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# Introduction to Largue School

*Welcome to Largue Primary School.* Largue School is situated in the eastern part of the parish of Forgue and serves the catchment area of Largue and surrounding rural area. Largue is a one teacher school in the Huntly CSN with one class of children P1-7. There is one full time member of teaching staff and a part time teacher of flexible days. A Pupil Support Assistant, school administrator, janitor, kitchen assistant and cleaner support our teaching team.

There are excellent links with other feeder schools and The Gordon Schools including transition activities for P7 pupils. Largue School has an active Parent Council and regular meetings are well attended. There is also a Pupil Council.

## School Contact Details

Head Teacher: Hazel M McIntosh	01464 635180
Largue Primary	
Forgue, Huntly, AB54 6HS	Largue.aberdeenshire.sch.uk
	largue.sch@aberdeenshire.gov.uk
Parent Council email	largueparentcouncil@gmail.com

## Adverse weather and emergency closure

<https://online.aberdeenshire.gov.uk/Apps/schools-closures/>

**Parents are issued with a 'telephone tree' which is used in cases of adverse weather.**

**Largue School** is a non-denominational school with a roll of 10. The school serves Largue and surrounding rural catchment area.

Devolved budgets are managed in accordance with authority guidelines in order to support planned improvements in the school.

<b>The school day</b>	9am – 10.30am
	10.45am- 12.30pm
	1.30pam – 3.15pm

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## **Our Staff Team**

Head Teacher	Mrs H McIntosh
Teacher Flexible Days	Mrs F Harker
Pupil Support Assistant	Mrs C Williams
School Administrator	Mrs L Cormack
Catering Assistant	Mrs G Cowie
Visiting Specialist in Music	Mr R Main
Visiting Specialist in Art	Mrs M Wills

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# Our Vision, Values and School Ethos

## School Ethos

Largue's School Aims and Statement of Values communicate our philosophy and beliefs for Largue School Community.

### LARGUE SCHOOL'S VISION

Our vision for Largue School is a happy, caring environment where pupils are ambitious, creative and encouraged to achieve to their greatest potential.

### LARGUE SCHOOL'S EDUCATIONAL AIMS

- The school is responsible for the overall well-being and education of the children and strive to ensure that we meet the emotional physical and social needs of our children.
  - We aim to provide an environment which is sufficiently challenging for the pupils, where pupils are actively involved in their own learning and development.
  - To this end we work together to assist every child to have the satisfaction of achieving to the very best of their ability. We aim to continue to raise attainment and to ensure that all pupils are successful learners and confident individuals.
  - A rural school is like a family unit and we aim to achieve an environment where all children are treated with kindness and tolerance and where there is a strong sense of equality and fairness.
  - The aim of teachers and pupils is to advance and develop in knowledge, skill and attitude to learning in a happy, caring atmosphere where individuals are respected and where our work is continually evaluated to ensure improvement.
  - The school is an important part of the local community and our aims can only be achieved fully in partnerships with parents, other agencies and the wider community.
  - The maintenance of such an atmosphere is the responsibility of everyone in the school and we strive through a wide range of activities to ensure that pupils and all stakeholders are included in the life of the school and pupils become responsible citizens and effective contributors to the school and the wider community.
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# Curriculum

Within Largue School, we aim to provide a curriculum that is both inclusive and ambitious for all – a curriculum which is both academically challenging and also provides opportunities to develop skills for learning, life and work.

Our curriculum is based around the four capacities of Curriculum for Excellence – to ensure our pupils are successful learners, confident individuals, effective contributors and responsible citizens. Our curriculum will also reflect the principles of curriculum design to ensure breadth, depth, personalisation & choice, challenge & enjoyment, progression, coherence and relevance. Therefore we will have a curriculum which we will adapt continuously over time to meet the needs of our pupils.

Following the principles of Curriculum for Excellence, achievement of children and young people is celebrated in its broadest sense. This means looking beyond formally assessed learning, to also recognise activities like volunteering and participation in arts, sports and community-based programmes. This approach complements the nurturing and aspirational outcomes of Getting It Right for Every Child (GIRFEC), and our aim in Aberdeenshire to overcome inequality by Raising Attainment for All, promoting Equity and Excellence in schools, and Closing the Attainment Gap.

## *Principles for Curriculum Design*

Schools and learning communities in Aberdeenshire apply the principles for curriculum design that are drawn from National advice but reflect our unique Aberdeenshire context. These principles are:

- Challenge and enjoyment in learning
- Breadth of learning
- Progression in learning
- Depth of learning
- Personalisation and choice e.g. in how to present learning
- Coherence (with other areas of learning)
- Relevance of learning

## *Curriculum Entitlements*

The following entitlements are also provided for all pupils in Aberdeenshire Schools:

- A cohort curriculum from 3 to 18
  - A broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
  - A senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
  - Opportunities for developing skills for learning, skills for life and skills for work
  - Opportunities to achieve to the highest levels they can through appropriate personal support and challenge
  - Opportunities to move into positive and sustained destinations beyond school
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In Aberdeenshire Schools this includes a strong focus on learning **In, About and Through** the environment i.e. outdoor learning.

Learners are provided with a broad, balanced set of experiences designed around the curriculum areas of:

- Expressive Arts
- Languages and Literacy
- Mathematics and Numeracy
- Health & Wellbeing
- Religious and Moral education
- Sciences
- Social Studies
- Technologies

The core curriculum consists of Literacy, Numeracy and Health and Well-Being. These subjects permeate all other curricular areas. Attainment and Achievement in these areas are regularly assessed and reviewed annually by the school to ensure standards are maintained or improved.

Learners are given opportunities to develop skills for learning, skills for life and skills for work with a continuous focus on:

- Enterprise and Creativity
- Citizenship and International Education
- Literacy
- Numeracy
- Health & Wellbeing
- Sustainable Development
- Digital Technology

### Curriculum for Excellence is structured into different levels

<b>Early</b>	The pre-school years and P1, or later for some.
<b>First</b>	To the end of P4, but earlier or later for some.
<b>Second</b>	To the end of P7, but earlier or later for some.
<b>Third</b>	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.
<b>Fourth</b>	The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
<b>Senior phase</b>	S4 to S6, and college or other means of study.



## Development of Spiritual, Moral, Social and Cultural Values

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum.

### 1 1+2 Approach to Language Learning in Aberdeenshire

The Scottish Government has introduced a policy 'Language Learning in Scotland: A 1+2 Approach'. Children are growing up in a multilingual world and to allow them to take their place as global citizens, they need to be able to communicate in many settings. This approach entitles every child and young person to learn two languages at school in addition to their mother tongue language.

In Largue School the first foreign language will be German. This language will be learned from P1 (in Primary School) through to S3 (in secondary school). From P4 / P5 our learners will be introduced to another foreign language. In Largue School this will be French.

If you would like your child to access Gaelic Medium Education and they have not yet started to attend a primary school you can make a request for an assessment of need for Gaelic Medium Primary Education (GMPE). For more information, please go to:

<http://aberdeenshire.gov.uk/schools/information/gaelic-in-schools/>

The parent or carer of any child or young person can make a request for their child to attend to any school which offers GMPE. This will enable your child to be taught by specialist staff. As there are currently no schools in Aberdeenshire which have GME provision learners are transported to school in Aberdeen City.

### 2 Further Information

Further information on the schools approach to Curriculum for Excellence including information for parents, can be found on the school website at:  
largue.aberdeenshire.sch.uk.

More general information on Curriculum for Excellence and the new Qualifications can be found by clicking on the hyperlinks below.

#### **Policy for Scottish Education:**

<https://education.gov.scot/scottish-education-system/policy-for-scottish-education>

#### **Early Learning & Childcare:**

<https://www.education.gov.scot/scottish-education-system/Early%20learning%20and%20childcare>

#### **Broad General Education (Pre school – S3):**

<https://education.gov.scot/scottish-education-system/Broad%20general%20education>

#### **Senior Phase and beyond (S4 – 16+):**

<https://education.gov.scot/scottish-education-system/senior-phase-and-beyond>

#### **National Qualifications:**

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



# Assessment and Reporting

Pupils move through the curriculum at their own pace. Assessment will focus on **how well** and **how much** pupils are learning and not just how quickly they move through all the experiences and outcomes.

Progress will be evidenced using a variety of approaches that best reflect the learning that has taken place, and will track the skills that your child or young person is developing. There are four main ways in which pupils will be assessed in the **Broad General phase (pre-school – S3)**:

**‘SAY’** where a pupil may have presented to the class or teacher.

**‘WRITE’** where a pupil may have some written evidence e.g. end of unit/topic.

**‘MAKE’** where a pupil may have created a model or poster.

**‘DO’** where pupils may act out a scenario or conduct a class vote.

Assessment is ongoing throughout the Broad General phase and is a continuous process which influences the goals set for your child. Assessment can take many forms including observation, sampling of work, presentations, portfolios, performance, self & peer assessment as well as tests.

**From August 2017, new national standardised assessments** are being introduced as part of the National Improvement Framework, where every child in P1, P4, P7 and S3 will undertake assessments covering aspects of reading, writing and working with numbers over the course of the school year.

Assessments will be completed online and will be automatically marked by the online system, giving teachers immediate feedback to help children progress. To help teachers judge how well children are doing and plan next steps in their learning. For more information please go to:

<http://www.gov.scot/Resource/0051/00510590.pdf>

Throughout this time, parents will receive regular updates through **‘A Week in My Jotter’** along with an **Annual Report** and several opportunities throughout the year to come in to school and share their child’s learning.

Pupils will be encouraged to keep a pupil profile which will involve them pulling together their strengths, achievements both inside and outside of school to help them understand what they are learning and support planning for future learning.

Parents and carers are encouraged to contact the school at other times throughout the year to discuss their child’s progress.

## **Secondary schools: Assessment & Reporting in the Senior Phase (S4-S6)**

*In the Senior Phase pupils embark on the National Qualifications.*

*As pupils enter this phase they are set an **aspirational target grade** for each subject they are studying. This forms the basis for learning conversations between staff and pupils to discuss progress and identify next steps. This is shared with parents/carers through **TRACKING Reports**.*

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Further Information on Assessment, Reporting & Profiling can be found on Parentzone:

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

# Transitions (Moving On)

## ***Nursery – Primary***

In order to support and ease transition into P1, we arrange a series of induction events/meetings for you and your child. These events are planned to allow you and your child to become familiar with the school building, to meet staff, to meet with the other children and to find out about life in school and what you can do to support your child's transition into P1. The induction process starts in your child's pre-school year, with P1 staff arranging to visit your child in their pre-school setting wherever possible in order to begin to get to know your child.

Induction meetings are arranged for parents around May/June in order to share information about starting school and how you can help your child at home. This is also an opportunity for parents to meet their child's teacher and to ask any questions or share any information.

At these induction meetings, parents are issued with a range of materials designed to support children's learning at home.

Our prospective P1s also have the opportunity to come into class for a series of induction sessions around May/June. This allows the children to begin to get to know their classmates and their teacher as well as familiarising themselves with the school buildings and classroom routines.

Information communicating details of P1 induction arrangements along with dates will be communicated directly to prospective P1 parents around April.

## ***Primary – Secondary***

Most children from Largue School attend The Gordon Schools in Huntly. (Telephone Number 01466 792181).

Largue School is part of the Huntly Community Schools Network. An induction programme for P7 is in place as part of the transition into S1. P7 pupils spend 5 days at The Gordon Schools towards the end of the summer term. Further information is communicated to parents about the induction calendar for secondary school around February each year. Parents also have the opportunity to visit The Gordon Schools where information will be shared and questions can be asked.

Liaison between Largue Primary and The Gordon Schools is very good. During the P7 year, pupils have many opportunities to join with P7 pupils from the other Huntly Community Schools Network. Transition Modern Languages projects, sports festivals, trips, invites to the secondary school pantomime and other ad hoc activities are arranged for P7 pupils to get together.

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Information about our P7 pupils is shared with Guidance staff at The Gordon Schools / secondary school to help support appropriate continuity of education. Parents are welcome to attend these information sharing meetings, especially when additional support has been provided previously.

The Gordon Schools staff also visit our pupils in Largue Primary where information is shared and questions can be asked.

Where parents opt to send their child to any other secondary school, (following placing requests) Largue School supports any alternative transition arrangements wherever possible.

If you have any particular concerns regarding transitions, please make an appointment to see the Head Teacher.

Visit Parentzone for more information about transitions:

<https://education.gov.scot/parentzone/my-child/transitions>

### **3 Admissions**

#### **Nursery Admissions.**

All parents should submit an application form for their child, to the nursery of their choice during the admissions period. The application form can be found here:

<http://aberdeenshire.gov.uk/schools/information/early-learning-and-childcare-information/>

#### **Primary Admissions**

New entrants to P1 are enrolled early in the calendar year for entry to school in August. This is for children who will be five on or before the school start date in August. Those that have their fifth birthday between the August start date each year and the end of February the following year, may also be admitted. Go to:

<http://aberdeenshire.gov.uk/schools/information/primary-school-registration/>

### **4 Placing requests & School Zones**

For all advice and information on placing requests and guidance on school catchment/zones go to:

<http://aberdeenshire.gov.uk/schools/information/choosing-a-school>

If you live Out of Zone, parents have the right to request that their child attends a school in another 'zone' if they wish (without giving any particular reason) and Aberdeenshire Council will, where possible, agree to this request. Please follow the link for more info:

<http://aberdeenshire.gov.uk/media/14818/out-of-zone-placing-request-policy-final-updated.pdf>

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<http://aberdeenshire.gov.uk/media/14819/electronic-placing-request-application-form-aug16.pdf>

## **5 Skills for Learning, Life and Work / Developing Young Workforce**

As part of the curriculum, pupils will work towards developing the key employability skills, those being **communication, teamwork, problem-solving, computer literacy and customer service**.

All pupils will have an opportunity to experience meeting and talking with employers, further education and training providers. Pupils in secondary will also have an opportunity for a work experience placement.

Further information for parents can be found on the DYW Website:

<http://dywaberdeenshire.org/>

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# Support for Children and Young People

## 6 Getting it Right for Every Child

Getting It Right for Every Child is the national policy approach in Scotland which aims to support the wellbeing of all children and young people, by offering the right help, at the right time, from the right people. Certain aspects of this policy have been placed in law by the Children and Young People (Scotland) Act 2014.

Wellbeing of children and young people sits at the heart of the Getting it Right for Every Child approach. Eight Wellbeing Indicators as shown below, outline the aspirations for all Scotland's children and young people.



The Getting It Right approach means services will work in partnership with children, young people and their parent/carer(s) and we want every child at Largue School to feel happy, safe and supported to fulfil their potential.

## 7 The Named Person

Prevention and early-intervention are seen as key to the Getting It Right approach in achieving positive outcomes for children and young people. By providing support at an early stage, most difficulties can be prevented from escalating.

One way the Scottish Government has decided this should be taken forward, is by making a Named Person available to every child and young person in Scotland. The Education Service provides the Named Person Service for all children on entry to Primary One, until aged 18 (or beyond where a young person remains at secondary school). In Aberdeenshire the Named Person will be either the Primary Head Teacher or Deputy Head Teacher and in Secondary School, the Named Person will

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be that young person's allocated Principal Teacher of Guidance (with a few exceptional circumstances).

The purpose of the Named Person role is to make sure children, young people and parents have confidence that they can access help or support no matter where they live or what age the child is. Acting as a central point of contact, the Named Person can help children, young people or parents/carers get the support they need, if and when they need it.

The Named Person can help by:

- Providing advice, information or support
- Helping a child, young person, or parent/carer to access a service or support
- Discussing or raising a wellbeing concern about a child or young person.

There is no obligation for children and young people or parents to accept any offer of advice or support from the Named Person. Non-engagement with a Named Person is not in itself a cause for concern.

For more information you can contact your child or young person's Named person directly, or go to:

<http://www.girfec-aberdeenshire.org/for-parents-carers/what-is-the-named-person/>

*Here at Largue School the Named Person for your child/young person is: Mrs McIntosh, Head Teacher*

## 8 Educational Psychology

Educational psychologists are trained to work in collaboration with school staff, parents and other professionals to help children and young people to achieve their full potential. They use psychological skills and knowledge to improve the learning and wellbeing of all children and young people and offer schools a range of services including consultation, assessment, intervention, research, project work as well as support for staff's professional learning and development.

<http://aberdeenshire.gov.uk/schools/eps/>

## 9 Enhanced Provision & Community Resource Hubs

Aberdeenshire Council is committed to supporting children and young children to be educated in local schools through providing the right support in the right place at the right time. By enhanced provision we mean that a local primary and secondary school has an enhanced level of resources, such as access to a sensory room and life skills area; and support for learning staff who have an enhanced level of expertise to meet a range of needs.

Further enhancement is available through the community resource hub, for a small minority of children with severe and complex needs, who regardless of chronological age are making very small steps in learning and are at the early levels of learning. The enhanced provision centres and community resource hubs can offer outreach support to mainstream schools, short term assessment placements, flexibility (e.g. blended places) and access to a variety of therapies.

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For more information on all of our resources and policies go to:

<http://asn-aberdeenshire.org/>

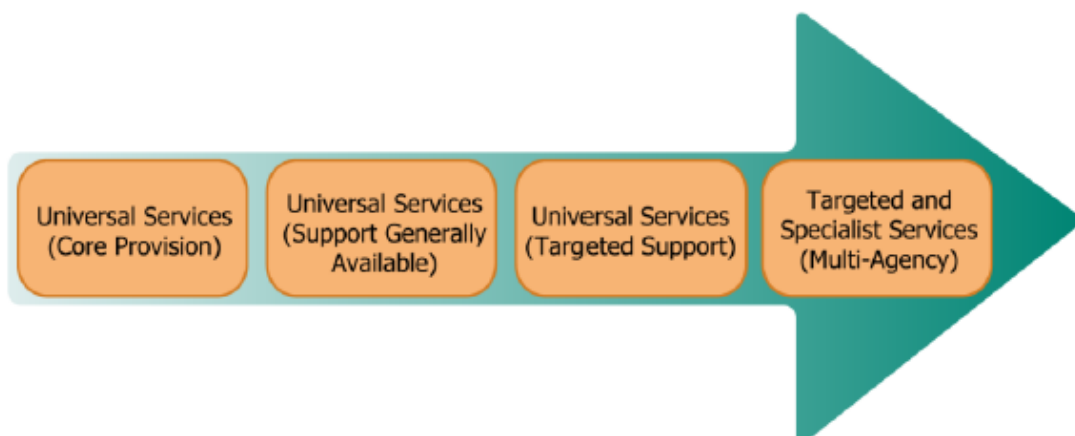
## 10 Support for Learning

There are times when pupils may experience challenges with their schoolwork. This can be for a variety of reasons including specific learning difficulties, challenges with specific subjects, general learning difficulties or a period of absence.

Each school cluster has an allocation of **Teachers of Additional Support for Learning (ASL)** who are employed to support pupils with additional support needs. They work across each cluster in primary and secondary with the main aims of identifying and assessing (with others) barriers to learning, and in partnership with appropriate practitioners and parents, address these needs through a relevant curriculum. **Pupil Support Assistants (PSA)** assist teachers in promoting achievement and raising the standards of pupil attainment and provide general 'hands-on' support in relation to the needs of the class and individuals' care, health and wellbeing and safety and to ensure a secure and safe environment.

## 11 The Child's Plan

The Getting It Right approach makes sure children and young people are provided with a range of support, which is proportionate and put in place to meet assessed need. This is reflected in Aberdeenshire's staged approach to assessment and planning for individual children and young people, shown below.



For a small minority of children or young people, there might be higher levels of need or risk identified. These children may require a level of targeted support, coordinated on a single or multi-agency basis through a Child's Plan.

Where a child or young person needs one or more targeted interventions, the benefit of a Child's Plan will be discussed with them and their parents/carers. An assessment would identify any affected wellbeing indicators (Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included), looking at both strengths and pressures in the child's situation, and fully involving the family in discussions.

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### 33 School Meals

It is Aberdeenshire Council policy to provide meals and facilities for the consumption of packed lunches in all schools where these are required.

- Primary 1-3 pupils are provided with school meals free of charge.
- Primary 4- S6 pupils are currently charged £2.20 for a school meal unless they qualify for Free School Meals.

For more information and how to apply for **Free School Meals**, go to:

<http://www.aberdeenshire.gov.uk/schools/parents-carers/assistance/free-school-meals/>

For information about **school meals and menus** go to:

<http://www.aberdeenshire.gov.uk/schools/meals/>

Aberdeenshire Council provides an **online payment service to pay for school meals**.

To register for online payments you will be provided with a reference number by your school for each child. Parents and carers of pupils who qualify for Free School Meals are encouraged to create an account to see meal selection histories and to pay for non-food items such as school trips and activities when that option becomes available.

The first step in accessing the online payment service is to visit Pay facility located on the Aberdeenshire Council web site home page. Alternatively you can register by following the link:

<http://www.aberdeenshire.gov.uk/schools/meals/online-payment-for-school-meals-and-other-school-payments/>

Parents should be aware that they can request a special diet for their children if there are medical or religious reasons for doing so. Children who require medically prescribed or modified diets should be identified during the admission process. Parents and Carers are advised to complete Admission Form D which is available from the school administration office.

### 34 Healthcare & Medical

Every child's health and welfare is very important to the school. Parents who have any concerns should let school know by telephoning or writing in. Alternatively parents can inform the Health Visitor or their own GP. Parents are requested to let the school know of any hospital appointments.

When pupils are off school because of sickness or diarrhoea, they should not be sent back to school until 48 hours after symptoms have passed. Pupils must be kept off school for a period of time where they have an infectious or contagious disease. These include common ailments such as impetigo, conjunctivitis, chicken pox etc. Please contact your GP or local health centre for up to date advice if you believe your child may have a communicable disease. For further information regarding how long

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children need to be kept at home and not sent to school either contact the school office or go to [www.nhsgrampian.org](http://www.nhsgrampian.org) exclusion policies for infectious diseases.

Always seek a GP's advice before sending a child back to school. Please remember that other children can be vulnerable to infection.

All pupils must be registered with a doctor in general practice who should be consulted about health matters as they arise. Parents should provide us with the name and telephone number of their child's doctor and an up-to-date emergency contact for themselves in case it becomes necessary for a child to be sent home during school hours because of illness.

Aberdeenshire Community Dental Service inspect P1 and P7 children in schools as part of the National Dental Inspection Programme. Written parental consent is not required for dental inspections, but parents will be informed in writing approximately one week before the inspection date.

Most pupils will at some time have a medical condition that may affect their participation in school activities. For many this will be short term; perhaps finishing a course of medication to combat an infection. In the case of medication being required during the school day a 'Request for school to administer medication' form (Med form1) must be completed and, where possible, the school will endeavour to get this done. This is at the discretion of the Head Teacher.

Other pupils have medical conditions that, if not properly managed, could limit their access to education. Such pupils are regarded as having health care needs. Most children with health care needs are able to attend school regularly and, with some support from the school can access most school activities. However, school staff may need to take extra care in supervising some activities to ensure that pupils are not put at risk.

Planning formats may include either:

- Individual Pupil Protocol (IPP) (Med form 7).
- Health Care Plan written by Health professionals for very specific medical needs.

A risk assessment should also be completed.

The above can help schools to identify the necessary safety measures to support pupils with medical needs and ensure that they and others are not put at risk.

Please find our Medication Policy here:

<http://asn-aberdeenshire.org/wp-content/uploads/2017/08/Supporting-Children-Managing-Medicines-Educational-Establishments.pdf>

Sunscreen - As children are outdoors for learning and for play, parents should apply this prior to sending children to school or nursery. School staff do not supply, nor do they apply, sunscreen.

Head Lice - Please check your child's head regularly (we recommend weekly) and notify the school if you find head lice. Current advice on the treatment of head lice is available from your local pharmacist.

If your child has long term medical conditions such as asthma or diabetes, which may require on-going support, this should be fully discussed with the school. Parents of

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children who carry their own inhalers should supply a spare named inhaler just in case your child's inhaler is lost or misplaced. These are also required for school trips and outings.

In certain cases specific training of staff about a child's treatment may need to be given. In addition, some children have conditions which may require occasional staff intervention e.g. severe allergic conditions such as anaphylaxis.

### **35 Exclusion**

Where pupils repeatedly display behaviours which compromise the good order of the school i.e. disruption of learning and teaching, unsafe practices, bullying and other forms of abuse and where other forms of support and sanctions have proved unsuccessful, the Authority exclusion policy will apply. For further information on exclusions contact the school or go to:

[http://www.aberdeenshire.gov.uk/media/3901/policy\\_disc\\_exclusion.pdf](http://www.aberdeenshire.gov.uk/media/3901/policy_disc_exclusion.pdf)

### **36 Educational Visits**

We offer various educational visits during the course of the school year. We believe that 'hands on' experiences greatly enhance a child's education, while also helping to make the necessary links between learning in school and life outwith school. Staff members and parent volunteers provide supervision to standards laid down by Aberdeenshire Education & Children's Services. We give parents as much notification as possible with regard to visits their children will participate in.

### **37 Instrumental Tuition**

From Primary 4 onwards, tuition is available for a range of musical instruments. All disciplines are taught in the secondary schools however not all disciplines are available in primary schools due to limited resources. Orchestral string instruments are not normally available to beginners at secondary level. Tuition is subject to availability.

For further information go to:

<http://aberdeenshire.gov.uk/schools/ims/>

### **38 Comments, Compliments & Complaints**

To reflect our commitment to working with you, it is important that if you have any comments, compliments or concerns these are shared and discussed with us as a school. We work hard to make sure you feel listened to as parents or carers, and find many difficulties can be easily resolved through the opportunity for direct discussion. However if you are dissatisfied about our action or lack of action, or about the standard of service provided by us, you can submit a complaint.

To explain our complaints service and how the process works please go to:

<http://publications.aberdeenshire.gov.uk/dataset/072f6c0d-955a-4f4c-a228-568e30884391/resource/52439609-98b5-45eb-b1e6-0d418371ba27/download/full-complaints-procedure-customerv6.pdf>

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Where complainants continue to be dissatisfied with a stage 2 response, complaints can be referred to the Scottish Public Services Ombudsman. Further information and guidance can be found at:

<http://aberdeenshire.gov.uk/contact-us/have-your-say/have-your-say-guide/>

### **39 Support for parents/carers**

**For more information on Support and Advocacy contact:**

Enquire, Princess House  
5 Shandwick Place  
Edinburgh EH2 4RG  
Helpline: 0845 123 23 03  
Email: [info@enquire.org.uk](mailto:info@enquire.org.uk)  
Website: [www.enquire.org.uk](http://www.enquire.org.uk)

**For local advocacy contact:**

Advocacy North East  
Thainstone Business Centre  
Inverurie  
Aberdeenshire  
AB51 5TB  
Tel: 01467 622674

Scottish Independent Advocacy Alliance can be reached at:

Website: <https://www.siaa.org.uk/>

### **Independent Mediation Services**

This service is free and involves an independent third party who helps to resolve disagreements between education authority and parents or young people. A local independent mediation service can be accessed at:

Children 1<sup>st</sup>  
Fraserburgh Business Centre  
South Harbour Road  
Fraserburgh  
Aberdeenshire  
AB43 8TN  
Tel no 01346 585341  
Fax no 01346 512810  
Email [aberdeenshire@children1st.org.uk](mailto:aberdeenshire@children1st.org.uk)

Additionally, information for the Scottish Child Law Centre can be found at:

[www.sclc.org.uk](http://www.sclc.org.uk)

### **40 Insurance**

No insurance is held by Aberdeenshire Education & Children's Service that automatically compensates school pupils for personal accident, whether an accident occurs within or outwith the boundary of the school. Insurance of this nature, e.g. personal accident, life, private medical, is seen as a parental responsibility. It is your

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responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate.

Aberdeenshire Education & Children's Services does hold third party liability insurance, which indemnifies the Council against claims from third parties, e.g. parents on behalf of pupils who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. In these circumstances all claims are handled on behalf of the Council by external Insurers and Claim Handlers and compensation is dealt with on a strictly legal liability basis.

The Authority has a duty of care in respect of pupils in its charge during school hours and as such has to take reasonable steps to ensure the safety of all primary and secondary pupils. However, it is thought that secondary pupils should be more mature and, therefore, a lesser degree of supervision would be sufficient.

It may be necessary to provide supervision for primary children on school premises before or after normal school hours if their early arrival or late departure is due to the timing of official school transport. This general duty of care continues if the children go home by way of school transport and ends when the child gets off the bus, at which point the parents then become responsible.

Parents may wish to consider their own insurance arrangements in terms of appropriate extensions to their household insurance or arranging their own separate covers.

#### **41 School Off Site Excursion Insurance**

Aberdeenshire Council has in place a School Excursion Insurance policy, whereby both pupils and teachers are covered for offsite activities / trips both within the UK and abroad (offsite meaning off the school premises). The policy covers medical expenses, loss of baggage, cancellation, curtailment and change of itinerary (along with other sundry benefits) etc. for worldwide trips and adventurous activities (including winter sports).

If personal items such as jewellery, phones/tablets, watches etc. are taken on a school trip then these are taken at an individual's own risk and are not covered under the policy, unless damage or loss is caused by an Aberdeenshire Council employee. Should a parent or carer want such items to be covered then this would need to be arranged by parents/carers independently of the school. In addition to this policy, Aberdeenshire Council also holds Public Liability insurance cover for any injury or loss incurred by individuals due to the negligence of the Council or its employees (including volunteers).

#### **42 Data we hold and what we do with it.**

Education authorities and the Scottish Government collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. This has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

#### **43 How Does Aberdeenshire Council Hold and Store Pupil Data**

Aberdeenshire Council use a system called SEEMIS which is used in all local authorities in Scotland and is subject to independent scrutiny to ensure that it is a

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secure environment for holding such data. Our schools update the data held in the system when they have an education update to make to a pupil's record or when they receive advice from a parent or guardian either through the Annual Data Check exercise or when they are made aware of a change of circumstances at any other time in the year.

## 44 Parental Access to Records

SAR - Subject Access Request information

Subject Access Requests are the formal process by which individuals can seek information held about them (or their children) by the council. The requests can be broad, in terms of everything that is held, or quite specific - everything held by a specific department, establishment, team or individual. We have a legal requirement to provide the information under the Data Protection Act 1998. An SAR is wider than an Educational Record in that it will include all personal data held about a child not just their educational record. Further information can be found at:

<https://ico.org.uk/for-the-public/personal-information/>

The Pupils' Educational Records (Scotland) Regulations 2003 means that you can get access to your child's records. Details of the regulations and process for obtaining information specific to pupils are available by contacting the school directly or can be found at:

<https://education.gov.scot/parentzone/my-school/general-school-information/My%20child's%20record>

## 45 ScotXed

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

## 46 Information Sharing

In terms of effective communication, including sharing relevant and proportionate information, where appropriate, Aberdeenshire Council in accordance with the Data Protection Act 1998 and Human Rights Act 1998 adheres to this as part of our current routine practice.

## 47 Freedom of Information

The law gives everybody a right to access all recorded information held by the council. This is called Freedom of Information or FOI. Anyone can use this right, and information can only be withheld where Freedom of Information (Scotland) Act 2002 (FOISA) expressly permits it.

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# Appendix

## School Improvement Plan

Full Improvement Plan is available on the school website

## Stats for attainment etc

<https://public.tableau.com/profile/sg.eas.learninganalysis#!/vizhome/AchievementofCurriculumforExcellenceCfELevels201516/Dashboard1>

Attainment figures for Largue School are not published due to the size of the school.

## School Events Calendar & holidays

Monday 8 <sup>th</sup> January 2018	New term
Friday 9 <sup>th</sup> and Monday 12 <sup>th</sup> February	Holiday
Tuesday 13 <sup>th</sup> and Wednesday 14 <sup>th</sup> February	In-service days. School closed for pupils
Monday 19 <sup>th</sup> February	Parent Council meeting in school at 6pm
Thursday 29 <sup>th</sup> March	Last day of term
Tuesday 16 <sup>th</sup> April	New term
Monday 7 <sup>th</sup> May	May Day holiday
Monday 14 <sup>th</sup> May	Annual report to go out
Friday 18 <sup>th</sup> May	Open afternoon
Monday 21 <sup>st</sup> May	Parent consultations
Monday 4 <sup>th</sup> June	Holiday Loch Insh residential trip for P7 pupils (4 <sup>th</sup> – 8 <sup>th</sup> )
Wednesday 4 <sup>th</sup> July	Small Schools Commonwealth Sports Day at Kennethmont
Friday 6 <sup>th</sup> July	Last day of term
Tuesday 21 <sup>st</sup> August	New term

A variety of events are held throughout the year e.g. Concerts, Sporting Activities and School Excursions. Parents will be notified of these throughout the year.

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**Assessment Calendar****Standardised Assessments Session 2017-18**

<b>Stage</b>	<b>Assessment Window</b>
P5 INCAs	30/10/2017 – 08/12/2017
P7 SNSA	08/01/2018 - 16/02/2018
P3 INCAs	05/02/2018 – 16/03/2018
P4 SNSA	19/02/2018 - 29/03/2018
P1 SNSA	16/04/2018 - 25/05/2018

**School Reporting Calendar 2017- 2018**

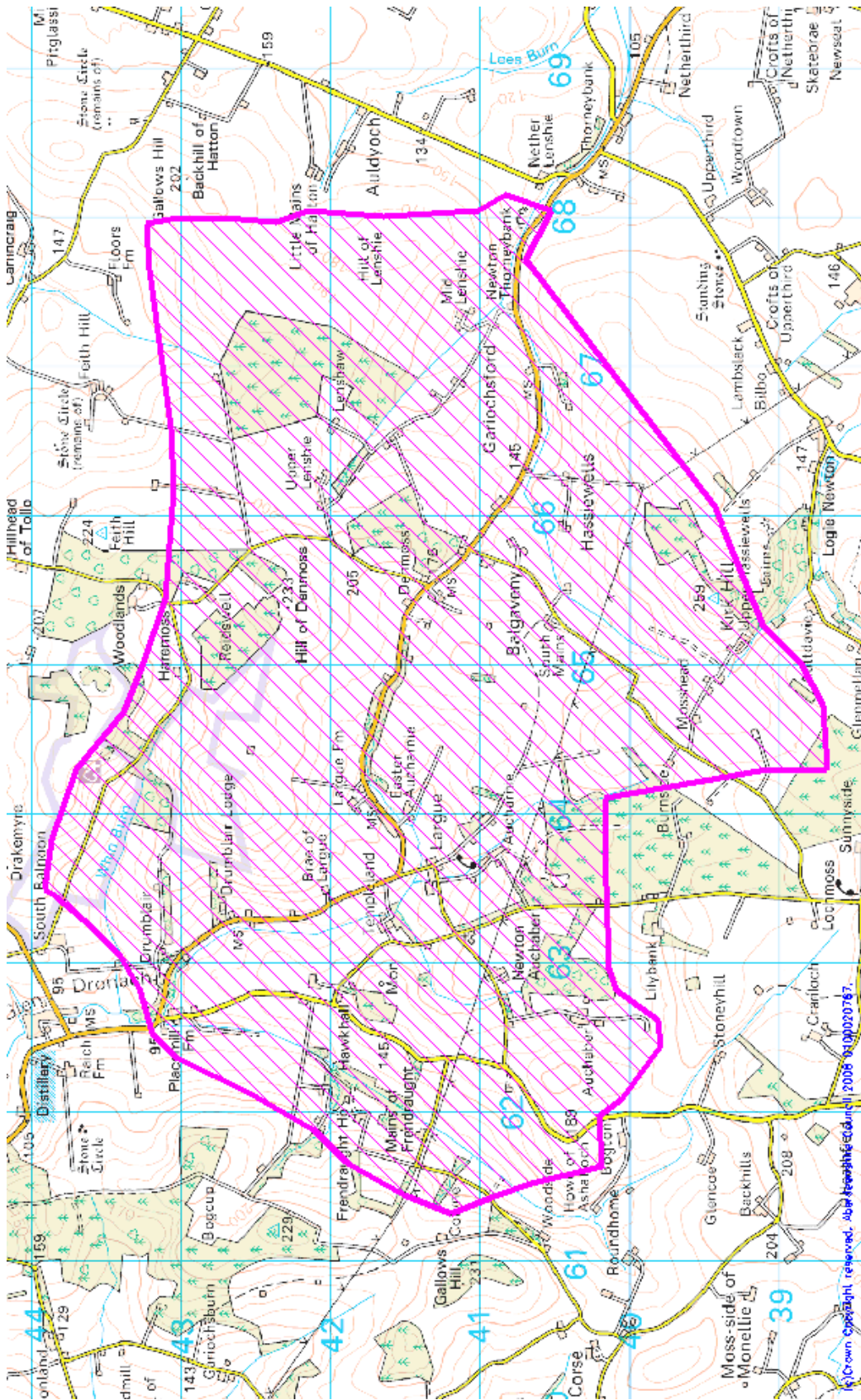
<b>Term One</b>	Homework Week in My Jotter Parent Council Meeting
<b>Term Two</b>	Parent consultations Parent Council Meeting Week in My Jotter Sharing our Learning - Christmas Show / Service School Newsletter
<b>Term Three</b>	Parent Council Meeting Week in My Jotter School Newsletter
<b>Term Four</b>	Parent Council Open afternoon Parent Consultations Week in My Jotter Sports Day Concert Written Pupil Report School Newsletter

Please also find a link to the annual holiday calendar:

<http://aberdeenshire.gov.uk/media/16718/school-holiday-planner-2015-2020-updated-003.pdf>

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### Map of catchment area



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