



From mountain to sea

# Westfield School

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Handbook  
2019/20

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All information in this handbook is correct as of October 2019

# Introduction to Westfield School

Dear Parent

Welcome to Westfield Primary School. I hope that our partnership will be productive and enjoyable and that your child settles quickly with us. We take pride in the fact that this is a happy and industrious school with a real sense of team spirit. We hope that your child enjoys his/her time at Westfield School.

The education of a child is far too important to be left to a school alone. Parents have a very important part to play too. The school handbook explains what you can expect of the school and also indicates what the school expects of you in the way of partnership, help and support.

Yours sincerely

*Kerri Dalton*

Head Teacher

## School Contact Details

Kerri Dalton	Head Teacher
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Fraserburgh	Westfield.sch@aberdeenshire.gov.uk
AB43 9BL	
	Westfield School - Facebook Page
Parent Council email address	<u><a href="mailto:westfield.asn@gmail.com">westfield.asn@gmail.com</a></u>

## Adverse weather and emergency closure

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

Information Line 0370 054 4999 - 022770 (Please do not use this line to leave messages for the school.)

Westfield School is a non-denominational school with a role of Nursery – 9, Primary – 31, Secondary – 9. The school serves Fraserburgh catchment area.

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

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Westfield School forms part of the Fraserburgh Community Schools Network (CSN) and the Fraserburgh Schools Cluster Group.

The school was opened in May 1971 with five classrooms, an assembly hall, Technical and Home Economics room and a swimming pool. In September 1977, three additional rooms were added.

The school is divided into class areas to accommodate primary and secondary age children, enabling children of similar age and abilities to work together to meet the outcomes detailed in the “The Curriculum for Excellence”.

The school supports pupils from school age to post 16 with a range of needs from severe and complex additional support needs to more moderate learning needs. Provision for pupils on the autistic spectrum is also provided. There is also a 0-3 years Nursery on site.

At present we have a roll 40 full time pupils with 9 nursery children, and we support individuals as part of their flexible pathway and pupils with blended placement, attending Westfield School as well as their zoned mainstream school. Mrs Kerri Dalton is Head Teacher at Westfield School.

Westfield School has 8.6 FTE teachers who provide a broad, balanced and stimulating learning experience for pupils. They are supported by pupil support assistants within the classrooms.

There are specialist teachers and instructors who teach Music (Kodaly) and Swimming. Senior pupils may also access specialist teachers in Technical – Woodwork/Metal work.

The School Administrator, Admin Support Assistant, Janitor, catering and cleaning staff complete the school staff.

Speech and Language Therapists, Occupational Therapists and Physiotherapists visit the school regularly to work specific children and offer specialised support to the staff on the design of daily programmes.

An Educational Psychologist works closely with the school to advice staff and increase capacity across the school.

Community links are a valued part of school life. The school is used for a range of community activities, including after school sports and activity clubs. The school has a very supportive Parent Council. These groups support school improvement activities and raise additional funds to provide many extras for the pupils in the school.

### **Organisation of the School Day**

School Hours: Primary 9:15am to 3:15pm, Secondary: 8:45am to 3:15pm with a 15-minute break and a 45 minute lunch break.

Nursery hours are flexible according to the needs of the family and availability in the Nursery.

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# Our Vision, Values and School Ethos

## Ethos

Westfield School Aims and Statement of Values communicate our philosophy and beliefs for Westfield School Community.

We are committed to establishing a pattern of interpersonal relationships founded on mutual respect and an awareness of individual rights.

With rights, come responsibilities and pupils are encouraged to respond similarly to all around them, including staff, peer group and visitors.

An atmosphere in which everyone is treated with courtesy and respect is actively fostered.

## Vision

At Westfield we are preparing all pupils for the opportunities, responsibilities and experiences in life.

Our vision is to be:

*‘A centre of excellence that reaches out to the heart of the community and strives to enable every child to achieve their full potential’*

To achieve our vision we aim to:

To respect and be tolerant of all members of our community, valuing opinions regardless of race, gender, ability or status.

To highlight success for all through celebrating achievement

To provide purposeful, high quality learning and teaching opportunities that stimulate, challenge and excite

To encourage independence through self-confidence, self-respect and self esteem

To have high expectations so that all achieve their full potential

## Values

Values-based schools aim to encourage pupils to become more aware of their capacity to determine their own behaviour in a positive way. Evidence indicates that the success of this is influenced by staff modelling the behaviour. The maintenance of positive attitudes gives affirmation and positive reinforcement to the pupils.

Our programme for learning about Values includes;

- Introducing and reinforcing values in assemblies
- A whole school ‘focus value’ for a few weeks
- Regular Class and Small Group lessons on a Focus Value over the course of the term

A key aspect of ‘Values’ is the development of good quality relationships between staff, parents and pupils. At Westfield we recognise the vital importance of the role of

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families in educating children. The development of our values will be shared with parents through newsletters and parent's evenings.

Our values are:

- Cooperation
- Responsibility (including Courage)
- Respect
- Honesty
- Kindness, Thoughtfulness, Friendship, Togetherness

Cooperation is:

- Helping one another
- Working as a team
- Working together with patience
- Persevering together

Responsibility is:

- Taking care of myself and others
- Doing my share of the work
- Having courage to make decisions
- Being fair

Respect is:

- Accepting myself and others
- Knowing we are all different
- Listening to others
- Being understanding and open minded

Honesty is:

- Telling the truth
- Trust
- Being true to yourself and to others
- Being open and sincere

Kindness, Thoughtfulness, Friendship, Togetherness is:

- Being helpful and considerate
- Putting others first
- Wanting good for others
- Caring and sharing

In meeting the school aims, the following principles will guide the work of the school;

- School aims will be met in collaboration with all involved with the learner.
  - Each learner will have attainments recorded and achievements recognised.
  - Review of needs will be ongoing and learning programmes will be responsive to the needs of all those making use of school services.
  - An ethos of equality, inclusion and critical evaluation will be the focus in school planning and in the day to day work of all staff.
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## **Positive Behaviour Management**

Positive Behaviour Management is a vital component in helping Westfield School to achieve its aims and values.

### **Promoting Positive Behaviour**

We take a positive approach to promoting responsible behaviour. We recognise and praise good behaviour, effort and application through the use of certificates, stickers, public display etc. Certificates are presented to individual children for effort and special achievements at assemblies.

### **The School's Golden Rules**

Be gentle

Be kind and helpful

Listen carefully

Look after property

Be honest

Work hard

Parents are asked to discuss these rules at home on a regular basis.

Each class has a system of rewards in place. Pupils earn rewards through the achievement of attainable targets during the week and these are discussed on a regular basis. Rewards in the form of stickers, pupil of the week are available for all to see during the course of the week in Primary classrooms.

A whole school reward system is also in place where pupils are recognised for the achievements by post cards and earning points for themselves.

Excellent work is celebrated during school assemblies and communicated with parents.

### **Race Relations Act**

Schools actively discourage any racist language or behaviour. Where any such behaviour has been reported schools are required to record the incident and the person(s) involved. The behaviour will be dealt with according to school policy.

### **School Office**

The school office is manned from 8.00am – 4.00pm Monday to Friday.

The school has an answering machine for leaving messages. All messages are collected by 9.00am each morning. Where a response is required, we aim to do this on the day the message is received.

### **Door Security**

All schools in Scotland have security doors fitted as standard. This is to ensure the safety of children and staff at work during the school day. Those accessing school premises MUST only do so through the security door system and you are reminded that this should be the only access you use when visiting the school. In line with Aberdeenshire Council's Health & Safety Policy, all visitors to school will be asked to sign in and wear a visitor's pass badge.

Doors open easily from inside the building to allow for easy exit in an emergency

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# Curriculum

Within our 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 will be 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. We will, therefore, 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 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, and our aim in Aberdeenshire to overcome inequality by Raising Attainment for All, promoting Equity and Excellence in schools, and Closing the Gap. Further information on the schools approach to Curriculum for Excellence including information for parents, can be found on the school website at: [westfield.aberdeenshire.sch.uk](http://westfield.aberdeenshire.sch.uk)

## Curricular Areas

- **Literacy and English Language:** Listening, Talking Reading and Writing.
- **Numeracy and Mathematics:** Number, Money and Measure, Information Handling, Shape, Position and Movement.
- **Health & Wellbeing:** Mental, emotional, social and physical wellbeing, Physical education, activity and sport, Food and health, Substance misuse, Relationships, sexual health and parenthood.
- **Social Studies:** People, past events and societies, People, place and environment, People, society, economy and business.
- **Sciences:** Planet Earth, Forces, electricity and waves, Biological Systems, Materials, Topical Sciences.
- **Technologies:** Technological developments in society, Business technology skills and knowledge, Computing science, Food and textiles, Craft, design, engineering and graphics.
- **Expressive Arts:** Music, Drama, Art and Design and Dance.
- **Religious and Moral Education:** Christianity, World Religions, Development of beliefs and values.
- **Modern Languages:** French

## Curriculum Design

Our curriculum is designed on the basis of the following 7 principles:

- Challenge and enjoyment
  - Breadth
  - Progression
  - Depth
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- Personalisation and choice
- Coherence
- Relevance

### **Developing Young Workforce**

As part of the curriculum, pupils will develop skills for learning, life and work. More detail about these key skills can be found using the link below:

<https://www.npfs.org.uk/skills-in-a-nutshell/>

Throughout their time in school, from Early Years onwards, all pupils will have an opportunity to engage with employers, through experiences like workplace visits, career talks, employability events and courses, work experience and curriculum-based activities. They will also have the opportunity to learn about further and higher education, and the work done by training providers, as well as different career pathways into employment.

In S4-6, pupils will be given the opportunity to study for vocational qualifications, including Foundation Apprenticeships, alongside the more traditional qualifications.

Further information for parents on Foundation Apprenticeships can be found at <https://www.apprenticeships.scot>

Further information for parents can be found on the Aberdeenshire DYW website:

<http://dywaberdeenshire.org/parents/>

### **Curricular 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 and Fourth</b>	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. 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.

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## **Learners Involvement in the Life of the School**

### **Taking Responsibility**

We encourage pupils to take responsibility within the school. This allows them to have a say in aspects of what happens in school and allows them to see that they can make a difference. Some of the ways that we do this are:

- ECO group – help the school become more environmentally friendly
- Pupil Council – making decisions about charity events and improvements to the school.
- Pupils Voice – Pupil's input in their own multi agency review process, in a way that is meaningful for them.

### **Secondary Provision**

Secondary students will be encouraged to accept more responsibility for themselves and for others and will be supported towards greater independence and decision making in preparation for life beyond school. Senior students will be expected to show good models of behaviour to others in school.

A number of Core Skills permeate the curriculum at post 14 and these will be delivered through courses and units accredited nationally through the Scottish Qualification Authority (SQA), and other awards carried out locally.

The number of units students can achieve will increase in number as partnerships are undertaken with Fraserburgh Academy where students can access the skills of specialist subject staff and later at North East College, Fraserburgh on link courses.

An essential component of the senior class work will involve increasing opportunities to link with specialist staff and peers from within the local network. This work will be expanded as opportunities develop locally. As well as providing curricular breadth, balance and continuity. This programme is designed to increase self-confidence and expand experiences beyond the school. This is crucial in nurturing and supporting independence, decision making and lifelong learning.

Work Experience placements can be a crucial part of young people timetables as we aim to support skill development for the world of work.

### **Further Education**

North East Scotland College, Fraserburgh is in close vicinity to the school and well-established links are in place. The following college-based activities are provided at the College;

- Link courses for one day each week for 16-year olds when a variety of opportunities and experiences are on offer.
  - A three-day experience for 15-year olds who can try a variety of activities in College departments.
  - A one-year Extension Course for those who have left school and require a course designed to extend skills acquired at school.
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The College staff work closely with the school to customise experiences for students who will need different link experiences and levels of support, depending on their needs.

### **Robertson Road Adult Centre**

This local adult resource run by Social Services has long standing and effective links with the school. Transition and induction programmes can be negotiated according to the needs of students and staff from both centres will work in close collaboration prior to transfer. Transition programmes may also involve liaison with FE staff from North East Scotland College or Employability Scotland.

### **Learning and Teaching**

Our teaching methods recognise and reflect that each child is an individual with their own aspirations and aptitudes. We aim to develop each child to their full potential. We use a variety of teaching methods to cater for a range of learning styles.

We believe in active learning for all pupils at all stages with children fully engaged in thinking. In promoting active learning, we recognise the importance of ensuring that learning experiences are stimulating and challenging.

We make full use of the local environment. Our aim is to make learning relevant and meaningful and to promote enthusiasm for life-long learning.

Not all pupils do the same work at the same time; within any class the teacher will regularly allocate tasks that are set at different levels of difficulty. The aim is to challenge all pupils but at the same time give them work that is within their capabilities so that each child experiences success.

There are circumstances when all pupils in the class are given the same task. In these circumstances teachers will look for and accept different levels of outcome based on their knowledge of the individual child's strengths.

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

### **The Development of Pupils' 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. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents. Our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, kindness, and respect for others, co-operation and a sense of responsibility. It is a fundamental principle of our school that all who are involved in the life of our school has the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of age, race, religion, gender, sexuality or disability. See Aberdeenshire Council Policy at <http://aberdeenshire.gov.uk/jobs-and-careers/employee-benefits/equality-and-diversity/>

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## Religious and Moral Education

Throughout the school there are opportunities for pupils to learn about aspects of Christianity, other world faiths and to reflect upon their own moral standpoint in relation to world issues. During weekly whole-school assemblies, we encourage awareness of matters of a cultural, social and moral nature.

We aim to develop in our pupils an ethos of tolerance, understanding and respect for the beliefs and customs of others. The school is committed to supporting the development of its pupils as whole people and as a result, wish to encourage their development in moral, social and cultural terms.

The key human aspects of learning are supported by:

- Creating an 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 staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school 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 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.
- Taking every opportunity to acknowledge value and appreciate the various cultures and heritage of our pupils and to encourage them to appreciate and value the cultures and heritage of others including visits by representatives of other beliefs or faiths.

Parents wishing to exercise their right to withdraw their child from Religious and Moral Education should contact the head teacher so that acceptable alternative arrangements can be made.

## Relationships, Sexual Health & Parenthood

The following Aberdeenshire Council information guidance is followed by the school in providing appropriate learning experiences with regard to relationships, sexual health and parenthood which is part of the health and wellbeing curriculum.

**Sex education can be defined as a lifelong process whereby children and young people acquire knowledge and skills, and develop beliefs, attitudes and values about their sexuality and relationships within a moral and ethical framework.**

(Sex Education in Scottish Schools: Effective Consultation with Parents and Carers, Scottish Executive & Learning and Teaching Scotland 2001).

Children learn about relationships, sexual health and parenthood from a wide range of sources including formal education, parents and families, friends and the media: magazines, books, TV, video games and movies.

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## **Roles and Responsibilities in Relationships, Sexual Health & Parenthood Education**

### **Parents/carers/guardians**

Education begins at home. Parents are the first and foremost educators of their child. Even if parents do not talk to their child about relationships and sexual health, parental influence will still be strong.

- Parents are encouraged to speak to their child about what they are being taught in school.
- Actively support the work of the school.

### **School**

- Building supportive and positive communication with parents.
- Encouraging parents to view the teaching and resource materials.
- Dealing with parental concerns.
- Providing staff with appropriate training and support.
- Actively seek parents' support through activities such as: - homework tasks, questionnaires, training, workshop and information sessions.

### **Using Appropriate Language**

Some families use a range of different names for intimate parts of the body.

This can lead to confusion for some children. We would appreciate, therefore, your support in using the correct names for body parts.

In some exceptional circumstances, parents or carers may prefer to deal with their child's relationship and sexual health education themselves. This should be discussed with the head teacher or designated member of staff so that appropriate alternative arrangements can be made.

For further information about specific resources or programmes of work please contact the school.

### **Drugs Education/Substance Misuse**

#### **The Aims of Substance Misuse Education**

When planning for Substance Misuse Education within the curriculum, it is important to reflect on the guidance outlined in Aberdeenshire's Curriculum

Framework 3-18. Within the rationale of this policy, the key elements of successful Substance Misuse Education provision are addressed directly within the advice for supporting children and young people in becoming successful learners, confident individuals, effective contributors and responsible citizens.

An effective Substance Misuse Education programme should aim to:

- Allow pupils to develop knowledge and understanding about legal and illegal drugs, their effects and the implications of use and misuse.
  - Provide opportunities for pupils to develop beliefs, attitudes and values about drugs.
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- Enable pupils to develop the skills necessary to make healthy, informed choices and informed decisions about drugs, including resistance to peer pressure or influence.
- Link with other components of personal, social and health educational to develop life skills and promote access to positive, health-promoting lifestyles.

At Westfield School programmes of study are arranged in compliance with this guidance and appropriate to the developmental stage of the individual pupil. For further information on learning and teaching of substance misuse education, please contact the school.

## **Extra-Curricular Activities**

### **After School Clubs**

A Saturday Fun Club for pupils with additional support needs is organised by Flexible Childcare Services, a voluntary organisation, and applications for places must be made via a referral from Social Work. Further details can also be had from the Head Teacher.

After School Clubs run three times a week. Each session is tailored to a specific age group, with the teenage youth club running in the evening from 6.15pm – 8.45pm. Applications to the After-School Club can be made through a family Social Worker.

### **1+2 Language Learning**

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 Westfield School the second language will be Makaton, supported by French. This language will be learned from P1 through to S3.

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.

### **Further Information**

Further information on the school's approach to Curriculum for Excellence including information for parents, can be found on the school website at: [westfield.aberdeenshire.sch.uk](http://westfield.aberdeenshire.sch.uk).

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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 (Preschool – 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:**

<https://www.sqa.org.uk/sqa/58062.3806.html?pMenuID=5605>

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# Assessment and Reporting

Pupils move through the curriculum at their own pace. A wide range of assessment techniques are used in school depending on what is being assessed and the reason for the assessment e.g.

- Observation of what the pupils “say”, “write” and “do”.
- Homework
- Self and peer assessments
- Marking of class work and other individual/class assessments
- Ongoing tracking and monitoring procedures in school
- Scottish National Standardised Assessments (P1, P4, P7 and S3)

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.

Assessment is ongoing throughout the Broad General phase and is a continuous process which influences the goals set for your child. As part of assessment, each year children and young people in P1, P4, P7 and S3 will participate in the Scottish National Standardised Assessments (SNSA). These national assessments are completed online and provide teachers with immediate feedback on each child or young person’s progress in literacy and numeracy. Children and young people do not have to prepare or revise for the assessments, which take place as part of normal learning and teaching. The assessments do not have any pass/fail mark and the results are used to help teachers plan the next steps in learning for each child/young person. Further information on SNSA is available at

<https://standardisedassessment.gov.scot/>

The results of children’s achievements are discussed with them regularly so that they are involved in taking responsibility for their own learning. This may take the form of oral discussion and/or written comment. In this way, it is hoped to assist the pupil identify what has been learned and the next steps to their learning. Children regularly set targets in their work.

Parents will be informed of progress:

- through pupil profiles/learning logs
- through parent consultation evenings and other meetings
- through curriculum/learning events/parent workshops
- by the annual school report
- Individual Education Plans and associated documents

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.

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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.

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

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

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# Transitions (Moving On)

## Transitions between Stages

For some children, the thought of moving onto their next class/teacher can be an anxious time. We have structures in place to support these transitions. Teachers share planning and work together on school improvement projects helping to ensure a commonality of expectations and approaches. Time is arranged for teachers to hand over information regarding the learning needs of the pupils transferring from class to class. Opportunities throughout the year for children to work on joint projects, e.g. enterprise challenges help to ensure that the children have opportunities to work with other staff and pupils.

If you have any particular concerns regarding transitions, please make an appointment to see the head teacher. At Westfield School we embark on the annual transition after Easter holidays. Pupils start to spend time with new staff members with a view to moving for the final month of the session. This means that our pupils should come back, after holidays, to staff, peers and an environment they are familiar with.

## Leaving School

The summer leaving date is on 31<sup>st</sup> May each year. A pupil whose birthday falls on or after 1<sup>st</sup> March but before 1<sup>st</sup> October is deemed to attain 16 on the summer leaving date. The winter leaving date is the first day of the Christmas holiday period. A pupil whose 16<sup>th</sup> birthday falls on or after 1<sup>st</sup> October but before 1<sup>st</sup> March in the following year is deemed to have attained 16 on the winter leaving date.

Visit Parentzone for more information about transitions:

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

## 1 Admissions

### Nursery Admissions.

Early in each calendar year, all parents/carers should complete an application form and submit this to the nursery of their choice. This can be your local school nursery or any other early learning and childcare setting within Aberdeenshire. 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/>

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To view the school catchment area for your address, go to:

<https://aberdeenshire.gov.uk/schools/school-info/admissions/school-zones/>

## **2 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>

Your child would normally attend a school within the school catchment area (zone) close to where you live. However, you can request that your child attends a school in another zone (out of zone). Please follow the links for more info:

[Out Of Zone Placing Request Policy & Procedures](#)

## **3 Skills Development Scotland**

Skills Development Scotland (SDS) is Scotland's careers service.

Qualified SDS Careers Advisers work in schools and careers centres across the whole of Scotland. The SDS Careers Adviser for our school is Elisabeth Bruce (based at Fraserburgh Academy). Contact with the Careers Adviser should be done through the school.

Careers Advisers will meet with young people to help them make decisions about their future career pathway. Alongside other school staff, Careers Advisers are involved in supporting young people through subject choice at relevant stages in their education. This may involve working with individuals one to one, or with groups or classes. Young people can continue to access support from advisers when they leave school, through the Career Centres in Peterhead, Inverurie and Aberdeen.

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# Support for Children and Young People

## 4 Getting it Right for Every Child

Getting It Right for Every Child (GIRFEC) 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.

Aberdeenshire's schools play a key part in delivery of Aberdeenshire's Children's Services Plan.



Its vision is that:

***'Our commitment to Aberdeenshire's children and young people, is to provide them with the right support, in the right place, at the right time.'***

***In helping them reach their individual potential and goals, we will work together to make Aberdeenshire the best place in Scotland to grow up'***

You can find out more about our Children's Services Plan at:

<http://www.girfec-aberdeenshire.org/who-we-are/our-childrens-services-plan/>

## 5 Wellbeing

Wellbeing of children and young people sits at the heart of the *Getting it Right for Every Child* approach. Eight Wellbeing Indicators 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 our school to feel happy, safe and supported to fulfil their potential.

## 6 Children's Rights

The Children and Young People (Scotland) Act 2014 included new law to help make sure children's rights are promoted across Scotland. Children and young people's rights and participation are promoted in lots of different ways by schools in Aberdeenshire.

This means we:

- Raise awareness of Children's Rights, and how rights can be accessed
- Provide opportunities for children and young people to get involved in decision-making
- Make sure children and young people's views influence how we develop services
- Support children and young people to express their views (where needed)
- Listen to children and young people's views on what we do well, and what we could do differently

Aberdeenshire Council has endorsed a Children and Young People's Charter. You can find out more about Children's Rights and opportunities for participation at:

<http://www.girfec-aberdeenshire.org/home/children-and-young-people/>

## 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. From birth to prior to starting school, the Named Person Service is provided by your Health Visitor. 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 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:

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- Providing advice, information or support
- Helping a child, young person, or 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. The Named Person Services is currently delivered on a national policy basis.

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

<https://www.gov.scot/policies/girfec/named-person/>

The Named Person for your child/young person is: Kerri Dalton, Head Teacher.

## 8 Educational Psychology

The Educational Psychology Service (EPS) provides a service across Aberdeenshire from pre-birth to 24 years old. We work with children, young people, families, educational staff, local authority colleagues and a wide range of other professionals including health professions, social work, early years partner providers and post school training and education providers.

When there are concerns about a child or young person's learning or wellbeing, an Educational Psychologist can support others to problem solve their way through potentially difficult and complex situations. Consultation with people who know the child best forms the basis of Educational Psychology assessment. Its purpose is to explore and understand the concern and support people to come up with solutions that will work in that particular context.

The EPS also offers a range of services that help improve learning and wellbeing for all children and young people. We do this through action research, development work with schools, training, and contributing to strategic developments.

<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

At times in their lives all children may require support for learning for a range of reasons. Some children may need a lot of support all the way through school. Others may need only a small amount for a short time.

A child is said to have additional support needs if they need more, or different, support to what is normally provided in schools or pre-schools to children of the same age. Reasons for requiring support might include:

- Missing school because of an illness or long-term condition
- Having a physical disability
- Being a young carer
- Communication difficulties
- Being particularly able
- Changing school a lot
- Being looked after or in care
- Difficulty in controlling behaviour
- Having a difficult family situation
- Suffering a bereavement
- Being bullied

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. In partnership with school staff, parents and other professionals (if appropriate), they identify barriers to learning, assess children's needs and support learning and teaching through a relevant curriculum.

Pupil Support Assistants (PSAs) assist teachers in promoting achievement and raising the standards of pupil attainment. They provide general 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.

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

Where a child or young person needs one or more targeted supports, the benefit of a Child's Plan will be discussed with them and their parents/carers. An assessment using the National Practice Model (My World Triangle/Resilience Matrix) would help to identify any wellbeing needs (*Safe, Healthy, Active, Nurtured, Achieving, Resected, Responsible, Included*), and highlights strengths and pressures in the child's situation. Families are fully involved as key partners in these discussions.

The Child's Plan will outline what action will be taken by the child, their family and professionals, and detail how these supports aim to help improve the child or young person's Wellbeing and overcome any difficulties.

A Lead Professional will be identified to co-ordinate and manage any Child's Plan.

Information is available on the Aberdeenshire *Getting It Right for Every Child* Website: <http://www.girfec-aberdeenshire.org/>

## 12 Child Protection

Child protection is the responsibility of all who work with children and families regardless of whether or not they come into direct contact with children. All workers must be fully informed of their responsibilities in respect of keeping children safe. All services working with children, young people and families are expected to identify and consider the wellbeing of children and to share concerns appropriately.

Within our School we have a designated member of staff appointed to be responsible for Child Protection matters. If there is the possibility that a child could be at risk, the school is required to follow the Child Protection Procedures laid out for Education.

This may mean that the child is referred to Social Work, the Police or the Children's Reporter. In our school the designated staff are: Kerri Dalton – Head Teacher.

Remember – if you suspect a child is at risk, do not rely on someone else to notice.

If you would like to speak to someone, seek help or pass on information or concerns:

You can speak to designated staff in our school

Social Work Monday to Friday during office hours contact your Children & Families local [Social Work Office](#)

Evenings & Weekends call the Out of Hours Service on 03456 08 12 06

Police Emergency 999, Non-Emergency 101

Signs of abuse can range from poor personal hygiene and hunger to unexplained injuries or self-harm.

If a young person tells you they are being abused:

- stay calm and listen to them
- never promise to keep it a secret – tell them you must let someone else know
- remind them that they are not to blame and are doing the right thing
- report it, but leave any investigation to child protection agencies

Protecting Aberdeenshire's children and young people is everyone's business, go to:

<http://www.girfec-aberdeenshire.org/child-protection/>

### **13 Further Information on Support for Children and Young People**

The following websites may be useful:

#### **Getting It Right for Every Child (GIRFEC)**

<http://www.girfec-aberdeenshire.org/>

#### **Aberdeenshire Council**

<http://www.aberdeenshire.gov.uk/schools/additional-support-needs/>

#### **Support for All**

<https://www.education.gov.scot/scottish-education-system/Support%20for%20all>

#### **Enquire – National Parent Information Service and Helpline**

<http://enquire.org.uk/>

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# Parent & Carer Involvement and Engagement

*The term “parents” refers to anyone with parental responsibilities and others who care for or look after children or young people.*

Both globally and nationally it is recognised that parents are the single most important influence on their children’s development, learning and achievement. The involvement and engagement of parents in their children’s learning is recognised as a key element in raising attainment, through support, help and encouragement given at home and whilst at school.

Parental Involvement and Engagement Strategy The Parental Involvement and Engagement Strategy demonstrates the commitment by Aberdeenshire Council to improve the quality and the extent of all parents’ involvement in their child’s learning and the important role they play in their child’s education.

The plan sets out a vision for parental involvement and engagement for the next three years and covers a journey that a child takes from pre-birth to age 18. It highlights the leadership of those who make the difference day in and day out.

<http://publications.aberdeenshire.gov.uk/dataset/parental-involvement-and-engagement-strategy-and-action-plan/resource/02c6596e-8cba-42c7-b28a-ee64086ea42>

## 14 Parental Engagement

Parental engagement is about parents’ and families’ interaction with their child’s learning. It can take place in the home, at school or in the community: where it takes place is not important. The important thing is the quality of the parent’s engagement with their child’s learning, the positive impact that it can have and the interaction and mutual development that can occur as a result of that interaction.

## 15 Communication

The school uses a range of approaches to share information about your child’s learning and progress. These include:

Use of Groupcall to text and email

School Website

Social Media

Newsletters

Events

Open days/mornings/afternoons

2 Simple Profiles

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School reports

Home/School Diaries

The school calendar highlights planned opportunities where we welcome you into school for events, and opportunities to talk about your child's progress, wellbeing and behaviour (see Further Information).

## 16 Learning at Home

Learning at home is the learning which happens in the home, outdoors or in the community. Your home is a great place to support learning. Your child can try out new activities or practice familiar learning, at home and in their wider community.

At our school we provide materials for you to work with your child to develop key skills at home. For explanation of this please go to our homework policy - [Westfield.aberdeenshire.sch.uk](http://Westfield.aberdeenshire.sch.uk)

## 17 Parent Forum and Parent Council

The Parent Forum is a collective name for all parents, carers or guardians in the school.

The Westfield Parent Council is a group of parents selected by the Parent Forum to represent the views of all parents, carers and guardians in the school. The Parent Council works with the school to support learning and teaching, school improvement and parental and community engagement.

Contact the Parent Council Chairperson Carole Stewart or Head teacher for more information about getting involved in the Parent Council or email: [westfield.asn@gmail.com](mailto:westfield.asn@gmail.com).

## 18 Parents and School Improvement

Our school has a range of priorities that we work on each year which are explained in our School Improvement Plan (SIP). Parents often have helpful and creative ideas about how to improve their child's school and what can be done to improve the quality of children's learning. In our school we will consult with parents in a number of ways. These may include:

- working groups/focus groups which any interested parent is invited to be part of
- questionnaires and surveys
- consultation with the Parent Council

## 19 Volunteering in school

There are many opportunities for you to support learning in school. These may include:

- volunteering to share the skills and knowledge you have
- supporting children and young people in the classroom
- supporting or lead extra-curricular activities
- directly supporting with specific skills (paired reading for example)

More detail about this can be found using the link below:

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<http://jobs.aberdeenshire.gov.uk/volunteer-with-us/> or contact your Head teacher.

## **20 Collaborating with the Community**

We work with many local organisations, community groups and businesses to ensure our children and young people benefit from further resources, experiences and opportunities. If you are interested in working with the school, please contact the Headteacher.

## **21 Addressing Concerns & Complaints**

Aberdeenshire Council recognises the vital role that parents play in supporting their child's learning and is committed to fostering positive relationships with parents. No matter how strong partnerships are, or how good our policies are, sometimes things can still go wrong and there may be occasions where parents wish to express unhappiness or dissatisfaction with council services, policies or staff behaviour.

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

When a complaint is made it must be handled in accordance with the Complaints Handling Procedure which provides two opportunities to resolve issues internally. In order to maintain positive relationships, it is usually better for all if parental concerns or complaints can be resolved at school/ early years setting level as quickly as possible.

If a concern or complaint cannot be resolved at frontline resolution (Stage 1) then it will progress to Investigation (Stage 2) and a detailed investigation into the matter will be carried out. Complaints that are complex, serious or high risk and require detailed, lengthy investigation may be dealt with at the Investigation Stage from the outset.

Once the two internal stages of the Complaints Handling procedure have been exhausted, the complainant must be directed to the Scottish Public Services Ombudsman (SPSO) to carry out an independent external review of the process. The SPSO is the final stage of the complaint procedure.

Once the SPSO reaches a decision they may contact the council with recommendations for improvement and will provide dates by which the recommendations must be implemented. The council is required to report back to the SPSO and evidence that the required action has been taken.

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# School Policies and Useful Information

School Policies such as the Homework Policy; Promoting Positive Relationships; our Mobile Phone etc. are published on the school website and can be found by clicking the parents tab at the top. Please go to: [westfield.aberdeenshire.sch.uk](http://westfield.aberdeenshire.sch.uk)

All Aberdeenshire Council Education policies can be found here:

<http://www.aberdeenshire.gov.uk/council-and-democracy/about-us/service-structure/education-and-childrens-services-policy-framework/>

## 22 Attendance

### Pupil Absence Procedures

In recent years increasing attention has been paid to the issue of child protection and safety due to reported occasions where children have been seriously or fatally injured because of the inappropriate or criminal behaviours of adults.

Whilst it should be noted that there has been no such instance occurring within Aberdeenshire it is important that staff and parents do not become complacent and continue to work together to develop and improve upon existing arrangements for monitoring the care and welfare of all children and young people.

With that specific aim in mind, Aberdeenshire Education & Children's Services has asked all schools to implement a series of standard procedures to monitor pupil attendance and absence from school and to invite the co-operation of parents in making these changes work. All parents are asked to assist the staff in the schools which their children attend in the manner described below:

### Attendance and Absence Procedures

Parents are responsible for ensuring that their children attend school regularly and arrive on time. They are also responsible for ensuring the safety of their children on their journeys to and from school except whilst on school transport where Aberdeenshire Council has clear guidelines about pupil safety. Absence of pupils travelling on School transport must also be communicated to the bus company or (where known) the bus driver by the parent/carer. **If you have cancelled school transport for your child, transport will presume you will not be using the school bus or taxi until you contact them again.**

Regular and punctual attendance is linked closely to achievement and school staff wishes to work with parents to ensure that children can reach their full potential. The school is required by law to maintain an accurate record of the attendance and absence of each pupil and parents are requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

### Unplanned Absence

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts and safety of the individual child. This will involve a phone call to the parent soon after 9.30am. Repeated calls will be made until the child's whereabouts have been confirmed. If contact cannot be made the situation will be

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assessed and it may be thought necessary to inform the local social work department. In order to avoid causing unnecessary concern for staff and parents the importance of good communication between home and school cannot be over-emphasised.

Parents are asked to assist school staff in the manner detailed below:

- If your child is unable to attend school through illness/other reason, please telephone the school between 8:30am and 9:30 am on the first day of his/her absence or send a signed note via a brother or sister where applicable.
- If your child is home for lunch and becomes unwell at lunchtime making them unable to return to school in the afternoon, please telephone the school before the beginning of the afternoon session to inform a member of staff.
- When you contact the school, it would be helpful if an indication could be given as to the child's expected length of absence from school.
- On your child's return to school a note should be provided explaining the reason for absence and confirming the periods of absence from the school. The note should be signed and dated.

### **Planned Absences**

As part of Government Regulations, we are required to record all absences as "authorised" or "unauthorised". Authorised absences are due to illness or family bereavement and can also include time off to attend, e.g. sporting events or music exams.

- Under normal circumstances we do not send work home in the case of absence.
- For medical or dental appointments, the teacher should be informed beforehand in writing. Children should always be collected and returned by an adult on these occasions. As far as possible such appointments should take place outwith the school day.

The school follows the Aberdeenshire Attendance Policy:

[http://www.aberdeenshire.gov.uk/media/19805/attendance-policy\\_april-2015.pdf](http://www.aberdeenshire.gov.uk/media/19805/attendance-policy_april-2015.pdf)

Procedures for following up on pupil absence are based on the Education (Scotland) Act 1980 which requires by law that parents/carers ensure that children attend school regularly. The Home/School Liaison Officer has a key role to play, providing a vital link.

### **Communicable/Infectious Diseases**

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.

## **23 Holidays during term time.**

The Scottish Government has deemed that holidays taken during term time for primary and secondary children should be recorded as unauthorised absence unless there are special, exceptional circumstances. Should you wish to remove your child from school

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to attend a family holiday you must inform the Head Teacher. This will be recorded as unauthorised absence though there may at times be exceptional family circumstances previously discussed with the Head Teacher. Parents are advised to limit the number of holidays taken during term time, to minimise disruption to a child's education. For annual holiday dates for Aberdeenshire schools please see the section at the back of this book, contact the school office or go to:

<http://www.aberdeenshire.gov.uk/schools/parents-carers/school-term-dates-and-in-service-days/>

## 24 Dress Code

We encourage all pupils to wear school uniform. This helps to instil a sense of pride and team spirit within our school. A white polo shirt, black or grey trousers or a skirt/pinafore for girls. The school has a red sweatshirt with our Westfield Logo embroidered, available in all sizes. As many seniors access Fraserburgh Academy seniors can wear a black jumper with red lettering (or plain). This compliments Fraserburgh Academy's uniform. Clothing can be purchased at local suppliers and also online.

<https://myclothing.com/ueslink/13386.school?t=1560855658925>

For P.E. a T-shirt, shorts and gym shoes should be provided and on swimming days an appropriate kit should be provided including a towel.

Aprons for cooking and protective clothing for art and technology are provided in school.

Dress for work experience or volunteering for senior students will be advised prior to the placement.

Please consider the changeable nature of weather conditions and provide your child with appropriate outerwear and footwear to suit.

All clothing brought to school should be named or marked in some way, as it is difficult for children to distinguish their own clothing from that of others.

Some families may be entitled to a school clothing grant. More information about this can be found below.

### **Pupil Belongings & Valuables**

In each classroom the children have a space for hanging up their coats and gym bags and for storing packed lunch boxes. Each child will also have their own named tray for storing their belongings in class.

### **Valuables**

The wearing of jewellery is discouraged in the school as it can get lost or add to injuries. The wearing of a watch is acceptable. Children who have pierced ears and need to wear earrings should wear studs as opposed to hoops or dangly ear rings.

Children should not bring electronic games, mobile phones or other expensive items into school. Should parent's request that their child be allowed to take a mobile phone into school for use after school, the pupil will hand it in to the office first thing in the morning and collect it at the end of the day.

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## School Equipment

The school provides all of the books and equipment that your child will need to use in school, however many children do like to bring their own pencil case and equipment. Children will also require a school bag to carry their belongings and equipment to and from school.

## 25 Clothing Grants

Some families may be entitled to a school clothing grant of £100 per eligible child per financial year. More information about this can be found at:

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

## 26 Transport

In order to qualify for free Home-to-School Transport, Primary school pupils must reside more than 2 miles from and attend their zoned school whilst Secondary school pupils must reside more than 3 miles from and attend their zoned school.

These distances are the shortest available route from the pupil's house to the school gate and can take into account main roads (including dual carriageways), tracks and paths. Pupils will be assigned a collection point, in villages and towns and where safe to do so, pupils may have to walk up to 1 mile to the nearest collection point. Pupils who reside in rural locations are usually collected at the nearest adopted road to them (track end or roadside). School transport vehicles will not use private unadopted roads or tracks. It is the parent's responsibility to escort the pupil to and from their collection point. Application forms for free transport, Form PTU100 can be obtained from the school office.

## 27 Privilege Transport

Transport provision is also made available for pupils who are not entitled to free transport. Privilege transport is provided on school transport services subject to spare seating capacity, at a fixed annual charge. Discounts are available for pupils in receipt of the clothing grant, and to families with 3 or more children travelling to the same school. There are 3 types of privileged transport available.

### In-zone Privileged transport

Pupils who attend their zoned school but do not qualify for free school transport due to their residence being under the qualifying mileage can apply for In-zone privilege transport. If there is suitable seating capacity available and an existing route then the application should be approved, if there is not and there is a safe walking route available to the pupil, then it may be rejected. Please also note that if seating capacity is needed for a pupil who is entitled to free school transport, In-zone Privilege pupils may be given written notice and removed from transport.

### In-Zone Privilege Transport – Guaranteed

Pupils who attend their zoned school but do not qualify for free school transport due to their residence being under the qualifying mileage can apply for In-zone privilege transport. If there is no safe walking route available to the pupil, they are guaranteed a seat on transport by applying for an In-zone Privilege pass and paying the applicable

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annual charge. A pupil who is guaranteed in-zone privilege transport would not be removed to make room for a pupil who is entitled to free school transport.

### **Out of Zone Privilege Transport**

There is no transport entitlement to pupils who attend a school which they are not zoned for. Pupils may apply for Out of Zone Privilege transport; pupils are required to meet the nearest available school transport vehicle to them, and it is the parent's responsibility to bring the pupil to the nearest collection point. Out of Zone Privilege transport pupils may be removed, with written notice, at anytime for In-Zone Privilege and Entitled transport pupils.

For further information and application forms, see the Council website.

<https://www.aberdeenshire.gov.uk/roads-and-travel/school-transport/school-transport/>

Alternatively, copies of Privilege forms or further information can be requested by emailing: [school.transport@aberdeenshire.gov.uk](mailto:school.transport@aberdeenshire.gov.uk)

## **28 Early Learning & Childcare Transport**

Transport to early learning and childcare settings will not be provided by Aberdeenshire Council, unless there are relevant exceptional circumstances. Where there are significant additional support needs, transport may be provided. In such instances this requirement should be discussed with the Head Teacher in conjunction with the Early Years Quality Improvement Manager.

## **29 Special Schools and Enhanced Provision**

Aberdeenshire Council may provide free transport where necessary for pupils who attend a school with enhanced provision proposed by the Authority. In certain cases, pupils may be encouraged to make their own way to school by public transport, and where this is authorised, bus passes are issued. Where a pupil's address falls in the delineated area of a resourced school, and is within reasonable walking distance, the Authority will take advice from the Community Child Health Service before deciding if free transport should be provided.

## **30 School Closure & Other Emergencies**

Head Teachers decide if and when schools should close due to bad weather or another emergency. In bad weather they will decide this after receiving information about local weather conditions. This decision can be made during any time, day or night. These guidelines outline the procedures for dealing with school closures during bad weather or other emergencies.

### ***If children are at school...***

**School transport contractors** have been told not to allow children to walk home alone from drop-off points under any circumstances during extreme weather conditions. If you can't meet or arrange for your child to be met, the school transport will return them to a designated location.

**Public service vehicles** – drivers of these vehicles follow a specified route and keep to timetables – they cannot make special arrangements.

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If your child attends a Nursery, Primary or Special School, which is to close early, the school will contact you by telephone. If this is not possible the school will contact your named 'emergency contact'. No child will be released from school without contact being made. It is important contact details are current and the people named are available – particularly during bad weather.

If your child attends a Secondary School, because of the large number of pupils in Secondary Schools, parents will be contacted via text/email to inform them of closure.

If you are concerned about local weather conditions, contact the school. You may wish to collect your child yourself and are free to do so provided you make arrangements with the school.

### ***Before the start of the school day...***

During bad weather some staff may not be able to get to school or bus routes may not be safe to travel on – so the school may have to close. Headteachers will advise parents and carers using the following communication tools:

Outwith school hours, your local radio station is a good place to find out information on school closures. The following radio stations receive updated information every 30 mins from our website:

- **Northsound 1**  
FM 96.9
- **Northsound 2**  
MW 1035 kHz
- **BBC Radio Scotland**  
FM 92.4 - 94.7 MW 810 kHz
- **Moray Firth Radio**  
FM 97.4 MW 1107 kHz
- **Waves Radio**  
FM 101.2
- **Original 106 FM**

### **Twitter**

<http://twitter.com/aberdeenshire>

### **Aberdeenshire Council Website**

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

You also have the option to sign up to receive email alerts when your school(s) updates their closure status:

<https://online.aberdeenshire.gov.uk/myAberdeenshire/>

### **School Information Line**

Tel: 0370 054 4999 then **022770**. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

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### **31 Storm Addresses**

When there has been severe snow storm during the day it may be prudent for pupils who live some distance from the normal bus routes not to attempt to reach their homes but to spend the night in alternative accommodation nearer school. It is the parents responsibility to inform school about any pupils who may be at risk in such situations and to provide the name and address of a relative or friend who is willing to provide overnight accommodation.

### **32 Change of address and Parental Contact Details**

To enable us to make easy contact with parents, the school would appreciate if any changes of address, telephone number or circumstances is notified in writing to the School Office. It is also important that the school has details of an Emergency Contact should it prove impossible to get in touch with parents in the event of an emergency.

### **33 Anti-bullying Guidance**

What is Bullying?

Aberdeenshire Council Education and Children's Services define bullying as the following:

Bullying takes place when the actions of an individual or group of people cause harm to someone by taking advantage of an imbalance of power within a relationship (whether perceived or real). Bullying behaviour can be persistent and/or intentional, but often it is neither.

Bullying can be verbal, physical, mental/emotional or cyber and is behaviour and impact. It can be intentional or unintentional, direct or indirect, persistent, or a one off incident. The impact is on a person's ability to feel in control of themselves.

Bullying can be verbal, physical, emotional or cyber. It can be intentional or unintentional, direct or indirect, persistent, or a one off incident. People who experience bullying behaviour feel vulnerable and/or socially isolated.

What will the school do about it?

Schools should promote consistency of response to instances of bullying behaviour using a 6 step approach. They will:

1. Record the Incident
2. Speak to the individuals involved having frank and honest dialogue
3. Speak to parents
4. Utilise Restorative approaches
5. Monitor the situation
6. Review and increase response accordingly

Aberdeenshire Council Education and Children's Services Anti-bullying Policy is due to be reviewed and updated in 2019/20.

More information can be found in our School's anti-bullying guidance which is available on request via the School Office.

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## 34 School Meals

### Primary School Lunches

School lunch is an important aspect of the school day. Not only does it provide children with a nutritionally balanced meal, it embraces their social and personal development.

#### How does my child choose their lunch?

First thing in the morning, the children select their meal. The teacher will remind children about the menu options, but it helps if parents of the younger children have discussed this with them before they arrive.

#### Menus

There is a broad variety of choice and children rarely struggle to find something they like. All children are issued with a menu, but you can also check online. <http://www.aberdeenshire.gov.uk/schools/meals/>

#### Recipes online

Many of the items on the menu can be made at home. To access the recipes, click on the food item in the online menu and you will be taken to another page to view the ingredients and method for making the item yourself. Parents often comment that their child has enjoyed something unexpected at school. These online recipes also display important allergen and nutritional information.

A daily School Meal menu offers:

- two hot main course choices with accompanying vegetable and carbohydrate choices
- the sandwich platter provides items making it an excellent alternative to a home pack lunch
- soup is available 3 times a week
- pudding choices include fresh fruit and yoghurt daily
- a selection of breads are included with a school lunch meal
- fresh drinking water is freely available with lunch

#### My Child has Allergies/ Intolerance

Parents should be aware that they can request dietary assistance for their children if there are medical or religious reasons for doing so. Children who require Medically Prescribed or Modified Diets, with parental/guardian assistance, should be identified during the admission process. Procedures are set in motion to accommodate these diets by a parent/guardian completing Admission Form D available from the school administration office. The School Management Team and the Catering staff will be happy to discuss your requirements.

#### Special Events and Celebrations

The children enjoy eating together and we encourage learning and wellbeing throughout lunchtime. Occasionally we celebrate special dates. The option for a packed lunch still applies but they are encouraged to sit with the school lunches to celebrate the event.

#### How much does a Primary School Meal cost?

£2.50 (June 2019)

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### **How do I pay for Lunches?**

Lunches are free for children in P1-3. Lunches P4-7 must be paid for online by accessing the myaberdeenshire portal - [aberdeenshire.gov.uk/my](http://aberdeenshire.gov.uk/my) - at the upper right hand corner of the Aberdeenshire Council home page. This is very easy to do online using a mobile phone, iPad or laptop. It is very important to keep this account in credit as failure to do so triggers a time-consuming process for the School and Catering service. We aim to support the wider Authority to be debt free and require your support in this by ensuring you remember to top-up before sending your child for school meals.

### **Am I entitled to free school meals?**

Information can be found on Aberdeenshire Council Website that explains the free school entitlement and how to go about it. <http://www.aberdeenshire.gov.uk/schools/parents-carers/assistance/free-school-meals/>

### **Online payments system [aberdeenshire.gov.uk/my](http://aberdeenshire.gov.uk/my)**

Although you may not have a child in P4-7 we do encourage all parents to set up an account. Information on setting up an account can be found here <http://www.aberdeenshire.gov.uk/schools/meals/online-payments/>

### **What happens if I don't pay?**

It's understandable that you may not appreciate the additional workload non-payment of lunches can create. Unfortunately, non-payment triggers a notification to our team members alerting them to the fact that there's no credit available. The Catering team may discuss the matter with the Senior Management, and they will work together to resolve the matter. The impact on the Admin Team also impacts on their ability to ensure other essential tasks are carried out.

### **What do I do if I can't pay?**

We are here to support families so please let us know if you are unable to pay and we can do whatever we can to assist you. We understand that families lead busy lives meaning lunch payments are forgotten about or not prioritised. If you feel you can't pay, please look at the free school meal leaflet. If this doesn't apply to you, please let us know and we will work together with school and do whatever we can to assist you.

For further information or questions contact your school, school catering team or the Education Catering Service. [primary.meals@aberdeenshire.gov.uk](mailto:primary.meals@aberdeenshire.gov.uk)

## **35 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.

Parents/carers are requested to keep children at home for 24-48 hours if the child has diarrhoea, flu-like symptoms or is clearly unwell.

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

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The school is fortunate to have a nurse in attendance to undertake Health Interviews and provide advice on health matters for pupils. The school doctor will play a vital role in monitoring a child's health and well-being.

Although our medical staff provide help and advice as appropriate, 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.

Immunisation against Diphtheria, Tetanus and Poliomyelitis is provided for all pupils during the third year. If a pupil is unable to keep the school appointment, parents are advised to request immunisation from their own doctor.

HPV Immunisation to protect against cervical cancer is offered to all girls in S2. This is a series of 3 injections over a six month period commencing in September each year. A catch-up programme is also in place for girls who miss any of their injections.

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.

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 the link below to our policy and guidance: Supporting Children and Young People with Healthcare needs and managing medicines in Educational Establishments

<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 creams.

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. In certain

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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.

### **36 Exclusion**

The foundation for schools, learning establishments and education authorities is a whole school ethos of prevention, early intervention and support against a background which promotes positive relationships, learning and behaviour. Where pupils who display behaviour, whereby attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the educational well-being of the pupils there, and where other forms of support have proved unsuccessful, the Authority exclusion policy may 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)

### **37 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.

### **38 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/>

### **39 Education Maintenance Allowance**

An Educational Maintenance Allowance (EMA) is a weekly payment paid directly to young people from low income families to enable them to stay on in further education at school or college after they reach statutory school leaving age. This is funded by the Scottish Executive. Further information on EMA's and how to apply can be found here:

<http://aberdeenshire.gov.uk/schools/parents-carers/assistance/ema/>

### **40 Public Liability Insurance**

Aberdeenshire Council holds 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 Claims Handling Agents and compensation is dealt with on a strict legal liability basis. This means that there is no automatic compensation, the

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Council has to be found negligent in order for any compensation to be offered by our Insurers and / or Claims Handling Agents.

Whilst the school will exercise reasonable care for pupils' property, it is inevitable that property will be lost or damaged from time to time. Pupils' property which is worn or brought to school or left in bags/cloakrooms is at their own risk. This includes but is not restricted to personal items such as jewellery, phones/tablets watches and bicycles. Aberdeenshire Council cannot accept responsibility for loss or damage unless caused by negligence of the school or staff.

## **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 (as specified in the policy) , curtailment and change of itinerary (along with other sundry benefits) etc. for worldwide trips and adventurous activities (including winter sports), subject to policy terms and conditions being met.

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.

Personal / individual cover is seen as a parental responsibility and it is your decision as to whether you feel it is appropriate to obtain this.

Please be advised, however, that the Duty of Care aspect below is not insurance related:

### **Duty of Care**

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. 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.

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

As you are aware the new General Data Protection Regulations (GDPR (EU) 2016/769 came into force on Friday 25<sup>th</sup> May, 2018. This change to the law gives parents/carers and young people greater control regarding how their personal data is used.

Digital technology has advanced greatly over the years and the Data Protection Act was also updated last year to take this into account and make it fit for purpose (Data Protection Action 2018).

Aberdeenshire Council is committed to full compliance with these regulations. When you are asked for information by Education & Children's Services, we will tell you why we are collecting the information, how long we will hold it and the legal basis for gathering this information. A Privacy Notice has been issued to all schools relating to the information we hold on yourself and your child/ward.

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### **43 The information we collect from you**

Aberdeenshire Council collects personal data and information about your child in order to provide your child with a school education.

We will normally only share information (other than in child protection situations) in order to provide services for your child as part of his/her school education. We collect special category data about your child and process this because it is in the substantial public interest.

The information held by Aberdeenshire Council is used to assess, plan, coordinate, deliver and quality assure the education services to your child. The Council does not use an automated process for making decisions about your child or the services required; decisions are made with you. We will keep this information for a period of 5 years from the maximum school leaving age of your child, as required to by The Pupils' Educational Records (Scotland) Regulations 2003, unless we have a legal responsibility to keep the information for a longer period of time.

### **44 Your Data, Your Rights**

You have legal rights about the way the Council handles and uses your data. More information about all of the rights you have is available on our website at: <https://www.aberdeenshire.gov.uk/online/legal-notice/data-protection/>. Alternatively you can contact the Council's Data Protection Officer by emailing [DataProtection@aberdeenshire.gov.uk](mailto:DataProtection@aberdeenshire.gov.uk) or in writing at: The Data Protection Officer, Town House, 34 Low Street, Banff, AB45 1AY.

You also have the right to make a complaint to the Information Commissioner's Office, ([www.ico.org.uk](http://www.ico.org.uk)). They are the body responsible for making sure organisations like the Council handle your data lawfully.

The Council is required where it is data controller under the GDPR to act in a transparent manner by providing information to individuals about how it will collect and use their personal data. Privacy Notices are an essential part of complying with this requirement. The Privacy Notice must provide information to individuals in a concise, transparent, intelligible and easily accessible way and must be written in clear and plain language. There are a number of examples available on <http://publications.aberdeenshire.gov.uk/dataset/education-privacy-notice>.

### **45 Parental Access to Records**

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 2018. An Access Request 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/your-data-matters/>

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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>

## 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 2018 and Human Rights Act 1998 adheres to this as part of our current routine practice.

## 47 ScotXed

ScotXed is a term used to represent the Scottish Government's Education Analytical Services, which is part of the Scottish Government's Learning Directorate.

ScotXed have legal powers to request data with regards all children and young people being educated in Scotland's schools, with the information collected about pupils and staff in schools used to help to improve education across Scotland. They do not collect the names of your child/children and they do not receive any contact details the school may have for you (e.g. telephone number, email address), and no information is published or made publicly available that would allow your child/children to be identified. More information on what and why they need data about your child/children, along with how they collect and store it is available in their Education Statistics Privacy Notices for parents and carers:

<https://www2.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices>

If you have any concerns around the national ScotXed data collections, you can:

- Contact the Data Protection & Information Assets team at the Scottish Government on [dpa@gov.scot](mailto:dpa@gov.scot), or
  - The Head of Education Analytical Services, Mick Wilson, on at [mick.wilson@gov.scot](mailto:mick.wilson@gov.scot),
  - You can write to them at Education Analytical Services, Area 2A-North, Victoria Quay, Leith, EH6 6QQ.
  - Alternatively, complaints may be raised with the Information Commissioners Office at [casework@ico.org.uk](mailto:casework@ico.org.uk).
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# Further Information

The links below take you to the most update to date information on these topics.

## Nursery Information

Please telephone the school for information about our referral/admission process.

## School Improvement Plan

Information available on request.

## Members of Parental Groups

Parent Teacher Council	
Carole Stewart	Chairperson
Clair Michie	Treasurer
Kerri Dalton	Head Teacher

## Stats for Attainment

The Scottish Government have developed a “School information dashboard” that provides a range of statistical information about each publicly funded school in Scotland. This includes school attainment information about Curriculum for Excellence Levels Achieved (for primary and secondary schools).

The dashboards can be consulted [here](#)

## School Events Calendar & holidays

Term Begins	Monday 19 <sup>th</sup> August 2019	Staff Only
	Wednesday 21 <sup>st</sup> August	Pupils return to school
	Friday 11 <sup>th</sup> October	In-service
	Thursday 10 <sup>th</sup> October	Last day of term
	Monday 28 <sup>th</sup> October	First day of new term
	Monday 18 <sup>th</sup> November	In-service
	Tuesday 19 <sup>th</sup> November	In-service
	Friday 20 <sup>th</sup> December	Last day of term
	Monday 6 <sup>th</sup> January 2020	Frist day of new term
	Friday 14 <sup>th</sup> February	Occasional Day
	Monday 17 <sup>th</sup> February	Mid Term

	Tuesday 18 <sup>th</sup> February	In-service
	Wednesday 19 <sup>th</sup> February	In-service
	Friday 3 <sup>rd</sup> April	Last day of term
	Monday 20 <sup>th</sup> April	First day of new term
	Friday 8 <sup>th</sup> May	May Day
	Monday June	Occasional Day
	Friday 3 <sup>rd</sup> July	Last day of term
	Monday 17 <sup>th</sup> August	Inservice
	Tuesday 20 <sup>th</sup> August	Pupils return to school

### Assessment Calendar

<b>Term 1: 19<sup>th</sup> August – 11<sup>th</sup> October</b>	
18 <sup>th</sup> Sep 2019	Parent / Teacher Consultation on IEP targets
30 <sup>th</sup> Sep – 4 <sup>th</sup> Oct	2 Simple Profile shared with parents.
9 <sup>th</sup> Oct 2019	Parent Council AGM
10 <sup>th</sup> Oct 2019	Multi Agency and Transition / Initial Placement Reviews (specific pupils)
<b>Term 2: 28<sup>th</sup> October – 20<sup>th</sup> December</b>	
4 <sup>th</sup> Nov 2019	Individual Education Plans shared with Parents
20 <sup>th</sup> Nov 2019	Multi Agency Annual Reviews (specific pupils)
25 <sup>th</sup> Nov – 29 <sup>th</sup> Nov	2 Simple Profile shared with parents.
28 <sup>th</sup> Nov 2019	Parent Workshop – Complex Needs Milestones
11 <sup>th</sup> Dec 2019	Christmas Performance
16 <sup>th</sup> – 20 <sup>th</sup> Dec	2 Simple Profile shared with parents.
<b>Term 3: 6<sup>th</sup> January – 3<sup>rd</sup> April</b>	
23 <sup>rd</sup> Jan 2020	Multi Agency Annual Reviews (specific pupils)
27 <sup>th</sup> Jan – 31 <sup>st</sup> Jan	2 Simple Profile shared with parents.
20 <sup>th</sup> Feb 2020	Multi Agency Annual Reviews (specific pupils)
24 <sup>th</sup> Feb – 28 <sup>th</sup> Feb	2 Simple Profile shared with parents.
19 <sup>th</sup> March 2020	Multi Agency Annual Reviews (specific pupils)
25 <sup>th</sup> March 2020	Open Afternoon – whole school.
<b>Term 4: 20<sup>th</sup> April – 3<sup>rd</sup> July</b>	

4 <sup>th</sup> May 2020	Annual Reports
21 <sup>st</sup> May 2020	Multi Agency Annual Reviews (specific pupils)
25 <sup>th</sup> May – 29 <sup>th</sup> May	2 Simple Profile shared with parents
27 <sup>th</sup> May 2020	Optional Parents Appointment
29 <sup>th</sup> June – 3 <sup>rd</sup> July	2 Simple Profile shared with parents
30 <sup>th</sup> June 2020	Sports Day

## **Year/Termly Plan of Learning**

### **Aberdeenshire Council School Holiday Calendar**

<https://www.aberdeenshire.gov.uk/schools/school-info/school-term-dates/>

### **Map of catchment area**

<https://gis.aberdeenshire.gov.uk/maps/map.aspx?geolocate=true&resolution=2&initialDialog=localKnowledgeDialog>

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