

# St Clement's School Handbook

2026 - 2027

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## **Head Teacher**

Mr Colin Masterson  
St Clements School  
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Ross-shire  
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## **INTRODUCTION**

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

We are a non-denominational 3 to 18 school which caters for children and young people who have Additional Support Needs. Our school roll is currently 56. We have 9 classes which include our early years, primary and secondary.

For general enquiries contact us on 01349 863284 or email us at [stclements.primary@highland.gov.uk](mailto:stclements.primary@highland.gov.uk)

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

Our school website can be found on <http://bit.ly/3Wq1Zkc>

We also have a X account, formally twitter @StCHighland

Parents receive regular communication through our Seesaw App

## **SCHOOL CATCHMENT AREA**

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

## **ADMISSION**

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

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

Parents of children with additional support needs, (including those that have Coordinated Support Plans) can make placing requests to any school in Scotland including schools outside of the local authority area they live in. All appeals about placing requests to special schools will be referred to the Additional Support Needs Tribunal.

[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)

## **TRANSPORT**

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

## SCHOOL HOURS

Our school hours are Monday to Thursday 8.50am to 3.40 pm and Friday 8.50am to 13:15

### Primary Timetable Monday to Thursday

Morning Session	9.00am – 12.30pm
Morning Break	10.30am-10.50am
Lunch	12.30pm-1.15pm
Afternoon Session	1.15pm – 3.30pm

### Friday

First Session	9.00am – 10.30am
Break	10.30am -10.55am
Second Session	10.55am – 12.05pm
Lunch and Close	12.15pm-1.15pm
	School finishes at 13:15

### Secondary Timetable Monday to Thursday

Registration	8.50am – 9.00am
1	9.00am-9.40am
2	9.40am-10.30am
3	10.30am-11.20am
Break	11.20am-11.35am
4	11.35am-12.25pm
5	12.25pm-1.15pm
Lunch	1.15pm-2.00pm
6	2.00pm-2.50pm
7	2.50pm-3.40pm

### Friday

Registration	8.50am – 9.00am
1	9.00am-9.40am
2	9.40am-10.30am
Break	10.30am-10.45am
3	10.45am-11.35am
4	11.35am-12.25pm
lunch	12.25pm-1.15pm
	School finishes at 13:15

## **TERM DATES 2025/26**

[https://www.highland.gov.uk/info/878/schools/32/school\\_term\\_dates](https://www.highland.gov.uk/info/878/schools/32/school_term_dates)

## **STAFF**

Colin Masterson – Head Teacher

Ruth Malone – Principal Teacher Pupil Support (Universal & targeted support, Nursery, Health and Wellbeing) & Senior's Teacher

Muriel Urquhart – Admin Assistant

### **Pupil Support Assistants**

Judith MacKay  
Karen Campbell  
Ruth Wilson  
Caroline Marshall  
Lynette Gordon  
Ruth MacLeod  
Tammy Eccleson  
Cerys Maclean  
Fiona Shearer  
Sophie Murphy  
Seonaid MacPherson  
Katie Mackintosh  
Olivia Payne  
Kirsty Munro  
Stacey Humphreys  
Jodie O'Brien  
Jane Drummond  
Amy Bain  
Audrey Gunn  
Lorna Maciver  
Stacey Ross  
Joanne Sutherland  
Irene Howie  
Natalie Robertson  
Erin MacDonald  
Sandra Appleyard  
Kate Grant  
Louise Brown  
Carrie Morrison  
Kylie Mackenzie  
Karen Howie  
Elizabeth Gordon

### **Teachers**

Lauren Scott  
Rhona Young  
Marco Vezza  
Lesley Ross

Jarek Mastylo  
Paul Oparka  
Alison Duncan  
Katherine Macpherson  
Matthew Brown  
Tyrone Betts

## **UNIFORM**

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

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

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

All of the above items can be purchased at MacGregors Schoolwear

## **ATTENDANCE / ABSENCES**

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should phone the school on the first day of absence, on the school number 01349 863284.

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

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

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

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

When parents are considering whether 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 Head Teacher.

### **Health Promoting School**

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

### **Lunchtime Choices**

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

## **HEALTH**

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

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

**In cases of Diarrhoea and Vomiting, children should not be sent to school for 48 hours from the last episode of diarrhoea or vomiting and will not be allowed to swim for 2 weeks following the last episode of diarrhoea (in accordance with guidelines issued from NHS Highland).** This causes a lot of controversy but we do have pupils who attend our school with significantly weakened immune systems and

it is vital that we work together to ensure that we minimise the risks of infection so we can keep everyone healthy and safe.

### **Administration of Medicines**

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

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

### **Minor injuries**

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

### **Mental Health and Wellbeing**

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. School 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. Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

### **Employment of Children**

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

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

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

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

In session 2026/2027 pupils born between 1 March 2007 and 30 September 2010 can receive payments from August 2026. Pupils born between 1 October 2010 and 28 February 2011 can receive payments from January 2027. Further information on full eligibility criteria and the online application process can be obtained from the school. [https://www.highland.gov.uk/info/899/schools -  
\\_grants\\_and\\_benefits/14/education\\_maintenance\\_allowance](https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/14/education_maintenance_allowance) -

### **Adverse Weather**

You can access the highland school closure website for school closure information but in the event of a closure the school will contact parents/ carers through the Seesaw app.

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

### **Intimate Care**

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

### **Moving and Handling**

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

### **PROTECTION OF CHILDREN**

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

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

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

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

[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)

## **PARENTS/GUARDIANS/CARERS AS PARTNERS**

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

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

- Parents' evenings
- Progress checks
- Target Setting
- Child Plan Reviews
- Information on the school website and X.
- Seesaw app.

The support of parents/ carers in their children's education is key to the success of young people. Taking time with them, discussing work, practicing language 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. Parents are always welcome to come in to school and chat informally with the SMT throughout the day, subject to staff availability.

A member of the Senior Management team is in school every day for parents to contact with any issues. Out with hours the message system on our Seesaw app allows contact directly with the HT.

Parent Council is a group of parents selected to represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting Avril MacDonald at [stclements.school@highlandpc.co.uk](mailto:stclements.school@highlandpc.co.uk) Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum developments can all be found at Parentzone: <https://education.gov.scot/parentzone/>

## **Equality and Inclusion**

For up-to-date information please see:

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

## **Equality and Diversity Policy.**

[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)

### **Our Partners**

Parents/ carers and families

Ross County

Highlife Highland

UNICEF UNCRC RSS

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

Highland Riding for the Disabled

Dingwall Tesco

Duke of Edinburgh Award

ECO Schools

Dingwall Community Centre

Evanton Community Woods

GroundnGardens

### **School Ethos**

At St Clement's School we Inspire Ambition and Nurture Happiness.

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

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

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

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

We are a Unicef Silver Rights Respecting School.

### **Promoting Positive Behaviour and Bullying**

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

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

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

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

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

More information is available on [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)

### **Curriculum**

All learners receive a Broad General Education from Nursery to S3 in line with the Curriculum for Excellence. Then S4-6 focus on SQA awards. All curricular areas are covered and delivered by ASN teachers.

The eight curriculum areas are:

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

These curricular areas can be taught through an inter disciplinary approach and not just through stand-alone structures and any cost for anything relating to our curriculum delivery will be covered by the school.

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

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

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

**Senior Phase-**There are two classes at this level. At this stage (S4 to S6) our learners start working towards SQA qualifications and preparing for post School Transition. All learners including those with complex needs work towards SQA certificated subjects in all curricular areas. These are delivered over a three-year programme to ensure maximum access within a units-based approach, generally within National 1 to National 3. Some learners will gain course awards and will be able to work beyond National 3. In addition, all learners will work towards Personal Achievement/ Development awards, Duke of Edinburgh and John Muir Award. Learners will also

start to access Inverness College (where appropriate) and work experience. All learners will complete a tour of potential post school destinations such as Nansen, Cantray Bridge, Inverness College, L'Arche and the Isobel Rhind Centre. This is to help learners gain an insight and make choices regarding their post school destinations. It is a very busy time but also an exciting time as they transition into adulthood. Along with delivering the curriculum the two senior phase teachers work in conjunction with pupils, families, SDS, social work and other agencies as appropriate to plan for a positive post school destination.

The school will endeavour to ensure that all pupils leaving school have a positive destination. **Support for pupils leaving school, including career guidance, financial advice, further education, post 16+ learning choices. How to access further information locally e.g. Jobcentre Plus. [Hi Hope](#); [Job Centre Plus](#); [UCAS](#); [Skills Development Scotland -Apprenticeships](#) <http://www.myworldofwork.co.uk/>**

### **Pupil Equity Fund**

As part of the Scottish Governments drive to close the poverty related attainment gap St Clement's is awarded money from the pupil equity fund, this money has been used to fund the development of out planning and tracking system, fund targeted interventions in Numeracy and Literacy, improve Health and Wellbeing outcomes through outdoor learning and Riding for the Disabled.

### **Transitions**

Common transitions occur in nursery, P1, P7 and S6 but not exclusively and admission can happen at any stage. Each transition is planned and highly individualised. Some transitions take months, and some can take years. There are many factors that influence what a transition will look like, and great deal of continual reflection and review occurs during the process. Transitions are planned jointly and are not something that happens to a young person. The child and family are the most significant members in the planning group. As we have the learner's best interest at the centre, it is not unusual for some pupils to move from St Clement's into mainstream. This is a joint decision made with the parents and the child/young person (where possible) and will normally be discussed at the Joint Admissions Group (JAG). For some pupils a split placement between us and a mainstream school may be more appropriate. It is a flexible journey working towards what is best for the learner in their journey through education.

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

### **Personal and Social Education**

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

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

### **RELIGIOUS OBSERVANCE, Withdrawal**

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

### **Assessment and Reporting**

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

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

Pupils should 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. While we give no formal homework, we are working on support materials too help parents understand what their child is learning and how to support them in their learning at home.

### **Progress**

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

### **Additional Support Needs**

Every child/ young person within St Clement's School has Additional Support Needs and all pupils will have a Child's Plan. The Child's Plans are reviewed twice a year and if the pupil has a Co-ordinated Support Plan (CSP) then this is reviewed annually. Our teachers are all ASN Teachers and they monitor the progress of pupils. The needs of the pupils are generally catered for within our normal curriculum but at times additional specialist advice and support may be required. If necessary, a child's plan review may be called earlier. Parents/ carers and pupils will be involved in these procedures and in reviews. More information can be found about the Highland Council model for support and child's plans at:

[http://www.highland.gov.uk/downloads/file/230/highland\\_practice\\_model\\_-\\_delivering\\_additional\\_support\\_for\\_learners](http://www.highland.gov.uk/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)

<http://forhighlandschildren.org/>

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

Highland Council seek to always work in partnership with parents/carers, 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 Class Teacher in the first instance and/or the Head Teacher/ Principal Teacher. If your concerns continue, there are several means of resolving difficulties and disputes and information on this can be found at:

[http://www.highland.gov.uk/info/886/schools\\_-\\_additional\\_support\\_needs/1/support\\_for\\_learners](http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners)

## **STANDARDS AND QUALITY REPORT**

St Clement's Standard and Quality report is available by contacting the school office, or on the school website <http://bit.ly/3Wq1Zkc>

## **COMPLAINTS AND REQUESTS FOR SERVICE**

If a parent/carer has any concerns they should contact their child's class teacher or the Senior Management Team for more serious issues.

The school will always endeavour to resolve issues by listening to parents/carers and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Quality Improvement Manager, Annika Jansson (North Schools) [annika.jansson@highland.gov.uk](mailto:annika.jansson@highland.gov.uk)

More information to support parents is available at

<https://www.children1st.org.uk/help-for-families/parentline-scotland/>

Please note that transport is not a school responsibility and any queries should be addressed to the Local Transport Officer Linda MacQueen (Passenger and School Transport) [Linda.MacQueen@highland.gov.uk](mailto:Linda.MacQueen@highland.gov.uk) or emailed to [school.transport@highland.gov.uk](mailto:school.transport@highland.gov.uk)

## **Access to Pupil Records**

The Pupils' Educational Records (Scotland) Regulations 2003 extend to parents/carers the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Head Teacher.

## **Data Protection Legislation**

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by data protection legislation and may only be disclosed in accordance with the codes of practice.

The Highland Council data protection policy is available at [https://www.highland.gov.uk/downloads/file/12714/data\\_protection\\_policy](https://www.highland.gov.uk/downloads/file/12714/data_protection_policy)

Any Data protection concerns should be reported to the Head Teacher.

## **Transferring Educational data about pupils**

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>.

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland. Further information about 16+ Data can be found here:

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

## **Data policy**

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be

used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

**The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.**

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here: [https://www.highland.gov.uk/directory\\_record/1095920/enrol\\_your\\_child\\_at\\_a\\_school](https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school)

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**Why do we need your data?**

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

**Your data protection rights**

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

<http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation>

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

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

### **Concerns**

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

### **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.

### **FOR FURTHER INFORMATION AND ADVICE**

Highland Council Education policies,  
<https://www.highland.gov.uk/directory/39/policies/category/229>

[http://www.highland.gov.uk/downloads/file/230/highland practice model](http://www.highland.gov.uk/downloads/file/230/highland_practice_model) [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) 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)[http://www.highland.gov.uk/info/886/schools -  
\\_additional support needs/1/support for learners](http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners)

Enquire – the Scottish advice and information service for additional support for learning  
<http://enquire.org.uk/>

My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>

Scottish Independent Advocacy Alliance, an advocacy service to support parents and children

Scottish Child Law Centre, an organisation providing free legal advice to young people

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

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

Highland Curriculum for Excellence information

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

Support for Learners Website

16+ Learning Choices Information

## **NOTE**

**Whilst the information in this handbook is considered to be true and correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information**