the curriculum 3-18:

- challenge and enjoyment
- breadth
- progression
- depth
- personalisation and choice
- coherence
- relevance

3-18 Curriculum Levels are set as follows:

LEVEL	STAGE
Early	Pre-school and P1
First	The end of P4, but earlier for some
Second	The end of P7, but earlier for some
Third & Fourth	S1-S3, but earlier for some
Senior	S1-S4

CURRICULAR AREAS

The curriculum areas have been reviewed and updated to emphasise the contributions they can make to developing the four capacities. The curricular areas are:

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

ENGLISH LANGUAGE AND LITERACY - Involves pupils in TALKING, LISTENING, READING and WRITING.

Talking

Today **spoken language** is given a central place in the primary school curriculum. Speech is without doubt the most common form of communication. We no longer hold the view that children should be seen and not heard. We encourage children to talk as we believe that it is important for children to be able to express themselves clearly and intelligibly in an acceptable form. Pupils are given many opportunities to discuss their work in all subjects: they are invited to present prepared talks to their classmates; they are encouraged to put forward their views and opinions on varied topics and issues; they are given opportunities to question other speakers and the validity of what is being said to them.

Listening

This is also important, and pupils are encouraged to look for meaning in what they hear and to be critical of what is vaguely expressed. They are encouraged to hold polite conversations and discussions and are taught the techniques of good listening. Some of the classes have specially designed kits to encourage improvement in listening skills. Pupils have access to listening centres which allow groups of pupils to listen to tapes through headphones and to do some follow up work based on what is heard.

Reading

This has always been regarded as one of the most important areas of the curriculum.

In P1-3 children will be practising their reading every day in school. Five sessions of core reading will include reading aloud for fluency and for expression, word and sound recognition, understanding and comprehension, prediction and retelling. They will be playing text related games, using the computer to practise their reading skills and embarking on a wide variety of written activities. They will be learning how to use their knowledge of phonics to decode words and will also be given opportunities to read fiction, non-fiction, plays and poetry. Furthermore, writer's craft and reading for information are studied in addition to the core reading sessions.

Moving into P4-7, children work on consolidating and improving their reading skills during three main group reading sessions per week. These sessions encourage development of the the higher order reading skills which they will need for secondary school and in later life. Specific tasks aim to help children grasp literal meaning (looking for main ideas and specific details), to read 'between the lines' (to be aware of inferences), to read 'beyond the lines' (to be able to predict what will happen next), to distinguish fact, fiction and fantasy, and to read critically and thoughtfully. They will also be looking at the author's craft such as style, character analysis, development of settings and using this to help improve their imaginative and personal writing. They will be tackling follow up activities based on the text and will be practising their punctuation, grammar and spelling.

In addition, a further weekly whole class lesson will be focusing on either Non-Fiction or Writer's craft.

Although the children will continue to work individually and as a whole class, there will be a much greater emphasis on collaborative learning, where the pupils work in pairs and trios with the opportunity to master the role of recorder, reporter and checker.

Work is underway to develop a P4-7 lending library within the music room. We also have good links with our local library and children are encouraged to make good use of this facility in Nairn.

Writing

Written Skills, too, need to be highly developed to meet the demands of the increasingly complex society in which we live. The kind of skills that might have been enough to win success a few years ago are simply not sufficient today. When we talk about 'writing' we are talking about two things. One is the ability to use a pen or a pencil - **the secretarial skills** - and the other is what the child is trying to communicate through his writing - **the composing skills**. We aim to teach our children to write legibly, with fluency and speed at all stages of instruction. Our main aim is to improve the ability of children to communicate through writing. At all stages writing is seen as a meaningful and purposeful activity and children are given many opportunities to practise their writing skills.

Pupils are given opportunities to write on their own and in groups. They are given time to discuss their work with others and all children are encouraged to respond positively and constructively. From the pupils' written work, teachers make assessments and look for ways of improving each child's writing. Pupils are also encouraged to assess their own work and set personal targets for their next piece of writing. Grammar and punctuation are taught selectively to suit the needs of the children. In the same way, spelling is taught to suit different ability groups.

French

For some time French has been taught in across the school. We are in the process of introducing the Scottish Government's 1+2 Languages initiative which will see French taught from P1-P7 and a third language (in addition to English and French) introduced in P5, P6 & P7. More information will follow as this initiative develops.

MATHEMATICS AND NUMERACY

Pupils enter school as active thinkers, having already experienced informally - handling objects, doing things in order, enjoying pattern. They may have some grasp of number, shape, direction and some skills in counting, measuring, sorting and sharing. They are not, however, conscious of mathematics as a discipline or as a discrete activity; it is embedded in their play and in everyday activities such as dressing, eating, shopping and travelling.

As they grow older, children continue to learn some of their mathematics through recreation and daily life. At school, however, teachers wish to plan pupils' experience of mathematics with specific objectives in mind. As pupils progress, they will be helped to develop increasing awareness of a range of mathematics and its applications. The problems and enquiries with which they will engage will entail working with various kinds of information, drawing graphs for example, possibly using computer software. This will often involve them in using numbers, sometimes in the form of approximations, and applying number in money and measurement. They will need to know the properties of shapes and ways of describing movement. This should involve:

- information handling
- number, money and measurement
- shape, position and movement
- problem solving and enquiry

Computers and calculators are part of the world in which we live and the school makes good use of mathematical programmes on the computer at all stages. Similarly, children have access to calculators, but in a restricted way, so as not to impede the development of the child's mental numeracy. At all stages teachers are making assessments on how well the children have understood the work involved. Because children do not all develop at the same rate, the teachers gear their work to meet the needs of groups of children and individuals, building on what has gone before.

HEALTH AND WELLBEING

Learning through health and wellbeing promotes confidence, independent thinking, positive attitudes and dispositions. It ensures that each child develops the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Our study of Health and Wellbeing is grouped into five organisers:

- Mental, emotional, social and physical wellbeing
- Physical education, physical activity and sport
- Food and Health
- Substance Misuse
- Relationships, Sexual Health and Parenthood

SCIENCE

Through learning in the sciences our pupils develop their interest in and understanding of the living, material and physical world. They engage in a range of collaborative investigative tasks which allow them to develop important skills to become creative, inventive and enterprising adults.

EXPRESSIVE ARTS

In addition to the core subjects, an appreciable part of the school curriculum in all schools in Scotland is devoted to the expressive arts namely music, art & design, dance and drama. These are integrated where appropriate into other areas of the curriculum and class teachers liaise with our visiting teacher of music to provide a varied experience for the pupils. Other subjects in the curriculum can be brought to life through the inclusion of Expressive Arts.

During **Music** lessons children sing songs sometimes linked to a theme being studied. They may listen to music or compose their own pieces which can be performed in front of an audience. Mr Shires, our brass instructor, Mr Anderson, our chanter/bagpipes instructor and Miss Mackinnon, our strings instructor, visit the school weekly to work with individual pupils. This instruction is free for pupils. Apply via Highlife Highland website [Music Tuition Highland - Music Tuition \(highlifehighland.com\)](https://www.highlifehighland.com).

Art and Design work is always included in any area of study and children are taught various techniques using a wide variety of materials. Activities range from drawing, painting, modelling and printing to collage, pen and ink work, marbling and fabric dyeing.

Drama is a very good means of bringing studies to life. Pupils can identify themselves with people, real or imagined, by acting out situations within their experience or their imaginative range. By expressing in movement and speech the feelings of themselves and others, the children can enlarge their experience and learn in ways natural to them. Imagination is stimulated and powers of discrimination, observation and awareness are increased.

Through **Dance** learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and performing are core activities and taking part in dance contributes to physical education and physical activity. Pupils have the opportunity to develop a wide variety of skills: technical skills, movement, imagination and creativity, as well as evaluation of their own work and that of their peers.

School Concerts take different forms at Rosebank School. At Christmas, P1 pupils share their learning in a nativity. In the summer term P7 pupils produce a musical show. The proceeds from their performances are used to finance school projects. These provide an opportunity to bring all the expressive arts together. A concert gives the children a chance to create scenery, perform songs and music, practise drama etc. In addition pupils from Nursery perform for parents at Christmas and classes in P2-P6 may take part in various class plays and the Christmas sing-a-long.

SOCIAL STUDIES

Through Social Studies our pupils develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped.

Our social studies are organised under three main headings:

- people, past events and societies
- people, place and environment
- people in society, economy and business

TECHNOLOGIES

Learning technologies enables our pupils to be informed, skilled, thoughtful, adaptable and enterprising citizens.

ICT (Information and Communication Technology)

Being skilled in using ICT is essential if children and young people are to be effective contributors able to communicate and interact on a global scale. Across the curriculum, skills in ICT will be developed in the context of the learning and teaching as appropriate to your child's age and stage of development. At Rosebank School we aim to equip our pupils with the learning and employability skills required for the 21st Century.

PHYSICAL ACTIVITY AND SPORT provides experience for the children in body and space awareness, gymnastics, apparatus work, games skills both indoors and outdoors, athletics and sporting activities. P4-7 pupils receive PE lessons from Mr Foxcroft, our PE Teacher. Pupils in P4 to P6 receive instruction in swimming at Nairn Swimming Pool. Our pupils walk to and from the pool. Teams are entered occasionally in swimming galas, cricket tournaments, badminton competitions, orienteering events, golf competitions, football tournaments, skiing competitions and the Highland Athletic and Cross Country Meetings. All activities are open to both boys and girls as Rosebank is an equal opportunities school.

INTERDISCIPLINARY LEARNING

At Rosebank we endeavour to link learning across subject areas. Interdisciplinary learning enables teachers and pupils to make connections across learning through exploring clear and relevant links across the curriculum. It supports the use and application of what has been taught and learned in new and different ways. It provides opportunities for deepening learning, for example through answering big questions, exploring an issue, solving problems or completing a project.

RELIGIOUS AND MORAL EDUCATION

Religious & Moral Education is taught throughout the school. As we develop this area of the curriculum we aim to foster an interest in religion and to help children appreciate that religion is concerned with relationships which have implications for the value one sets on people for personal behaviour. We will encourage in our pupils sensitivity towards and tolerance of others. We will try to illustrate and use human experience to highlight the areas of life with which religion deals and to encourage children to search for truth, values and meaning in life. We wish to foster a sense of wonder of the natural world and help children consider questions about the nature and meaning of existence.

We explore the place of religion in the development of Scotland's history, society and culture, while acknowledging the wider social and cultural impact of various religions. In today's culturally diverse society, pupils come from a variety of religious backgrounds, or none. So in addition to our studies of the Christian tradition we will study the lives of people with a Jewish, Muslim, Hindu, Buddhist or Sikh background.

Parents have the right to withdraw their children from Religious & Moral Education. Any parent who wishes to do so should contact the Head Teacher who will make the necessary arrangements. Pupils who are withdrawn from R&ME are given alternative work to do at this time.

ASSESSMENT

Best practice in assessment is an integral part of learning and teaching. It helps to provide a picture of a child's or young person's progress and achievements and to identify next steps in learning. Best practice in assessment supports learning by focusing on the process of children and young people moving from where they are in their learning towards their desired goals. It can also be used to identify and plan any support they will need to achieve these goals. Learners do well when engaging fully in their learning, collaborating in planning and shaping and reviewing their progress. Approaches to assessment that enable learners to say, 'I can show that I can...' will fully involve them. Staff at Rosebank strive to ensure that assessment meets all learners' needs by endeavouring to provide each child and young person with the most appropriate support. In doing so, they will ensure that every learner has the best chance of success. Staff at Rosebank are currently working within the school and with colleagues from schools across Nairnshire to develop best practice in assessment.

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

3-18 Curriculum Levels are set as follows:

LEVEL	STAGE
Early	Pre-school and P1
First	The end of P4, but earlier for some
Second	The end of P7, but earlier for some
Third & Fourth	S1-S3, but earlier for some
Senior	S1-S4

HOME LEARNING

The school's policy is to provide home learning which can be done in a relatively short time, and which is geared to the needs of the individual pupils. It normally acts as a means of revision of work done in class, as a reinforcement of class work or as an opportunity to practice a particular process or skill. It also gives the parents the opportunity to see some of the areas of work covered by their children in school and to discuss this with their children. Parents can help by providing a quiet area free from distraction, where possible, for the completion of home learning. Parents are asked to sign the child's home learning; this ensures that the parent is aware of the work to be done. In general, written home learning should not require any parental help. It would be helpful if parents made a note at the bottom of the jotter if a child is having difficulty and help is given so that the class teacher is made aware of difficulties encountered.

SCHOOL ASSEMBLIES These are fortnightly on Friday in the hall, one for P4-P7, and another for P1-P3. Our assemblies take a variety of forms, such as an assembly:-

- led by the Head Teacher to discuss rights and responsibilities
- led by representatives of local religious denominations;
- discussing a festival from Christianity or another world religion;
- addressed by outside agencies such as a charity worker, policeman, etc.; and,
- where Achiever Awards are given to one or two pupils per room recognising achievement and celebrating success

DO I KNOW MY CHILD IS PROGRESSING?

PARENT / TEACHER MEETINGS

In August, a Meet the Teacher evening is held at the school. This gives your child/ren an opportunity to show you the work they have been undertaking at school. You then have the chance to see your child/ren's work and you can meet their teachers. In February, an Open Afternoon is held when you are given the opportunity to visit classes to find out more about an aspect of education we have been developing in the school.

In November and March, parents have the opportunity to talk to individual class teachers. An appointment is made for each parent to meet with the class teacher. During the meeting (which lasts ten minutes) parents and teacher discuss the pupil's past achievements and **together** plan future action.

Since we live in an ever-changing world, so the education provided for the children also requires change and updating from time to time. Parents are kept informed by school newsletters and we also like to give parents the opportunity to visit the school from time to time to hear about new innovations or to discuss with staff aspects of the school curriculum.

MY LEARNING JOURNEY FOLDERS

It is very important that all children are involved in the planning and progress of their individual learning. The My Learning Journey folder documents their learning from nursery to primary 7. This allows a picture of their learning to build up over the time spent in school. My Learning Journey aims to challenge, motivate and support all children to ensure their active participation in conversations about their learning and achievements. Through learning conversations with the class teacher, children are given the opportunity to reflect on previous learning, identify new targets and plan for next steps in specific subject areas. This process ensures that each child is engaged, motivated and ready to take the next step in learning. Once a term, as a home learning task, pupils from P1-7 will share their targets from their Learning Journeys with their parents or carers. Parents and carers are encouraged to discuss with their child what they have set as their targets and why.

SEESAW

Parents have access to this secure on-line journal where students can document and reflect on what they are learning in class. Your child will be able to add the things they work on in class (including photos, videos, worksheets, drawings and voice recordings) to their Seesaw journal and we can share them privately with you and other family members to view and comment on throughout the school year.

REPORTING TO PARENTS

It is important to formally, once a year, give parents information about their child's performance and achievements in school. This is done via the Pupil Report which is given to parents in the June before children are about to pass from one class to another.

ADDITIONAL SUPPORT NEEDS

Class teachers constantly monitor the progress of pupils. If a class teacher has a concern about a pupil s/he will use a variety of strategies to provide additional support. If the concern continues class teachers consult with our Additional Support Needs Teacher Mr Torok, and additional support is organised through a Child's Plan. Should the concern continue to be unresolved a solution focused meeting will be held and involvement of outside agencies may result. The Child's Plan is updated with an action plan to help organise, monitor and regularly review the child's progress. Parents, carers and pupils will be involved in these procedures and in reviews. More information can be found about the Highland Council model for child's plans at The Support For Learners Website: http://www.highland.gov.uk/info/886/schools - additional support needs/1/support_for_learners Parents wishing to enquire about their child's progress or if they have concerns about their progress, are invited to get in touch with the class teacher.

A Children's Service Worker (CSW) is based at the school. The CSW works:

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

WHAT DO MY CHILD AND I NEED TO KNOW?

SCHOOL HOURS

<u>Nursery</u>	09:00 to 15:00
<u>P.1 to P.7</u>	09.00 to 15.00
<u>Morning Break</u>	P.1 to P.7 - 10:30 to 10:45
<u>Lunch</u>	P.1 to P.3 - 12:00 to 13:15
	P.4 - 12.30 to 13.15
	P.5 to P.7 - 12:45 to 13:30

SCHOOL UNIFORM

We expect our pupils to wear some form of school uniform (either a shirt and tie or a school sweatshirt) and we hope that parents will support us and cooperate in maintaining this standard.

We feel that school uniform is cost-effective, convenient and avoids unnecessary competition in dress. The wearing of school uniform helps to foster a sense of pride in being part of Rosebank Primary School.

School uniform consists of:

- white shirt or blouse, white T-shirt or polo shirt
- green school sweatshirt
- green or grey cardigan or pullover
- grey trousers/green or grey skirt or school tracksuit bottoms

School uniform can be purchased from www.househillembroidery.co.uk or <https://schoolwearmadeeasy.com/collections/rosebank-primary>. Alternatively pre-loved items are available from our Parent Council rosebank.primary@highlandpc.co.uk

A white shirt or blouse with the school tie is normally worn on special occasions or if your child is representing the school by, for example, singing in the choir.

Please note that the school sweatshirt and school tracksuit can be worn as school uniform on any day, not just on gym days.

Your child will also need a **change of shoes** every day, with a bag in which to keep them when not in use. This need not be soft shoes or plimsolls but can be an old pair of trainers. The important point is that the children do not wear the same shoes in class as they do outside in the playground. Please note slippers are not suitable for this purpose.

We discourage the wearing of any form of jewellery, particularly earrings. Not only can these be dangerous during play, but if they are lost a great deal of distress and disruption is caused.

For PE lessons your child will require shorts, a school T-shirt or similar plain shirt and non-marking gym shoes.

PE is part of the curriculum offered and all children will participate in PE if they are at school. Because of the safety aspect, we cannot allow children to take PE in their outdoor shoes or socks. Long hair must be tied back. Similarly, all children must remove earrings and other items of jewellery before going into the gym. If you have had your daughter's or son's ears pierced, please make certain that he/she can remove and insert the jewellery. If they cannot do this, please ensure that earrings are left at home on gym days!

Denim jeans or jackets and brand-named fashion items, such as sweatshirts and jogging bottoms in bright non-school colours should not be worn to school.

Please ensure that all belongings, including items of clothing and all gym shoes, are marked with your child's name written in permanent ink.



EQUIPMENT FOR PUPILS

Have I got ... My schoolbag ?
 ... My gym kit ?
 ... My packed lunch box ?
 ... My water bottle ?

The school provides most equipment but there are certain items which parents are required to provide. In particular it is vital that each child has a sturdy schoolbag to carry reading books and other materials. Where a child takes a packed lunch to school, that should be carried in a separate strong container **with the child's name and class on it**.

As even the most expensive school paints warn that they may leave stains on clothes, please ensure your child has an old adult shirt or blouse in his or her bag and wears it when painting.

Where it is necessary for your child to take a mobile phone to school it must be handed to the class teacher at the beginning of the day and collected by your child at the end of the day.

Items of value should not be taken to school by pupils. While staff will always be helpful to children, we cannot accept responsibility for any items [e.g., watches, jewellery, game boys, toys etc.] left in our care.

If an item is worth keeping, it's worth keeping it at home!

LOST PROPERTY

We have a lost property area located at the bottom of the stairs near the office. All pupils and parents are welcome to look for their misplaced belongings. Items not claimed by the end of the session are donated to charity.

TRAVEL TO SCHOOL

Children who walk to school should be advised by parents as to a safe route. A 'Safer Routes to School' leaflet was developed by pupils, staff and road safety officials. This is issued to all new families; a copy can also be obtained from the school office.



Any children or parents entering the school from the High Street must enter by the steps or on the tarred footpath and not on the main entrance road which is for vehicles only. Parents are not permitted to use the school car park to uplift or drop off their children. For safety reasons, **the car park and entrance road are for use of staff and permit holders only.**

No lock, no helmet – no bike!

P5-P7 pupils can cycle independently but this is entirely at the discretion of parents. We are currently looking for volunteers for cycle training (Bikeability) for P5-P7 pupils. Pupils using a bicycle: **must** not ride their bike in the playground and **must** have & use both a safety helmet and a security device to lock their bicycles on arrival at school. The school is not responsible for theft or vandalism to bicycles/scooters on the premises.

Nursery to Primary 4 pupils are encouraged to cycle to school but this must be under adult supervision.

SCHOOL LUNCHES



School Lunches are cooked daily in the school canteen; there is always variety and the quality of meals is very good. At the time of publication the cost of a meal is £2.30. School meals are provided free of charge to all pupils from P1-P5. Menus are published on a termly leaflet and can also be viewed at https://www.highland.gov.uk/info/878/schools/9/school_meals/ Lunch money, for the week, should be sent to the canteen in a named envelope. School lunches can also be paid for online. If your child has specific dietary requirements then you will need to complete the following form https://www.highland.gov.uk/downloads/file/65/special_diet_request_form

Packed Lunches

Highland Council has recommendations regarding the types of containers in which packed lunches are to be carried. These recommendations were designed for the safety and protection of pupils in school. It is hoped that parents will find it convenient to support these recommendations:

- All food must be carried in a semi-rigid container with a secure lid e.g. Tupperware, ice-cream containers or similar. Containers should be clearly marked with the name of the pupil.
- Glass bottles or containers are not permitted under the Health & Safety Regulations.
- Vacuum flasks containing hot liquid are not permitted because of the danger of scalding.
- Aerated drinks in cans or bottles are not permissible because of the obvious dangers these present.
- Water beakers will be available in all dining areas.
- Packed meals must be consumed in the area allocated within the school building.
- The Authority cannot be held responsible for any loss or damage to packed meals or their containers.
- No Products containing nuts e.g. Nutella as we have children with severe allergies

We have a number of pupils who have severe allergies to nuts and we therefore ask all parents to refrain from giving their children any food containing nuts or traces of nut products.

FREE SCHOOL MEALS

Free meals for our older pupils can be claimed in certain circumstances. For information and application form please click on the link below

http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

MORNING INTERVAL SNACK-A-BITES

These are available in the canteen from 10:30 to 10:45

The current prices are:

Crackers/Oatcakes (2 Biscuits) & Cheese	20p
Toast & Spread	15p
Half Bagel & Spread	20p
Fruit (half portion)	25p
Fruit (whole portion)	40p
Raisins	15p
Scone/Pancake Homebaking	25p
Glass of Milk	20p
Carton of Water	25p



CARE AND WELFARE

CHILD PROTECTION

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. At Rosebank we operate a rolling programme to ensure all staff are trained in Child Protection. Our named Child Protection Officer is the Head Teacher, Miss Campbell.

More information about Child Protection Procedures within Highland can be obtained from the *Child Protection Development Officer, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN - Telephone (01463) 703483* or http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

ACCIDENTS/ILLNESS AT SCHOOL

If a child has an accident or becomes ill at school it may be necessary to take him/her to a doctor or to hospital. Every effort will be made to contact the parent so that he/she may be present. If both parents are out at work, it is essential to have a work telephone number and the name of the family doctor.

If the child is feeling unwell, we will normally try to send them home. In the event of the parent not being at home we would welcome an alternative address e.g., a relative, friend or neighbour with whom the child can be left. It would be appreciated if parents informed the school of any change in works telephone number, family doctor etc.

We follow NHS guidance on the recommended period of absence from school following illness. Below are some of the most common illnesses for your information:

<u>ILLNESS</u>	<u>Recommended PERIOD OF EXCLUSION</u>
Chickenpox	5 days from onset of rash
E coli	Until 2 negative stool samples have been confirmed
German Measles (rubella)	5 days from onset of rash
Measles	At least 5 days from onset of rash
Mumps	9 days from onset of swelling
Salmonella	Until 2 negative stool samples have been confirmed
Impetigo	Until lesions are crusted or healed
Ringworm	Until lesions are crusted or healed
Hand, foot and mouth disease	3-5 days
Vomiting	48 hours after symptoms have ceased
Diarrhea	48 hours after symptoms have ceased
Scabies	Until the first application of treatment

The school nurse visits the school to check on various aspects of health - eyesight, hearing etc.

The speech and language therapist monitors the progress of pupils already referred to her and to pick up on any children found to have speech difficulties. S/he may provide programmes of therapy and parents will be informed and encouraged to engage in activities at home with the child to improve the child's speech.

Head Lice are a common problem in school aged children. They can't be prevented, but regular checking ensures early detection and treatment if necessary. Parents and carers should check their children's head once a week during hair washing. You need your usual shampoo, conditioner, and a detection comb - ask your local pharmacists to recommend a suitable one. Remember that you are looking for living moving lice - the only evidence that your child is infected. If you find a living louse, ask your local pharmacist, school nurse, health visitor or GP for advice regarding treatment.

PARENTS AS PARTNERS

'OPEN DOOR' POLICY TO PARENTS

We like to operate an 'Open Door' policy here at Rosebank Primary School. Parents are always welcome to call in whether it is to speak to a member of the management team or teaching staff. Please be advised it may be necessary to make an appointment due to class commitment. However, parents can be assured one will be made as soon as possible for both parties.

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
- Information on the school website/Seesaw

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.

PARENT COUNCIL

We have an established Parent Council in line with the Scottish Schools (Parent Involvement) Act 2006. All parents and carers whose children attend Rosebank are part of our Parent Forum, which meets annually in September to choose members of the Parent Council. We are pleased to say we have a very interested and active group who are working on ways to improve parental involvement as well as support school progress and school events. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting Jamie Forsyth rosebank.primary@highlandpc.co.uk

Our Parent Council members are:

Chair: Jamie Forsyth - email: rosebank.primary@highlandpc.co.uk

Treasurer: Jemma Galbraith

Secretary: Arlene Beattie

Adviser to Parent Council: Lisa Campbell

Highland Councillor Representative: Mr Laurie Fraser

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

KEEPING PARENTS INFORMED

Our School Website <https://sites.google.com/nairnacademy.net/rosebank-primary-school>, Seesaw and Text Messaging are the main vehicles for communicating with our parents and carers.

PROBLEMS OR COMPLAINTS

Any problems or complaints should be discussed in the first instance with your child's class teacher. If you are unsatisfied with the outcome following your discussion with the class teacher you are then welcome to make an appointment to see the Head Teacher/Depute Head Teacher.

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 Mrs Fiona Shearer (Area Education Manager) Highland Council Headquarters, Glenurquhart Road, Inverness IV3 5NX. Tel: 01463 702880

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

This website may help: [Parentline](#)

SCHOOL POLICIES

Our Equality and Diversity Policy and our Anti-Bullying Policy can both be found on our school website [Rosebank Primary School - School Policies \(google.com\)](#)

The Highland Council's anti-bullying policy can also be viewed at https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

HELPERS IN SCHOOL

Parents are involved in the school life in various ways. They often provide help with supervision of children at events such as cross-country competitions, football matches and environmental studies trips. Parent helpers can play a part in and out of the classroom. If you are interested in giving up some of your time to help within the school, watch out for appeals for helpers in our newsletters, or contact the school office.

ATTENDANCE/ABSENCE

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or carer should phone the school on the first day of absence on the **absence number 01667 458920** or email rosebank.primary@highland.gov.uk

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

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment 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 outwith 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 and 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

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

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 headteacher.

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: for school closure information.

<http://www.highland.gov.uk/schoolclosures>

MEDICATION AT SCHOOL

Children should be given any medicine at home but when it is essential that a child receives medication during the school day, parents/carers should complete and sign the Administration of Medicine Form available from the school office. Medicine can only be administered by staff when there is clear written guidance from a parent/carer, providing:

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

MINOR INJURIES

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

MENTAL HEALTH AND WELLBEING

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. There is a website managed by Highland Council that supports a variety of information relating to mental health and emotional wellbeing that can be accessed [here](#). Schools have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are

concerns that might require more targeted support. Counselling is also available for all pupils from age 10. Information on your school's service can be accessed from 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 [here](#). Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

THE HIGHLAND PRACTICE MODEL (Getting it right for every child)

Everyone has the right to life, to be heard, to feel safe, to an education, to be listened to and to be included, but sometimes things go wrong and young people can be deprived of these basic rights. *The Highland Practice Model* is about ensuring the wellbeing of **every** child and young person in Highland. Through the *Highland Practice Model* children and their carers are central to the process of finding solutions and having their needs met. Everyone working with children is expected to use a constant, fair approach, actively sharing information to agreed protocols and working together to improve outcomes for children. Everyone needs to be clear about their personal responsibility to do the right thing for each child. Parents and children, together with schools, professionals and others working with young people, will benefit from an approach which results in the development of one plan to meet all the child's or young person's needs.

The desired national outcomes for children and young people, from the Curriculum for Excellence, are that all children can be:

Confident Individuals Effective Contributors
Responsible Citizens Successful Learners

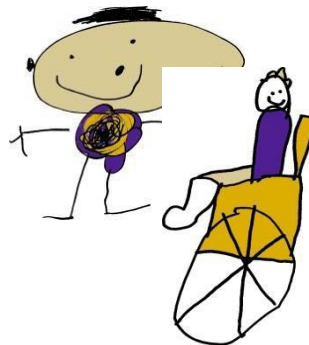
To achieve this, all children need to be **Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included**. These are known as the 'wellbeing indicators' and are remembered by the acronym **S.H.A.N.A.R.R.I.**

It will affect the working practices of all Integrated Children's Services (Health, Education, Social Work, Police, Children's Reporter and Voluntary Agencies) who work with children and families, including services to adults who are also parents.

The current responsibility to act if a child is at risk of harm does not change. However, there is now a wider responsibility to consider a child's wellbeing across the S.H.A.N.A.R.R.I. spectrum by everyone involved with children and young people.

Each child or young person will have a Named Person in universal services (health and education) who is the point of contact for the child, parents, professionals and the community. This will be the midwife for the first few days of life followed by the family Health Visitor for pre-school children. The Head Teacher will take over as Named Person on starting primary school and a designated person, i.e., the Depute HT or a Principal Teacher with a Pastoral/Support role within the school for Secondary stage pupils.

In partnership with parents and child, the Named Person, with consent, will consider what additional support is needed to meet the child's needs. If there is a risk of harm to a child, information will be shared without seeking consent following Child Protection Guidelines.



EXTRA CURRICULAR ACTIVITIES

P7 Residential Trip

This is an annual event, taking place in the Spring. P7 pupils have the opportunity to have a residential trip at the Loch Insh Watersports Centre (near Kincaig) accompanied by staff. The pupils have a chance to try windsurfing, canoeing, kayaking, hillwalking, dry slope ski-ing, mountain biking, archery and many more exciting activities. All of these activities are led by experienced and well-trained instructors.

Active Schools Co-ordinator/Extra Curricular Activities

Our active Schools Co-ordinator organises a wide variety of after school clubs e.g. athletics, basketball etc. For more information contact our Active Schools Co-ordinator, Landline: 01667 453700

TRANSFER TO SECONDARY EDUCATION

Pupils will normally transfer to Nairn Academy. Enquiries should be directed to - Mrs Julie MacDonald, Head Teacher, Nairn Academy, Duncan Drive, Nairn, IV12 4RD. Tel: 01667 453700

A close liaison exists between Nairn Academy and its associated primary schools and regular meetings take place to discuss matters concerning us all. Throughout the year, Academy staff and Primary Head Teachers work closely together to ensure continuity of education by providing adequate information about our pupils in Primary 7 at the transfer stage.

In the Spring and Summer terms, Guidance and Support for Learning Staff from the Academy visit the school for discussions which will highlight pupils likely to have support needs in the secondary school.

In June there is a three-day visit to the Academy by the P7 Teachers and P7 pupils. The children enjoy this visit and feel rather more confident about the next stage of their school career when the visit is completed.

Parents of P7 children meet with the Rector and other members of staff at Nairn Academy during the spring term and later in the Academy at a Parents' Evening at the same time as the pupil visits; this gives the parents an opportunity to see the buildings and have any questions answered. From a social point of view, pupils have the opportunity to meet with P7 pupils from the other Nairn primary schools at a variety of events: Hawaiian Summer Disco and Active Team Sports Day.

Pupils with additional support needs can have extra visits arranged with a view to improving their transition in light of their specific requirements.

We very much look forward to working, in partnership, with you and your family to ensure that your child's time with us at Rosebank is inspirational, exciting and enjoyable.



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.



APPENDICES

Appendix 1

Information about the 2009 Additional Support for Learning Act

Legal information

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

What does this mean for pupils and parents?

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

Here are some of the main changes:

- Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.
- Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will also be expected to check whether these children require a Co-ordinated Support Plan (CSP) or not.
- The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.
- The duties that local authorities have towards young disabled children have been strengthened. Under the new Act local authorities have a duty to assess disabled children aged between 0 and 3 and provide them with additional support, if required, in agreement with their parents.
- Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website.
- There is a section about placing requests that states that parents of children with additional support needs, (including those that have CSPs) can make placing requests to any school in Scotland including schools outside of the local authority area they live in.
- All appeals about placing requests to special schools (whether the child has a CSP or not) will be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.
- The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities have: failed to provide the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.
- The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide, or make arrangements providing additional support that is set out in a CSP if they have not done so.
- The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

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

If you have any questions about the 2009 Act please contact the Enquire Helpline on 0845 123 2303 or by email on info@enquire.org.uk

Appendix 2

Access to Pupil Records

The school pupil 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 the 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>

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

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

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Legislation. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation>

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

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

Appendix 3

Organisations specified by Scottish Ministers which provide advice, further information and support to parents of children and young people with ASN.

These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- (a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527; <http://enquire.org.uk/>
- (b) [Scottish Independent Advocacy Alliance](#), an advocacy service to support parents and children, a charitable body registered in Scotland under registration number SC033576
- (c) [Scottish Child Law Centre](#), an organisation providing free legal advice to young people, a charitable body registered in Scotland under registration number SCO12741.”

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/ - updated link>

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.

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 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.

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](#).