



Twechar Primary School

School Handbook
2025-26



Sustainable thriving achieving
East Dunbartonshire Council
www.eastdunbarton.gov.uk



Twechar Primary School
Main Street, Twechar, G65 9TA
Telephone – 0141 955 2331
E-Mail:office@twechar.e-dunbarton.sch.uk



Dear Parents,

Welcome to Twechar Primary School. I hope you find our handbook interesting and informative.

At Twechar Primary School we aim to provide an environment where everyone feels belonging, respect and have fun.

All learners at Twechar Primary School play an important role in our school. We believe in treating each other with kindness to show everyone belongs and with respect so that all our pupils become more aware of their social responsibilities and their lifelong role as a responsible citizen.

We work hard at providing a broad and relevant curriculum within a stimulating environment in which everyone is given the opportunity to achieve the highest possible standards according to their ability.

We have an active and enterprising joint Parent Council and PTA. We continually strive to promote positive relationships between parents, teachers and staff.

If you have not already visited the school, we would be delighted to welcome you and show you around. I look forward to meeting you and welcoming you to our school.

Yours sincerely
Marie-Louise Brogan
Head Teacher

Please note: The use of the word 'parent' throughout this document refers to parents, carers and guardians, if not already stated

Education in East Dunbartonshire

East Dunbartonshire Council's vision statement is reflected in the ethos of the Education Service:

"Working together to achieve the best with the people of East Dunbartonshire"

The Education Service works with staff in schools and services to ensure the best outcomes for all our children and young people.

We share the Council's commitment to:

- The Customer;
- Excellence;
- Innovation;
- Partnership; and
- Our Employees.



Practical information about Twechar PS

Twechar Primary School is a non-denominational, co-educational school and is part of East Dunbartonshire Education Authority. The school opened in 1888 and is situated in the heart of Twechar village. Twechar PS provides education from Primary 1 to Primary 7 and the accommodation comprises of 5 classrooms, a nurture class, a main gym hall, a dining hall, a school library, an expressive arts room, a creation station, a technology base, kitchen and administrative offices. Our school grounds comprise a playground, garden area, quad and we access a grassed football pitch and field during breaks.

The current roll for the school stands at 75. Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and in the way the classes are organised. In accordance with targets set by the Scottish Government, if possible, a limit of 25 pupils in Primary 1 and 30 pupils per class in Primary 2 and 3 is adhered to.

At Twechar Primary we promote the health and wellbeing of the whole child. We have very close links with partners both within the village and in our wider community. Children attend assembly every fortnight and also have committee meetings every other fortnight. All children from Primary 4 to Primary 7 are members of a committee.

All pupils have a statutory entitlement to two hours of PE every week. The class teacher will inform parents of the days for PE and whether this is indoor or outdoor at the start of each new term.

The full postal address and telephone number of the school is:

Twechar Primary School
Main Street
Twechar
G65 9TA
Telephone – 0141 955 2331
E-Mail – office @twechar.e-dunbarton.sch.uk
Web – <http://www.twechar.e-dunbarton.sch.uk>



School Hours

Monday – Friday 0900-12.15 - Break 1030-1045
12.15-13.00 - Lunch
13.00-15.00

Attendance at School

Scottish local authorities have the responsibility to review and revise their procedures for managing situations where children fail to attend their school/early years centre and no explanation for absence is received from their parents/carers. East Dunbartonshire Council recognises that under such circumstances, children may be vulnerable to harm and that timely steps must be taken to ensure that an absent child is safe and well.

Attendance must be recorded twice a day, morning, and afternoon. Each child's absence from school to be recorded in the school register as authorised i.e. approved by the authority, or unauthorised i.e. unexplained by the parent (truancy) or temporarily excluded from school.

The Scottish Government emphasises the need for schools to support attendance for all and create appropriate support for those who find attending school a challenge. Attendance is defined as the "participation in a programme of educational activities arranged and agreed by the school" (Included, Engaged and Involved: Part 1). Engaging in school and in learning is crucial to ensure that children and young people meet their full potential.

ATTENDANCE PERCENTAGE	NUMBER OF DAYS MISSED OVER AN ACADEMIC YEAR	FURTHER INFORMATION
95%	9 days	Attendance at or above this level gives a learner the best chance of success.
90%	19 days	Attendance at this level leads to less chance of success. Data shows that learners missing this much school could drop a whole grade in secondary.
80-85%	27-36 days	Attendance at this level has serious implications for learning and progress.

There are a key rights, duties and legal obligations in relation to attendance as outlined in [‘Included, Engaged and Involved \(Part 1\)’](#). These are set out below:

- All children and young people have a right to education; and education authorities have a duty to provide education.
- All children and young people have the right to get the support they need to benefit fully from their education and fulfil their potential.
- All children and young people need to be included, engaged and involved in their learning. Children and young people should be given opportunities to fully engage and participate in the life of their school, in order to encourage good attendance.
- Schools should actively engage with parents to try to ensure that any barriers to good attendance are removed.
- Schools and partners should work collaboratively to promote and support good attendance.
- The foundation for schools, learning establishments and education authorities is a focus on positive relationships and an inclusive ethos and culture that promotes good attendance. Attendance should not be considered in isolation.

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[Included, Engaged and Involved \(Part 1\)](#)

Un-notified Absence

Parents/carers have the primary duty of care for their children. During school/centre hours (and during registered school/centre activities), schools/centres must take all reasonable steps to keep children safe from harm. The effective implementation of the procedures will require parents/carers and schools/centres to exercise their respective duty of care and to work in partnership to help to ensure that children are kept safe from harm.

In order to respond appropriately to an un-notified absence, it is important that parents/carers exercise their duty of care, by notifying the school/centre when their child will be absent and the reasons for this. Each session parents/carers will be required to notify their child’s school/centre of all absences.

Missing in Education

Children missing from education are children and young people of compulsory school age who are not on a school roll and are not being educated otherwise (at home, privately or in an alternative provision). They have usually not attended school for a period of time.

Additional guidance is in place to ensure inter-agency collaboration, involving education services, social work, health services and the police to ensure the safety and educational development of the child. The process aligns with The Children Missing from Education (Scotland) Service in Scotland.

Family Holidays

Every effort should be made to avoid family holidays during term time as this seriously disrupts a child's education and greatly reduces learning time. It should be noted that it not only has an adverse effect on a child while he/she is absent from school, but also leads to extended disruption to a child's education for a period of time when he/she returns to school after the family holiday. Family holidays will only be regarded as authorised absence where prior agreement from the school has been obtained and where it is judged the holiday is important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement, or other traumatic events.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. This leave will be regarded the same as a family holiday but will be recorded separately from school holidays for attendance purposes. Requests should be made in writing detailing the destination and the duration.

Clearly with no explanation from the parents, the absence is unauthorised.

Information regarding exceptional closures

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, and temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you updated using the usual digital methods of communication used by the school i.e. email, groupcall, social media. There will also be updates on the website www.eastdunbarton.gov.uk.

Parental Communication with School in Case of Emergency

It is important that parents keep contact with the school to a minimum in the case of an emergency. When you telephone the school you will be asked for a contact number and your message will be repeated back. Please ensure the pupil's name, class and/or teacher's name is given.

Please ensure that your child knows their home/pick up plan each day. If there are any changes to childcare arrangements, please inform the school before 2.30pm. This should only happen in exceptional circumstances.

Comments, Compliments and Complaints Procedure

We are keen that you should be completely satisfied about your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be comments, compliments, or complaints.

If you want to register a comment of any type about the school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

In relation to making a complaint:

- Stage 1 – Frontline resolution, we will always try to resolve the complaint quickly and to the customer's satisfaction wherever we can. This resolution will be provided within five working days, unless there are exceptional circumstances.
- Stage 2 – Investigation, if you are dissatisfied with the decision at stage 1, the
- complaint will be investigated, acknowledge in three working days and decision provided as soon as possible but within twenty working days.
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman (SPSO), our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillors, MSP or MP.



Parental Involvement and Engagement and Family Learning

Parents Welcome

All East Dunbartonshire Council schools welcome parental involvement, as research has shown that when parents are involved children do better in school.

At Twechar Primary School we welcome parents into the school at every opportunity and have an open door approach. We are committed to engaging families and involving the parents of our children in our school community. We recognise the important role that parents play in the education of our children and to ensure achievements are celebrated. We engage our parents through a variety of approaches to ensure all families are informed about the progress of their child and the wider developments of our school community.

Our school provides the following opportunities for parents to join us in our community and become engaged in the life of the school:

- parent evenings;
- weekly café;
- Seesaw;
- family learning sessions;
- school assemblies;
- stay and learn sessions;
- regular emails;
- twitter;
- letters;
- monthly newsletter; and
- phone calls.

Parents' Evenings

Parents/Carers have the opportunity to discuss their child/children's progress during the session – October and May.

A written report is sent to parents/carers in March which identifies your child's next steps in learning. These reports form the basis for discussion at the parents' meeting in May ensuring that children's learning is continuous and progressive.

In August, parents/carers are invited to the school for a 'visit my classroom day'. Parents are invited to attend the school for Come Learn with Me sessions and additional curriculum sessions at varying points throughout the year.

Sharing our Work

Children's work is sent home via Seesaw. This allows parents the opportunity to look at their child's work and see progression in their learning. Throughout the year parents will

be invited to their child's class to take part in open evening events, celebrations and showcases.

Communication

At Twechar Primary we use Groupcall and all information is sent to parents via e-mails containing information and school news will be sent at regular intervals. The Head Teacher and office can be contacted via e-mail or telephone where we aim to provide a timeous response.

Parental Involvement

At Twechar Primary we are continually striving to improve. Throughout the year we ask for parents' views and opinions of the work within the school. This information is used to move the school forward and views are always taken into consideration. As we continue to develop and create new policies and procedures in line with local and national advice we ask parents' opinions on our new procedures to ensure that they are meeting the needs of all of our partners.

Workshops are provided to support parents in developing learning at home and to provide an opportunity for parents and teachers to discuss initiatives and strategies. Parents provide an excellent support to the school through their attendance at school excursions and events.

The school community of Twechar Primary builds the co-operation and partnership between home and school which is of crucial importance throughout our children's education. At all points of transition, we work closely with our parents and partners to provide a seamless changeover to support the curriculum and emotional health and wellbeing of our young people.

Parent Councils

Parent Councils are the formal representative body for parents / carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents / carers locally.

Parents are welcomed to be:

- involved and engaged with their child's education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their children's schools.

All parents / carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to –

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council to work on with the school;

- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents / carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of Early Learning and Childcare education (if applicable) and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils (in some schools the PTA fulfils this role).

Our Parent Council Chair is Sarah Fox and she can be contacted through our school office by telephone (0141 955 2331) or email (office@twechar.e-dunbarton.sch.uk). Information, including the previous minutes from our Parent Council meetings, can be found on our school website under the 'Parent Info' section (<http://www.twechar.e-dunbarton.sch.uk/parents-info/>).

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.education.gov.scot/parentzone.

Pupil Participation

At Twechar Primary School children are members of various pupil participation committees including; Pupil Council, Health & Wellbeing, ICT, School Events, UNCRC, Inclusion and Eco Committees where pupils also have opportunities for leadership.



School Ethos



Twechar Primary School



Our School Vision

To enable everyone to grow and learn at Twechar Primary and Early Years Centre.

Our School Aims

- To help each child to do their best in their play and learning.
- To help each child to become confident and responsible in Twechar and our community.
- To have a community where everyone belongs and is welcome and included
- To give everyone in our Twechar community a say in our school and early years centre by listening to them.
- To give everyone a chance to share their success in learning

Our Values

•Respect • Belonging •Fun

All members of our school community are, by right, valued equally and are encouraged to excel in different ways. All, regardless of gender, race and creed are offered the same opportunities to participate in the life of the school.

All parents and pupils are an integral part of our school community and, together, it is our responsibility to provide the best possible learning experiences for our children and to enhance the excellent ethos of our school community; to set a high standard for learning and achievement, positive relationships and interactions and have a high expectation of our children, our staff team and our school community as a whole.

Through careful, considered and continuous monitoring and tracking of pupils' progress, attainment, wider achievement and pastoral wellbeing the Senior Leadership Team, Class Teachers and Support Staff identify, review and evaluate learners' needs in order to ensure the pace of learning is appropriate for individuals and sustains motivation and attention. We celebrate achievement within the school through our regular assemblies and through our regular newsletters, social media and articles in the local press. We also ensure that success is recognised at local and national level through our participation in competitions, award ceremonies and through close contact with East Dunbartonshire Council Education Department.

Members of the local community are actively involved in Twechar Primary through collaborative working to support children and families. We work closely with Active Schools to provide sporting events and an opportunity to try a variety of activities for example Lego, Football, Netball, Art, Gardening and Dance. We have close links with our associated secondary, Kirkintilloch High School through partnership working.

Equal Opportunities for All

In East Dunbartonshire, all children and young people are entitled to participate fully in a learning community which promotes equality of opportunity and seeks to protect against all forms of discrimination.

The school believes that pupils and staff have the right to learn in a caring and safe environment. Staff will not tolerate any behaviour or attitudes which lead to staff and pupils being humiliated or harmed because of their age, disability, gender reassignment, marriage and civil partnership, [pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The General Equality Duty was created by the Equality Act (2010) and replaces the race, disability, and gender equality duties. The duty came into force in April 2011 and covers age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion, or belief, sex, and sexual orientation.

The school is committed to the requirements of the Equality Act (2010) and as such we will have due regard to the need to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity between children and young people who share a characteristic and those who do not.
- Foster good relations between different groups.

The school will take cognisance of the Equality and Human Rights Commission's 'Technical guidance for schools in Scotland' in the development of its policy and practice.

[Technical guidance for schools in Scotland | EHRC \(equalityhumanrights.com\)](http://equalityhumanrights.com)

Development of Pupils' Spiritual, Moral, Cultural and Social Values

The school is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their development in spiritual, moral, social, and cultural terms.

These key human aspects of learning are supported through the following arrangements by:-

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

Child Poverty

The impact of poverty can have a significant effect on children's achievement and attainment.

The Cost of the School Day is a national policy to help raise awareness of the financial barriers families with low income can face and how that can negatively impact on children and young people, especially with regards to their mental health and wellbeing.

In school, supports are in place to ensure barriers to accessing learning are removed and equitable access is in place for all, regardless of their family or carer's financial background.

If you have specific concerns, please contact the school to discuss as there are ways in which support can be provided.

For example:

School uniform recycle

Assistance with trips/outings

Festivals and fundraising events

The Promise

East Dunbartonshire Council is committed to keeping The Promise and supporting our care experienced learners. The findings of The Independent Care Review (The Promise 2020) and documents produced by The Promise Scotland, including Plan 21-24, Change Programme 1, and Plan 24-30 including individual service briefings, have helped to inform the current

plan and can be viewed here <https://thepromise.scot> It is crucial that, in order for The Promise to be kept, the calls to action as outlined within The Promise underpin all existing and future plans of support for children, young people and families within East Dunbartonshire.

UNCRC

East Dunbartonshire Council is committed to developing rights-based approaches in all education establishments. A rights-based approach ensures the articles of the convention underpin the ethos of the organisation and all policy and practice is developed under consideration of the United Nations Convention on the Rights of the Child (UNCRC).

Implementation of the UNCRC July 2024, ensures children and young people's rights are integral to every aspect of decision making, policy and practice in our schools and early years centres. Our pupil forum My Voice My Choice has members from all schools ranging from P6 to S4 year groups. Rights Respecting School Awards are undertaken by all our schools, which encompasses the entire school community.

We aim to:

- Ensure all schools and early years centres have clear guidance on children's rights; what they are and how they will be embedded in the life of the school/centre
- Support establishments working with children and young people to develop a positive and inclusive ethos and culture
- Ensure provision of information, training, advice and support to those working with children and young people as well as their parents or carers
- Provide leadership and ensure accountability through systematic monitoring and review of data
- Support effective partnership working across agencies to further the rights and wellbeing of children and young people

Promoting Positive Relationships, Behaviour and Learning in Education

In East Dunbartonshire's schools' the development of relationships and skilled support for children and young people to manage their behaviour is essential. The whole school community endeavours to create a caring, nurturing, optimum learning environment, which promotes creativity, whereby everyone feels empowered, supported, and loved.

This is a clear framework which can be used and adapted to support Relationships Policies in all schools and educational establishments.

East Dunbartonshire Council (EDC) is committed to providing a culture in the school community where all stakeholders including children, staff and parents feel included,

respected, safe and secure and where their achievements and contributions are valued and celebrated. Positive relationships should be encouraged and present throughout the whole school community where children and young people are involved meaningfully in decisions which affect them.

We aim to:

- Develop a shared vocabulary to reflect the language of inclusion.
- Develop the curriculum within an optimum learning environment which promotes creativity and flexibility to meet the needs of all. (Learning and Teaching Policy at school level and CIRCLE)
- Co-create and develop a culture and individualised approach to dysregulation, co-regulation, and self-regulation where everyone feels safe, respected, and listened to.
- Develop a school ethos, culture, expectation, and understanding of consequences that should be relevant and appropriate for the learner. This would include aspects of their behaviour and those impacted (positively or negatively) which will be created and consulted on by all stakeholders.
- To provide professional learning and development opportunities to the whole school community to build trusting relationships which support respect, confidence, and safety in our educational settings.

School Expectations

The relationship between the pupil and the teacher is similar to that between the child and his/her own parents/carers, requiring mutual consideration on both sides. At Twechar Primary we are committed to excellence and to a policy of promoting positive behaviour and prefer to think about and discuss these issues in terms of behaviour rather than discipline.

Our expectations of the behaviour of the children at Twechar Primary reflect the nurturing principles and the school values of Belonging, Respect and Fun. Children are made aware of specific school expectations and the reasons for their existence. Expected good behaviour of pupils is essential in the maintenance of excellent classroom management and in the promotion of sound learning habits for life. It is the policy of the school to encourage high standards of behaviour and that relationships across our school community are positive and founded on a climate of mutual and self respect.

Our approaches ensure the safety and security of individual children, the morale and cohesion of the class group and the tone of the whole school. The expected good behaviour of our pupils is rewarded in a variety of ways, normally by the class teachers but also by the senior leadership team at assemblies.

Each classroom has its own class charter and they have been agreed by teacher and pupils after class discussion.

Anti-Bullying Policy

Incidents of bullying that occur within the school are treated seriously and as a matter of urgency. If a pupil reports a bullying incident in school, the class teacher will inform a member of the SMT who will fully investigate the situation. Similarly, if a child reports a bullying incident to a parent/carer at home it is important that the parent/carer discuss the matter urgently with a senior staff member so that the school can help bring about a resolution to the child's problem. The problem will then be recorded on an EDC Inequalities Recording System within SEEMIS and parents will be informed immediately. All staff must follow the procedures as outlined in the EDC/School Policy.



Curriculum

Curriculum for Excellence - Bringing learning to life and life to learning

The values, purposes and principles of the 3-18 curriculum in Scotland are set out in A Curriculum for Excellence. The curriculum aims to support children and young people to maximise their potential across four capacities to become successful learners, confident individuals, responsible citizens and effective contributors.

Curriculum for Excellence develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another, helping children to make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. All teachers are responsible for the development of literacy, numeracy and health and wellbeing.

Please contact the school if you would like any further information about the curriculum within our school.

Curriculum for Excellence has eight main areas

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

Curriculum Rationale

At Twechar Primary our Curriculum Rationale reflects learning across the four contexts.

- Opportunities for personal achievement
- Interdisciplinary Learning
- Ethos and Life of the School
- Curriculum and subjects

Curriculum Areas

Literacy and English and Modern Languages

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum and increases opportunities for the individual in all aspects of life. We reflect, communicate and develop our ideas through language. Literacy offers an essential passport to learning helping children and young people to achieve to the full and be ready for active involvement in society and work. Literature opens up new horizons, and a love of reading can be an important starting point for lifelong learning. As we communicate increasingly through digital technologies, we need to be able to interpret and convey information in new ways and to apply discernment.

At Twechar Primary School, effective learning and teaching in literacy and English will involve a skilful mix of appropriate approaches including:

- the use of relevant, real-life and enjoyable contexts which build upon the children's own experiences
- effective direct and interactive teaching
- opportunities for spontaneous play and planned activities
- collaborative working in pairs, groups and as a class and independent thinking and learning
- making meaningful links for learners across different curriculum areas
- frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences within and beyond places of learning
- the appropriate and effective use of ICT
- additional language in line with 1 +2 strategy. We offer French and Spanish at Twechar PS.

These approaches will enable children and young people to;

- develop their ability to communicate their thoughts and feeling and respond to those of other people develop the high levels of skills in listening, talking, reading and writing which are essential for learning, work and life
- use different media effectively for learning and communication
- develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages
- exercise their intellectual curiosity by questioning and developing their understanding, and use creative and critical thinking to synthesise ideas and arguments
- enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language
- develop competence in different languages so that they can understand and communicate.

Numeracy and Mathematics

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Putting mathematical knowledge and understanding to constructive use has been one of the decisive factors in shaping societies. Engineering, science, technology and business rely upon mathematics and continue to find new applications for mathematics. Cultural development and artistic endeavour are influenced by mathematics. To face the challenges of the 21st Century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population.

At Twechar Primary School our developing courses and programmes enable the development of logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways.

The experiences and outcomes we plan for children encourage learning and teaching approaches that challenge and stimulate and promote their enjoyment of mathematics. To achieve this, teachers will use a skilful mix of approaches, including:

- planned active learning which provides opportunities to observe, explore, investigate, experiment, play, discuss and reflect
- modelling and scaffolding the development of mathematical thinking skills
- learning collaboratively and independently
- opportunities for discussion, communication and explanation of thinking
- developing mental agility
- using relevant contexts and experiences
- making links across the curriculum to show how mathematical concepts are applied in a wide range of contexts, such as those provided by science and social studies
- using technology in appropriate and effective ways
- developing problem-solving capabilities and critical thinking skills.

This will enable children and young people at Twechar Primary to:

- develop essential numeracy skills, including arithmetical skills which allow them to participate fully in society
- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts
- have an understanding of the application of mathematics, its impact on our society past and present, and its potential for the future
- establish firm foundations for further learning.

Health and Wellbeing

Health and wellbeing includes experiences and outcomes for personal and social development, understanding of health, physical education and physical activity. It also includes approaches and activities such as physical activity and nutrition, planned by the school to promote the health and wellbeing of our learners and the wider community.

Children and young people need to experience what it feels like to develop, enjoy and live a healthy lifestyle. They also need to learn ways of dealing with the many new and challenging situations they will experience throughout their lives. A healthy lifestyle supports physical, social and emotional wellbeing, and underpins successful learning. Concerns about the health, diet and activity levels of Scotland's children and young people, social inclusion and inequalities in health emphasise the importance of a focus on health and wellbeing throughout education, starting in the early years.

Learning through health and wellbeing enables children and young people to:

- experience positive aspects of healthy living and activity for themselves
- develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives
- make informed decisions in order to improve their physical, emotional and social wellbeing
- apply their physical, emotional and social skills to pursue a healthy lifestyle
- make a successful move to the next stage of education.

At Twechar Primary School the health and wellbeing of our children is at the heart of our learning and teaching to ensure that our children have the best start in life and are ready to succeed; become successful learners, confident individuals, effective contributors and responsible citizens. We strive to ensure the eight indicators of wellbeing are met for our children. They are safe, included, responsible, respected, active, nurtured, achieving and healthy. We aim to develop positive relationships amongst children, young people and adults which are mutually respectful, responsible and trusting; and promote their emotional health and wellbeing.

Social Subjects

Learning through social studies enables children to:

- Broaden their understanding of the world by learning about human activities in the past and present, political, social and environmental issues, and the values underpinning their own society and other societies
- Develop the capability for critical thinking, through assessing and using information

- Form their own beliefs and view of the world and develop their understanding of different values, beliefs and cultures
- Establish firm foundations for lifelong learning

Social subjects include aspects of history, geography, social, political, economic and business contexts. Social subjects are taught through inter-disciplinary topics as part of a broad, balanced and progressive programme of study from P1 to P7.

Sciences

Through learning in the sciences, children develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

In Twechar Primary School children participating in the experiences and outcomes in the sciences will:

- develop a curiosity and understanding of their environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- recognise the role of creativity and inventiveness in the development of the sciences
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as scientifically literate citizens with a lifelong interest in the sciences
- establish the foundation for more advanced learning and, for some, future careers in the sciences and the technologies.

The key concepts have been clearly identified using five organisers:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science

Technologies

Learning in the technologies enables children to be informed, skilled, thoughtful, adaptable and enterprising citizens, and to:

- develop understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible ethical actions to improve their lives, the lives of others and the environment
- gain the skills and confidence to embrace and use technologies now and in the future, at home, at work and in the wider community
- become informed consumers and producers who have an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic and cultural issues
- broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden their understanding of the applications and concepts behind technological thinking, including the nature of engineering and the links between the technologies and the sciences
- experience work-related learning, establish firm foundations for lifelong learning and, for some, for specialised study and a diverse range of careers.

The technologies framework has been organised to offer opportunities for personalisation and choice using diverse contexts for learning.

The technologies framework has six organisers, namely:

- technological developments in society
- ICT to enhance learning
- business
- computing science
- food and textiles
- craft, design, engineering and graphics.

Expressive Arts

Children are encouraged and provided with opportunities to develop the skills necessary to express themselves in art and design, dance, drama and music. Instructors in violin and singing visit the school weekly. Every year Primary 1-4 pupils perform a Nativity play, Primary 5-7 pupils perform a school show.

Home Learning

The school has a clearly defined policy on home learning. Home learning will be given by all class teachers on a weekly basis via Seesaw.

A variety of home learning tasks are set and all of the following activities are thought to be of value:

- Reading practice
- Spelling
- Revision and consolidation of class language work
- Revision and consolidation of class maths work
- Research work for topics
- Reading for enjoyment
- Book reviews
- Redrafting pieces of written work
- Preparing talks
- Local studies
- Personal projects

It should be noted that some tasks are more appropriate for some stages than others, i.e. reading practice will be more heavily weighted in the infants while research work may be assigned more readily as a child progresses through the school.

Tasks will be assigned by the class teacher as appropriate.

The amount of home learning given varies according to pupil stage.

In primaries 1 – 3, the home learning given should take approximately 10-15 minutes each night.

In primaries 4 and 5, this time will increase to approximately 20 minutes each night. In primaries 6 and 7, children should be spending approximately 30 minutes on home learning each night.

Parents can help by:

- Listening to reading
- Asking questions
- Testing spelling
- Listening to a prepared talk
- Going over multiplication tables
- Encouraging the use of a dictionary to check spelling

Sexual Health and Relationships Education (SHRE)

Aspects of SHRE are taught at all stages of the Primary school as part of Health and Wellbeing. These aspects are taught sensitively and at an age-appropriate level.

Parents are informed of when sensitive aspects are being taught and may view teaching materials if they wish.

Wider Achievements

At Twechar Primary School, we encourage children to participate in our extra-curricular clubs as part of the development of each child. Our clubs include:

- Football
- Dance
- Lego Club
- Netball

Children are required to opt-in to these clubs with parent approval of participation.

In Primary 7, our pupils a Residential Centre. This is an experience that helps to develop each child as they prepare for secondary school. All residential trips are planned for using the guidance and processes of East Dunbartonshire Council.



Assessment & Reporting

Throughout the school assessment plays an important part of the education process. Assessment is carried out daily, weekly, periodically and termly at Twechar Primary. Regular forms of assessment enable the teacher to know if a class, group or individual have mastered a particular area of work or skill. Assessment information tells the teacher if her teaching has been effective and indicates whether the class, group or individual is ready to move on to another area of work. Assessment covers the planning, teaching, recording and evaluation of a block of work as well as reporting the results to pupils and parents.

Assessment is for Learning (AifL) is being developed and embedded in practice throughout the school. The strategies recommended by AifL – learning intentions, success criteria, questioning, thinking time and feedback will inform practice in the classroom. These methods as far as possible are designed to fit the needs of individual children. Materials and strategies used are open-ended allowing pupils increasing independence within their own learning under the overall direction of the class teacher.

Class teachers use both informal and formal methods of assessment to ascertain individual levels of attainment included in regular class routines and programmes of work. In this way the programme of work for individuals and groups is set at an appropriate level in order to provide appropriate pace, challenge and support.

If a child experiences barriers to learning this will be discussed with parent/carers and assessments designed to diagnose specific needs will be adopted and results used to re-examine the curricular programme and make any necessary adjustments. These adjustments will be monitored and modified if required and updates will be shared with parents/carers. EYC profiles received through our transition programme with the EYC, centre or class your child attended help inform initial steps in primary education.

Teachers use a variety of sources to evidence the strengths and areas for development of our children. This is commonly evidence of what our children: say, write, make and do.

Reporting to Parents

A written report on all curricular areas is sent to parents in term 3 which identifies your child's next steps in learning, a glow form is issued to provide an opportunity for a written reply. These reports form the basis for discussion at the parents' meeting in May ensuring that children's learning is continuous and progressive.

Parents have the opportunity to discuss their child/children's progress three times during the session – October, March and May.

Other opportunities to meet are held throughout the year. There is an information session for all parents at the start of the new session.

Letters containing information and school news will be sent home at regular intervals via Groupcall.

At Twechar Primary we support children in setting both academic and personal targets in partnership with teachers and parents. This provides a profile of your child's learning and development throughout the school session particularly their strengths and next steps in learning.

Liaising with and Involving Parents in their Child's Education

The Education Service is keen to ensure that it involves all parents appropriately and sensitively in their child's education. Under Education Law, "parents" include:

- Non-resident parents who are liable to maintain or have parental responsibilities in respect of a child;
- Carers who can be parents;
- Foster carers, relatives and friends who are caring for children under supervision arrangements;
- Close relatives, such as siblings or grandparents caring for children who are not "looked after and accommodated" by the local authority or are under home supervision (looked after) arrangements.

Everyone who is a "parent" (under Education Law) has the right to receive advice and information about their child's education and take part in activities.

The Education Service will treat all parents equally. The exception to this is where there is a court order limiting an individual's exercise of parental rights and responsibilities.

Schools collect information about a child's family circumstances on an annual basis. Where family circumstances change during a school session, it is important that parents inform their child's school of these changes.

Further information about how the Education Service seeks to work with parents is available in the publication Schools, "Parents" and "Parental Responsibility": A briefing paper for schools and education support services under the management of East Dunbartonshire Council (2007).

This publication is available from schools or the Chief Education Officer who can be contacted at:

East Dunbartonshire Council
Southbank House
Strathkelvin Place
Kirkintilloch
G66 1XQ
Tel: 0300 123 4510
Email: greg.bremner@eastdunbarton.gov.uk



Transitions & Enrolments

East Dunbartonshire Council is committed to the provision of high-quality early learning and childcare experiences for children. We aim to provide places that meet the needs and demands of both children and families, offering accessible, flexible and affordable provision where possible. The [Early Years Admissions Policy](#) sets out the options available to parents, including location of early learning and childcare providers, the available hours, and the way that places are prioritised and allocated.

It is important to note that there is no automatic entitlement for a place in any East Dunbartonshire primary school following a funded place at any early learning and childcare provider / early years centre.

Early learning and childcare provision is non-denominational. This means that all early years centres are open to children and parents of all religions and beliefs. Placement in the early years centre does not guarantee a place in the primary school.

Our early years centre provides places for children aged 3-5 and eligible 2-year-olds who meet qualifying criteria. Full details on delivery models within Local Authority Early Years Centres can be found on the [East Dunbartonshire Council website](#)

Funded places can be accessed either in a local authority early years centre or with a Funded Provider. Funded Providers, include early learning and childcare providers in the private, voluntary and independent sector, as well as childminders who have been accepted into East Dunbartonshire Councils early years procurement framework to provide early learning and childcare.

The [East Dunbartonshire Council website](#) sets out clear information to guide the online application process for all funded early years places. Applications for 3 and 4 year old places normally open on the first week of January and close on the last day of February each year. Applying before the closing date will give you the best chance to get the early years centre and pattern that you have requested, however, this is not guaranteed and all places are allocated as per the [Early Years Admissions Policy](#). Parents are required to upload a copy of their child's birth certificate, their council tax notice as proof of residency and a recent utility bill (gas, electric, broadband or TV licence) at application stage.

Some two-year-olds are also eligible to access funded early learning and childcare, where their household meets Scottish Government criteria. This criteria can be found under the FAQ's section on the East Dunbartonshire Council Early Years webpage. Applications for a funded two-year-old place can be made at any time. When applying, parents are required to upload a recent confirmation of qualifying income, a copy of their child's birth certificate, their council tax notice as proof of residency and a recent utility bill (gas, electric, broadband or TV licence). Eligible two-year-olds can start from the term after their second birthday, as per the Early Years Admissions Policy. Parents will also be required to complete an application for their child's 3 and 4 year old place.

East Dunbartonshire Council has some availability for parents to purchase childcare for children aged 3 months to two years, and for two year olds; [online applications can be found on the website.](#)

Parents and carers have the legal right to defer their child's entry to primary school if their child's fifth birthday falls between the first day of the school term in August and the last day of the following February.

A change in Scottish Government legislation from August 2023 means that all children are automatically entitled to 1140 hours of funded early learning and childcare for their child's deferred entry year. [Applications for deferred entry and FAQ's can be found on the East Dunbartonshire Council website.](#)

It is important to note that parents who are applying for deferred entry for their child must also [register their child for Primary 1](#). The [Early Years Admissions Policy](#) provides the framework for allocation of early years places in local authority early years centres in East Dunbartonshire.

Please note: Children who have their fifth birthday between 1st March and the first day of term in August must start school. Exceptions are only made in extraordinary circumstances, and where it would be considered in the best interests of the child to further delay their school commencement date. This would normally only apply to children with significant additional support needs.

Transfer from early learning and childcare to primary

Registration and enrolment

Information on new school entrants can be found on the council's website, www.eastdunbarton.gov.uk. Enrolment is in November each year. Pupils should be registered in only one school for their catchment area. Information about the school, can be found on the school website. Parents who want to send their child to a school other than the catchment school must make a placing request. Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school should contact sharedservices.education@eastdunbarton.gov.uk.

Before leaving an early years centre, a transfer of information record for each child will be prepared by early years practitioners to ensure a smooth transition and continuity of care and education for the child transferring to primary.

Primary School Admissions

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school (regardless of religion) and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be obtained from Shared Services – Education by emailing sharedservices.education@eastdunbarton.gov.uk or calling 0300 1234510.

Enrolment dates will be set by the Education Service and the enrolment should be completed in November prior to the start of term in August. The authority will provide information on enrolments on the website, in the local press and early years centres advertising the date(s) for registration. Parents are asked to provide the relevant birth certificate(s) and proof of residency when enrolling their child(ren).

You are still required to enrol your child(ren) at your catchment school even if you do not wish him/her to attend that school.

You are still required to enrol your child(ren) at your catchment school even if you are also applying to defer their entry and take up an additional year of early learning and childcare.

Enrolment dates will be available through the East Dunbartonshire Council website at www.eastdunbarton.gov.uk.

Children eligible for enrolment are those whose 5th birthday falls between 1st March and the end of February the following year.

Secondary School Admissions

Transfer Information will be issued to Primary 7 parents in November each year. The registration application must be completed for all P7 catchment children in order for them to be included in the secondary school numbers for August. The registration form can be found on the East Dunbartonshire Council website at www.eastdunbarton.gov.uk.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

Our primary to secondary school transition involves a breadth of visits to Kirkintilloch High School to prepare our primary 7 children. This includes the Kirkintilloch High School team coming to Twechar to work with our children in an environment that is familiar to them. Children are involved in the transition programme where subject specialists support the children in lessons across literacy, maths, science, health and wellbeing, and art. Where children have specific needs, an enhanced transition is planned with our pupils, their parents and colleagues at Kirkintilloch High School.

Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the catchment school. Applications for Primary and Secondary Placing Requests to commence school in August will be considered following the application process detailed on the Placing Request section of the East Dunbartonshire Council website.

Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing Request to a particular school. You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at different schools.

Primary 1 children must also be enrolled at their catchment school using the registration process detailed on the East Dunbartonshire Council website whilst awaiting the outcome of their Placing Request Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn by the Education Service.

Placing Requests can only be approved when there are sufficient places remaining in the class after all catchment area children have enrolled and if staffing and accommodation at the school are able to meet the numbers of Placing Requests at that school. The Education Service can also reserve places in a class for future catchment pupils they expect to move into the area in the following school year.

If more Placing Requests are made for admission to a particular school than places available, these Requests will be prioritised according to East Dunbartonshire Council's Admissions Policy and requests will be accepted and refused accordingly.

Your Placing Request will be considered against a set of criteria which is set out in the Council's priorities for admission. Further information is available on the East Dunbartonshire Council website.

Any Placing Requests received after the 15th March for Primary and Secondary will not be considered in the first round of Placing Requests. Parents / Carers will be notified of the outcome of their request within 2 months of receipt your Placing Request.

As soon as a decision has been made, you will be notified of the result. If your Placing Request is successful, you will be asked to contact the school to establish arrangements for enrolment.

Parents should note that in cases where your child is currently in attendance at a primary school as a result of a successful placing request, there will be the need for a further request to be made to transfer to the secondary school associated with the primary school. Parents should, however, be aware there is no guarantee that any such request will be

successful and therefore contact should be made with your local secondary school to inform them of your intention to request a place in a school of your choice. Parents are requested to contact the education office to clarify this position if they are unsure.

Mid-Session Transfers

You may make a Placing Request at any time during a school session. If your child is experiencing problems at school, you are advised to discuss the matter with the Head Teacher prior to making a Placing Request. Completing the application form does not guarantee a place for your child at your chosen school. Your Placing Request will only be granted if there are surplus places available at the school.

Transport for Placing Requests

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.



Support for Pupils

In East Dunbartonshire Council we have our Including Every Learner Policies – *Promoting Positive Relationships and Managing behaviour that Challenges* and *Policy and provision for children and young people with additional support needs*. These documents offer guidance and policy on ensuring the needs of all learners in our schools and early years centres are met.

Guiding Principles

- Presumption of mainstream includes a structure of universal and targeted support. This offers flexible access to both specialist support and mainstream schooling according to individual needs through a continuum of additional support needs provision
- Local, integrated and streamlined processes of assessment and decision making in full collaboration with learners and their families
- Increasing the capacity of staff to meet the needs of a broad range of learners at all levels of the continuum of support through Career Long Professional Learning (CLPL)
- Equity of access to Curriculum for Excellence through adaptations to the curriculum and learning environment to better meet the needs of all

Universal and Targeted Levels of Support

Universal and targeted planning for children and young people should be proactive and solution focussed. A whole school and classroom ethos and culture should include strategies that support all children.

Provision across all establishments focuses on developing and supporting the whole child and this includes having: safe and nurturing environments; strong relationships; an ethos of inclusion; emphasis on care and welfare; breadth of experience; and partnership working.

The curriculum within all early year's centres, primary and secondary schools is focused on providing a meaningful, engaging and challenging experience for all learners. The curriculum in all sectors is based on the underlying principles of Curriculum for Excellence, which sets out an entitlement to access:

- A coherent curriculum from 3 to 18;
- A broad general education to the end of S3;
- A senior phase including qualifications;
- Opportunities for skills for life, learning and work with a focus on literacy, numeracy and health and wellbeing;
- Personal support to enable learners to gain as much as possible from the opportunities of Curriculum for Excellence; and
- Support in moving to a positive and sustained destination beyond school.

Additional resources provided within the mainstream context offer a high level of support for learners with additional support needs. This ensures appropriate learning pathways are mapped out addressing the entitlements of Curriculum for Excellence and linked to the agenda for Developing the Young Workforce. Education for learners can be provided as a blend of activity through access to mainstream classes or day-to-day activities that the school community is engaged in such as assemblies, celebrations, charity events etc. A core element of this provision focuses on literacy, numeracy, and health and wellbeing with targets being set as part of each action plan and reviewed in accordance with guidelines.

Most learners with additional support needs are educated within one of the mainstream early year's centres, primary or secondary schools. If a learner is identified as having additional support needs, then a rigorous process of assessment, planning and support is put into place.

There are several resources which mainstream schools and early years centres can draw on to meet learners' needs. For example, every establishment has a Circle Adviser who is an established member of the teaching staff who is provided with training and ongoing support from a multi-agency team - led by educational psychology and a member of the ASN team. While every establishment will use their Circle Adviser differently, it is expected that they will provide support for learners with additional support needs in the areas of language and social communication. The role of the Circle Adviser may include: sharing training materials with staff, facilitating training, supporting communication to parents/carers and supporting individual staff members using existing school/early years centres structures (e.g. Pupil Support Group/Support for All Group).

The Council aim is for all school staff to be nurture informed, and for all teachers and support for learning assistants to be nurture skilled. In addition, education staff who provide targeted support or intervention for learners will be trained to enhanced level in nurture.

Consideration is given to assessment of a child's wellbeing, and any barriers to learning, including social and communication issues. Identification of a child's barriers to learning supports the planning process for the child including simple adaptations or changes to the learning context. For example, a child may be offered access to small group work, a sensory area to support specific learning needs, or language and communication friendly approaches can be incorporated into the environment.

Every secondary school has a suite of resources including a Guidance staff team, an ASN Hub, Wellbeing Support Resource and Support for Learning Department to support learners and meet their wellbeing needs.

Some learners may need additional support to that provided at universal level, and Early Years Centre staff may conduct a more detailed wellbeing assessment with a focus on all wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible

and Included). This level is termed targeted support – in this case, staff develop an Action Plan which contains succinct, individualised and time limited targets that specify work to be done both by Early Years Centre staff and any other supports from professionals within the education department, such as the educational psychologist or outreach teacher. Some learners require further support from agencies out-with education, such as Speech and Language Therapists or assessment by a Community Paediatrician. The identified agencies may agree to provide specific assessment reports and support for a period of time, and this would be set out in an action plan.

Targeted Intervention Tier 2 provision:

Education staff have an excellent understanding of their learners, any barriers to learning and how to support them. They provide individual educational programmes designed to meet their specific needs and are continually looking at ways to develop practice to improve outcomes. This cycle of planning, review and evaluation is likely to include strong partnership working with a range of more specialised services which can provide advice and targeted support as necessary.

Some learners benefit from a timetable that offers a combination of access to specialist support and mainstream. This type of support is offered from primary to secondary stages. The balance of mainstream to specialist support is based entirely on the assessment of the profile of learning needs.

East Dunbartonshire Council has a continuum of support for learners requiring targeted support, these are reviewed and planned for each individual alongside professionals, parents/carers and the child/young person themselves – TAC (Team Around the Child).

Learners who may require to additional resources could be experiencing:

- specific language difficulties (expressive or receptive)
- difficulties in the area of social communication
- significant difficulties with focus and attention
- significant learning needs
- self-regulation and self-care needs

For some learners, additional support is required from other specialist resources which offer outreach support. Requests for outreach to support the child within their mainstream school are made to the Locality Liaison Groups (LLGs). There are two LLGs - one for the localities of Bearsden, Milngavie and Bishopbriggs and another for the localities of Lenzie and Kirkintilloch. The purpose of the LLG is to allocate outreach services to support current placements in mainstream.

Outreach support involves a specialist teacher becoming involved with a learner for a time-limited period. The process of outreach generally involves observation of the learner within the education setting and consultation with the learner, parents/carers and professionals involved. Outcomes of this process include the identification of changes to

the learning environment and learning and teaching approaches which will enhance the learner's ability to access the curriculum. The underlying approach is that the outreach service should support establishments in developing their capacity to meet learner needs. This should be effective and sustainable in supporting inclusion in mainstream provision.

Targeted Intervention Tier 3 provision:

Learners who have support needs that require a higher level of support in provision that offers a much higher ratio of staff to learners and highly specialised teaching approaches. This is termed targeted intervention and is offered in Tier 3 establishments. Learners who attend primary and secondary school (Tier 2 or 3) placement are referred to the GIRFEC Liaison Group (GLG).

The GLG is the decision-making forum for all specialist placements.

East Dunbartonshire Council's policies, procedures and practices relating to children and young people with additional support needs are in line with the Education (Additional Support for Learning) (Scotland) Act 2004 which place duties on education authorities and provide rights for parents of children with additional support needs and young people with additional support needs.

The Education (Additional Support for Learning) Act 2004/2009 places duties on local authorities to provide access to independent mediation for resolving disputes with parents and carers of children and young people with additional support needs when or if they arise. East Dunbartonshire Council uses Resolve Scotland. For further information go to www.resolvemediation.org.uk

Advocacy

Parents/carers and eligible children/young persons also have the right to have a supporter or an advocate to present their case at any meeting with the school or Education Authority, in relation to the exercise of the Education Authority's functions under the Education (Additional Support for Learning) (Scotland) Act 2004.

My Rights My Say

Enquire: www.enquire.org.uk 0845 123 2303

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 510 9410

Take Note: National Advocacy Service for Additional Support Needs (Barnardo's in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

Additional Support Needs

At Twechar Primary, our vision is to provide an inclusive community to enable everyone to grow and learn. We are committed to ensuring that all pupils will be safe, respected, healthy, active, nurtured, responsible and included.

As a community we aim to provide a safe, inclusive and nurturing environment where all learners are happy and respected.

Twechar Primary is committed to early and effective intervention for all young people and families who need support. The work of professionals within Twechar Primary reflects legislation and guidance available to bring about long term positive impact in terms of the learning, wellbeing and safeguarding of children, young people and their families.

This policy and procedure reflects and incorporates the requirements of key legislation, national policy and practice, specifically:

The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended). This legislation sets out the classifications of additional support needs and the responsibilities of the Education Authority to make adequate and efficient provision to meet these needs and to have appropriate arrangements to keep the support needs and support under review.

Twechar Primary staff have an excellent understanding of their learners, any barriers to learning and how to support them. They provide individual educational programmes designed to meet their specific needs and are continually looking at ways to develop practice to improve outcomes. This cycle of planning, review and evaluation is likely to include strong partnership working with a range of more specialised services which can provide advice and targeted support as necessary.

The physical environment within schools and centres is used to provide stimulating learning experiences. There are also opportunities to learn outdoors and in the local community to develop skills for learning, life and work to support a successful and positive transition from school. This opportunity for inclusion within the local community supports ongoing development of relationships and a sense of belonging with peers at school.

Teachers develop well planned, engaging and interesting learning experiences which are assessed, evaluated and used to inform next steps in learning. Working in this way supports raising attainment by addressing individual learning needs.

Many circumstances may affect children's ability to learn so support may need to come from health, social work or certain voluntary organisations, as well as from education. Professionals with different areas of expertise should all work together to make sure any support a child gets is properly tailored to their individual needs.

A child's needs may last a short time, and the problem may be resolved easily, or their needs might be very complex, possibly requiring additional support for many years or for life. Whatever a child's needs, everyone involved should try to identify them as early as possible and provide the necessary support in a way that does not make a child feel singled out.

The Child and Young Person's Act Scotland 2014 and Education Act (Scotland) 2016 also bring a duty of care to ensure that all young people's views are considered and that those

who are especially vulnerable are given every opportunity to be heard. This is especially the case where capacity is an issue. In Scotland, a national programme called Getting it right for every child (GIRFEC) aims to improve outcomes for all children and young people. The well-being wheel has been developed as part of the GIRFEC programme. This shows the main ways in which professionals can support children to ensure their overall well-being. A child's wellbeing and other outcomes can be assessed against the eight indicators in this wheel: safe, healthy, achieving, nurtured, active, respected, responsible and included. These are called the SHANARRI wellbeing indicators. For all children and young people to achieve their potential and become successful learners, confident individuals, effective contributors and responsible citizens — the aim of Curriculum for Excellence — they must each be helped to do the best they can on these eight indicators.

Assessment, Planning and Support

In Twechar Primary ongoing assessment is carried out by school staff to gather information about learners' needs. This includes information about wellbeing, learning and social communication needs. Support is planned to enable each learner to achieve their full potential.

All teachers are accountable for meeting the needs of their learners whether this relates to learning and/or wellbeing issues. In Twechar Primary there is a process which is used to identify, assess and support the learning and wellbeing needs of children and young people. This continuum of support should provide:

- a) a record of impact, action and support for individual children;
- b) an inclusive approach which involves parents, children and relevant staff and support services;
- c) agreed Action Plans with those who may require one;
- d) a commitment to a solution focused approach to resolving issues early and at the least intrusive level of intervention; and
- e) a structured monitoring and review cycle.

Children are offered support at two levels:

- Universal Support
- Targeted support

Universal Support

Assessment and planning take place at universal level through contextual and standardised assessments. Assessment and planning are supported and coordinated by Ms Stewart, Our Nurture Teacher, Ms McSorley also provides support to gather information and create plans. Teachers provide support in the classroom to all learners through monitoring and tracking procedures. Teaching plans gather a variety of formative and summative assessments including Ferre Laevers assessments of wellbeing and engagement and SHANARRI wellbeing assessments. Boxall Profiling and The Stirling Wellbeing Scale can also be used to gather wellbeing information. Universal supports and differentiation are discussed at termly tracking meetings through assessment data and evaluations.

Universal supports can be discussed at any time with Additional Support Need Coordinator, Ms Stewart.

Wellbeing Assessment

Within Twechar Primary wellbeing data is gathered using the Glasgow Motivation and Wellbeing Profile. Each child completes this online assessment in September and February. This data supports school staff with adapting the curriculum to meet learners needs both individually and universally.

Targeted Support

Targeted Support should be considered when the learner does not make expected progress. For young people requiring targeted support, the focus should continue to be the differentiation in teaching and learning in addition to the actions required to support wellbeing and the joint working with partners from education. Parental consent for discussion at a Pupil Support Group PSG must be sought at this point.

Pupil Support Groups Pupil Support Groups (PSGs) take the place in Twechar Primary at least once a term with the focus of the meeting centred on the individual child and issues arising for the establishment. Meetings normally involve the ASN Coordinator (Ms Stewart), Educational Psychologist and when required, class teacher. Speech and Language Therapy may attend in accordance with the Service Level Agreement. Other agencies may be involved as the school considers necessary and according to the needs of the individual child. All vulnerable learners, including those who are care experienced should be included in PSG agendas.

Schools use the Pupil Support Group (PSG) to seek consultation and advice on how the learner is progressing within the curriculum. There is a focus on strategies already in place to support the learner through differentiation of the curriculum. This involves assessment and planning modifications to the learning environment and adaptations to the curriculum (specified in terms of course content, pace of learning or the final learning outcome) to remove barriers to learning.

Discussion at the PSG may lead to referral to another agency and the completion of a target based Action Plan and updated wellbeing assessment or consideration of a Co-ordinated Support Plan. There may also be consideration of whether the child would benefit from provision beyond that provided within mainstream. More detailed discussion and decision making on this level of support would be made at a Team around the Child (TAC) Meeting.

At all the stages outlined above parents/carers and children/young people are central to the assessment and decision-making process. Regular TAC meetings take place which involve parents/carers, professionals and include the voice of the child/young person. This ensures a regular review, assessment and monitoring of progress to safeguard a proportionate and

effective approach to additional support planning. It is the responsibility of all members of the TAC to ensure that the actions agreed at the meeting are implemented,

Supporting Families Service

The core purpose of this service is to provide support to families in developing their skills and confidence in their parenting and to provide services to children to enhance their development and learning. Examples of the services available include group parenting workshops, bespoke 1 to 1 support and advice. Services also include holiday a play scheme for children and young people with additional support needs as well as our Snack and Play holiday programmes for children who meet certain criteria. If you wish to find out more about any of the services, please contact the team by emailing: parenting@eastdunbarton.gov.uk and a member of the team will be in touch.

Protecting Children and Young People

In 2021, the National Child Protection Guidance was updated to adopt a strengths-based approach incorporating children's views and ensuring effective collaboration with families.

The guidance embeds the UNCRC, the Promise and principles of GIRFEC as part of the continuum of preventative and protective support.

“Abuse and neglect are forms of maltreatment. Abuse or neglect may involve inflicting harm or failing to act to prevent harm. Children may be maltreated at home; within a family or peer network; in care placements; institutions or community settings; and in the online and digital environment. Those responsible may be previously unknown or familiar, or in positions of trust. They may be family members. Children may be harmed pre-birth, for instance by domestic abuse of a mother or through parental alcohol and drug use”.

(National Child Protection Guidance, 2021, p.12)

Within East Dunbartonshire, all adults have a shared responsibility to keep children and young people safe and as far as possible, protection from abuse, neglect, and exploitation. Children need support to keep themselves safe. Adults and professionals must work together with families and carers to enable children and young people to grow up in a safe and secure environment.

The Child Protection officer in school will be either the head teacher or depute head teacher and there are clear processes in place to enable practitioners, or others to report any aspect of suspected abuse or maltreatment.

Education staff are required to assist in the protection of children by:

- Creating and maintaining a positive and caring ethos
- Developing health and personal safety programmes
- Being observant of children's needs, views, and concerns
- Reporting and recording concerns about the welfare or safety of children

- Monitoring and supporting children in co-operation with relevant professionals, parents and carers.

Education staff cannot keep secret any allegations or concerns about child abuse, even if a child or adult request this. Information or concerns that a child may be at risk of harm must be passed on to protect the child or young person. Staff will always treat the matter sensitively, and with dignity and information will only be passed to those who need to know to protect and support the child or young person.

If parents or others have concerns for any child, they can speak to the Head Teacher/Child Protection Officer about this. They can also contact social work services and/or the police.

When a member of staff, a child or another individual provides information and the Head Teacher considers that there is a possibility that a child has been harmed or is at risk of harm, the Head Teacher is required to immediately contact social work services to discuss the circumstances and agree the immediate action to be taken. School staff are then required to co-operate with any subsequent enquiries or support plans.

Every education establishment or service has copies of the East Dunbartonshire Council Child Protection Procedures and Guidance. These are available for reference from the Head Teacher.

Specialist Support Service

The Additional Support for Learning Team makes provision for children and young people who have a range of additional support needs. The service comprises of teachers who work in the pre-5, special, primary and secondary sectors. Staff in the team work in partnership with staff in the establishments to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties in school;
- children who have language and communication difficulties
- children who have social, emotional or behaviour needs
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend special provision units; and
- pre-5 children who have been identified as having significant support needs.

Promoting Wellbeing, Protecting and Safeguarding

The Scottish Government introduced Getting it Right for Every Child (*GIRFEC*) as a programme of change, reaching across all children and adult services in the public and voluntary sectors in Scotland, to achieve better futures for all of our children, young people and their families. It builds from universal health and education services and drives the developments that will improve outcomes for all children and young people.

We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. We believe they should be: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included. These are the eight indicators of wellbeing.

The *Getting It Right* approach is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. This approach, based on the United Nations Convention for the Rights of the Child, is:

- Child focussed, ensuring that the child and family are at the heart of decisions and supports;
- Based on a holistic understanding of wellbeing;
- Early interventionist to tackle needs as soon as they appear; and
- Joined up, to ensure services work together.

It is the entitlement of every child to be supported throughout their education. The *Wellbeing Pathway* provides a continuum of support from universal to targeted and ensures practice is underpinned by a shared understanding of wellbeing and in the dignity and worth of every individual child/young person.

Teachers plan experiences and assess progress in learning, and for most children this is sufficient. From time to time, however, approximately one fifth of learners may experience developmental or environmental difficulties which impact on their ability to learn. For most, modifications can minimise the impact of such difficulties and learning can proceed. These modifications are described as differentiation and in most cases teachers will differentiate as part of normal teaching and learning, without the need for intervention from promoted staff.

Within East Dunbartonshire schools, teachers employ the following model to provide a clear, structured pathway for learners.

- Modifying Content – use of learning materials at different levels
- Modifying Process – varying the length of time children take to complete a task
- Modifying Product – giving children choice in how to express ideas or required learning
- Modifying Learning Environment – giving children areas to work which suit their learning styles

Staff record differentiated approaches in their short and long term plans and ensure that the results of differentiation are clearly documented within evaluations of teaching and learning.

Where intended progress does not take place, the child/young person's needs are considered within the next stage of the Wellbeing Pathway, Targeted Support.

When a wellbeing concern has been brought to their attention, the pupil support coordinator will consider the following questions in relation to the eight wellbeing indicators:

- What is getting in the way of this child or young person's wellbeing?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

All pupils who are considered for Targeted Support, access this through their Pupil Support or Support for All Group. This ensures that staff comply with duties in the Children and Young People (Scotland) Act 2014 and the Additional Support for Learning (Scotland) Act 2004 as amended.

All assessments to determine the need for Targeted Support fully involve the views of the child and parents.

Child Protection and Safeguarding

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. Child protection means protecting a child from child abuse or neglect. If a child's wellbeing is considered to be at risk, relevant information must always be shared. It is our public responsibility to protect children. Anyone who suspects child abuse or neglect should contact East Dunbartonshire Council Social Work Advice and Response on 0141 777 3000, or the Police. Each school has a designated Child Protection Coordinator, who will work with other professionals, children and where appropriate, families to safeguard children. The name of the Child Protection Coordinator should be displayed prominently within the school.



School Improvement

Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of Head Teachers, school staff and officers within Education Services. The Senior Leadership Team in partnership with staff and parents aim to raise attainment to achieve consistently high standards of attainment for learners. Through planned rigorous and systematic monitoring by class teachers and the Senior Leadership Team we strive to ensure learners in our school make very good progress from their prior levels of attainment. In recent years the priorities in our school improvement plan have shown a measurable impact on improving the attainment of our learners, our self-evaluation and attainment data will ensure that this continues to be the case.

In order to develop attainment across the curriculum we regularly reflect in staff teams on the range and quality of experiences for learners. We are developing and refreshing our curriculum taking account of the views of our learners and parents to provide courses and programmes which are stimulating, challenging, relevant and enjoyable. We are working together to provide tasks, activities and resource with appropriate support and challenge to enable all learners to maximise their progress.

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements and areas of future focus for improvement. Our Standards and Quality report can be found on our website at <http://www.twechar.e-dunbarton.sch.uk/school-info/standards-quality-reports/>.

The Standards and Quality report, school audits, quality assurance and continued self-evaluation are used to develop our school improvement plan for the next session.

School Improvement Plan

Every year the school publishes a School Improvement Plan. At Twechar Primary School the improvement plan is developed as a result of rigorous self-evaluation and in cognisance of our learners and current context. This data and information helps us to determine next steps and plan for successful change.

Our current School Improvement Plan can be found at <http://www.twechar.e-dunbarton.sch.uk/school-info/improvement-plans/>.

The ScotXed Programme

Education Authorities, the Scottish Government and its partners have, for many years, collected information about pupils on paper forms. The information is now transferred electronically through the ScotXed programme.

The following explanation has been provided directly by ScotXed:

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) 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.

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 about pupils in schools collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (2018). 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>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

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 to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. 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 or linkage 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, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.



School Policies & Practical Information

School Uniform

It is the policy of the Education Committee to encourage pupils to wear an acceptable form of school dress as determined by Head Teachers, Parent Councils and parents. In encouraging the wearing of school dress, account must be taken of any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposal will be the subject of widespread consultation with parents and pupils.

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform.

The uniform was agreed in consultation with parents, pupils, staff and the Parent Council.

Grey or Black trousers/skirts/shorts
Royal Blue jumpers/cardigans and sweatshirts
Yellow Polo Top
White shirt
School Tie
Twechar PS Blazer
Blue or lemon summer dress (Summer Term)

Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

The appropriate clothing and footwear for indoor PE is a yellow T-shirt, dark blue or black shorts and gym shoes with non-marking soles. Outdoor PE is a yellow t-shirt, dark blue or black sweatshirt and jogging trousers.

These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons. – **please note there is a requirement that all jewellery is removed prior to undertaking physical education activities.**

Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE kit which are often lost. A protective apron or an old shirt should be worn for art and craft activities. Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school.

Offensive clothing such as T-shirts or other items painted with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform and, in particular, pupils will not be denied access to examinations as a result of not wearing school dress.

Parents are asked to assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

Some families may be may be eligible for school clothing grant and free school meals. Information on criteria and the application form for this can be found at www.eastdunbarton.gov.uk under School Clothing Grants and Free School Meals.

Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Chief Education Officer.

If you have any queries regarding the school's dress code, please contact the Head Teacher.

School Meals

We know that maintaining a healthy diet is linked to a happy and active lifestyle. By eating a school meal provided by East Dunbartonshire Council's School Meals Service your child is guaranteed a balanced nutritious meal to keep them healthy and alert throughout the school day.

The meals are freshly cooked on a daily basis by our skilled staff who care about food and your child's wellbeing. Our staff will help your child to make balanced choices. The meals meet the Scottish Government's nutritional regulations.

Any Special diets or allergies should be discussed with the school.

Meal prices are reviewed annually. Please contact the School to be advised of the current price.

Free School Meals

From January 2022 all P1-P5 pupils are entitled to a Free School Meal. This is universal and in line with the Scottish Government Guidelines.

Some families may also be may be eligible for school clothing grant and free school meals. Information on eligibility criteria and the application form for this can be found at www.eastdunbarton.gov.uk under School Clothing Grants and Free School Meals.

At Twechar Primary School lunches are provided in the cafeteria. Parents should pre-book and pay for this online using iPayimpact. Children not buying from the cafeteria, but remaining on school premises during lunch time, should bring a healthy packed lunch. Children are not permitted to bring glass bottles or cans of fizzy juice. These children may also eat in the cafeteria where supervision is provided by support staff and members of the

SLT. After lunch is finished all children have the opportunity to play in the school grounds.

Transport

General

It is a parent's responsibility to ensure their child arrives at school and returns home from school in a safe and responsible manner. In order to assist parents in getting their child of school age to school safely and on time, the Education Authority has a policy of providing free transport to primary pupils who live one mile or more from their catchment primary school by the recognised shortest walking route.

Chief Education Officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred. This is known as concessionary travel and parents are required to submit concessionary travel applications each year in the period June – July to ensure that consideration can be given to their request for concessionary transport for August.

Parents should obtain an application form from the education office or www.eastdunbarton.gov.uk.

Pick-up Points

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up points. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph). It is the parent's responsibility to ensure their child arrives at the pick-up point on time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

Placing Request

The education authority does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances. In the case of early entry requests, if the child is offered a place in his/her catchment area school, transport will be provided in accordance with the council policy stated above.

Adverse Weather Conditions

DRIVER'S RESPONSIBILITIES:

- In adverse weather conditions drivers **MUST** liaise with Head Teachers to ensure the safety of the children.
- In periods of snow and ice the driver must use his discretion to decide if a road is passable or not. He should endeavour to choose a route which gives the greatest number of children a reasonable chance of getting to school safely.
- At their own discretion drivers may abandon a morning journey and return all pupils already picked up to their homes and inform the relevant Head Teacher concerned. See bullet point below.*
- On homeward journeys pupils shall only be set down at their normal vehicle set down point. If there is a possibility that the vehicle will be unable to take the pupils to that point, contingency plans should be made with the Head Teacher.
- In the event that transport cannot continue due to blocked roads or any other obstruction, children will be instructed to stay in the vehicle until rescue can be organised.

STRATHCLYDE PARTNERSHIP FOR TRANSPORT/EAST DUNBARTONSHIRE COUNCIL'S RESPONSIBILITIES:

- SPT will contact a Senior Officer within EDC to advise of difficulties with transport.
- Senior Officer will contact Head Teacher/s.
- Head Teachers to contact parents, where possible by text message, (at peak times there may be delays due to volume across local authorities).
- * In the event of journey being abandoned, Head Teachers will advise the driver of any change to normal home address.
- At the beginning of every session, the school should update the contact details for all parents/guardians for pupils accessing school transport. This will allow school office staff to inform parents/guardians immediately of changes due to adverse weather.
- If the inclement weather is continuous, the school will update their website on a daily basis.

PARENTAL RESPONSIBILITIES:

- To ensure child/children are at designated pick up point (please note that in adverse weather this may differ from original point, Head Teacher will advise).
- If concerns regarding bus arrival, contact bus operator and/or school.
- Parents should ensure that they notify the school of any changes to their contact details.
- If they have not already done so, parents are advised to register for the text messaging alert system within their child's school.
- Where inclement weather is present and it is probable that the current pick-up point is unlikely to be accessed, parents should take a common sense approach and their child/children should be taken or directed to the closest accessible pick up point within a reasonable distance.

Medical and Health Care

Information should be given on medical and dental inspections and on dental treatment. Parents should be given an indication of the procedures followed if a child takes ill at school. Parents should be made aware of the necessity to inform the school of any particular medical requirements and of arrangements to be made if a child has to be taken home.

Parents should provide the Head Teacher with sufficient information about their child's health care needs and treatment. Where necessary, this information should be updated annually or more frequently if there is a change in circumstances. Where there is concern about whether the school can meet the pupil's needs or where the parents' expectations appear unreasonable, the Head Teacher should seek advice from the school nurse or doctor and, if required, the Chief Education Officer.

DATA PROTECTION ACT 2018

East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 2018 and all other relevant legislation. The Council may share your child's personal data with other Council services and public agencies to support the delivery of services to promote the health, safety and well-being of children and young people. For full details of how we will use your data please visit - www.eastdunbarton.gov.uk/council/privacy-notices

Accessing Your Child's Pupil Records

Parents have a legal right of access to their child's core education records, regardless of the age of their child. These are the records held within your child's Personal Pupil

Record (PPR). Parents do not have a general right of access to all records that mention their child. To access your child's file, please apply in writing to the Head Teacher.

A child has a legal right of access to all records held about them. This includes records that may be held out with of the PPR. If a child is aged 12 or over and can show suitable maturity and understanding, they may exercise this right of access through a request to the Head Teacher in writing. If your child is aged 11 or younger, or is not considered to have suitable maturity or understanding, then a parent may make an application on their child's behalf for access to all records. The table below summarises who may access what records through writing to the appropriate Head Teacher.

AGE OF CHILD	CHILD'S LEGAL RIGHTS	PARENT'S LEGAL RIGHTS
Under 12	A child's parent or guardian may apply on the child's behalf for access to all records	Right of access to core education record (PPR)
12 and older	If able to show suitable maturity and understanding, the child may apply for access to all records	Right of access to core education record (PPR) No legal right to all records unless acting as child's representative because child is unable to show suitable maturity or understanding

FREEDOM OF INFORMATION (SCOTLAND) ACT 2002

The Freedom of Information (Scotland) Act gives individuals a statutory right to the unpublished "internal" information and records held by Scottish Public Authorities such as East Dunbartonshire Council and its schools. Individuals have already used this legislation to find out about policy, procedures and how particular decisions have been reached. If you would like to use this legislation to access particular information, please write to the Head Teacher, and subject to certain conditions and exemptions, you will receive a full response within twenty working days of receipt of the request.

Please note that you cannot access personal information on staff or pupils under this legislation. To access personal information about your own child, please see the section 28 on Accessing Your Child's Pupil Records.

Use of Photographs and Video Film Involving Pupils

On occasion, the school may seek permission from parents to photograph/video pupils for internal purposes within the school, for Council publicity materials and/or for press/media related activities. If a pupil's image is being used on any webpage or on a webcam,

parents will be asked for express consent as this image has the capability of being viewed by any person with Internet access worldwide. Pupil photographs will be held with the school's Management Information System (SEEMIS), parents will be asked for consent.

School Campus No Smoking Policy

With the introduction of the Smoking, Health and Social Care (Scotland) Act 2005 and the Prohibition of Smoking in Certain Premises (Scotland) Regulations 2006, East Dunbartonshire Council now operates a no smoking policy across all authority's school campuses. Any person accessing the school must refrain from smoking in any of the school campus areas.

Pupil Use of Mobile Phones In school

There have been many concerns raised by Head Teachers, staff and parents about the extensive use of mobile phones by pupils and the associated risks of such use while in school.

The Education Committee of East Dunbartonshire Council as a result of these concerns, agreed that each school should have the power to set its own policy in relation to pupil use of mobile phones in school.

All establishments will incorporate the following points into their policy:

1. Schools will discourage, and will also advise parents to discourage, pupils from bringing mobile phones to schools.
2. Parents will be advised that East Dunbartonshire Council will not accept liability for the loss or damage of mobile phones which are brought into the school or school grounds by pupils.
3. If pupils bring mobile phones to school, the phones must remain switched off while the pupils are in class. Head Teachers will have the power to extend the switching off of mobile phones by pupils to the whole school building and also to the school grounds.
4. Where a pupil is found by a member of staff to be using a mobile phone outwith the policy of the school, the phone will be confiscated. When a phone is confiscated, a receipt will be passed to the pupil by the relevant member of staff, in order that the pupil can present the receipt at the end of the school day to uplift the phone.
5. If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or staff, this will be regarded as a serious offence and the Head Teacher, depending on the circumstances, will decide on an appropriate discipline. In certain circumstances, the pupil may be referred to the Chief Education Officer. If images of other pupils or staff have been taken, the phone will not be returned to the pupil until the images have been removed.

Appointment of Adults to Voluntary Child Care Positions

In order to meet a legal obligation under the Protection of Children (Scotland) Act 2003 and as part of the policy in respect of child protection, the Council has introduced a policy to ensure that any individual who is appointed to a voluntary child care position is not fully listed on the Disqualified from Working with Children List.

This policy, which requires any adult appointed to a voluntary child care position, to undergo a criminal background check to ensure their suitability. The policy applies in particular to:

- parent volunteer helpers in schools who are considered to have regular contact with children and young people;
- parents and co-opted members of parent councils;
- parent members of local parent-teacher associations;
- elected members serving on committees relating to the development of children's services;
- any other individual working in a voluntary child care position within a service managed by East Dunbartonshire Council.

The policy builds on East Dunbartonshire Council's *Child Protection Interagency Guidance* (2002) which underpins all child protection work undertaken by local authority services. It also complements the Council's policy on the leasing of council premises to organisations which provide activities and services to children and young people.