



From mountain to sea

Westhill Academy

Handbook

2017/18



Contents

Westhill Academy	1
Introduction to Westhill Academy	4
Our Vision, Values and School Ethos	10
Curriculum	12
1 1+2 Approach to Language Learning in Aberdeenshire	19
2 Further Information	19
Assessment and Reporting	21
Transitions (Moving On)	23
3 Admissions	23
4 Placing requests & School Zones	24
5 Skills Development Scotland	24
6 Skills for Learning, Life and Work / Developing Young Workforce	24
Support for Children and Young People	25
7 Getting it Right for Every Child	25
8 THE KEY ADULT	27
9 SUPPORT FOR LEARNERS - Additional Support Needs	27
10 The Named Person	27
11 Educational Psychology	28
12 Enhanced Provision & Community Resource Hubs	28
13 Support for Learning	28
14 The Child's Plan	29
15 Child Protection	29
16 Further Information on Support for Children and Young People	30
Parent & Carer Involvement	31
17 Our Parent Forum & Working with you as partners	31
18 Communication.	32
19 Parenting	32
20 Volunteering	32
21 Learning at Home	32
22 Decision-making and Developing Services	33
School Policies and Useful Information	34
23 Attendance	34
24 Holidays during term time.	37
25 SCHOOL DRESS	37

29	Clothing Grants	38
30	Transport	38
31	Early Years Transport	39
32	Privilege Transport	39
33	Special Schools and Enhanced Provision	39
34	School Closure & Other Emergencies	39
35	Storm Addresses	41
36	Change of address and Parental Contact Details	41
37	School Meals	41
38	Healthcare & Medical	42
39	Exclusion	43
40	Educational Visits	43
41	Instrumental Tuition	43
42	Education Maintenance Allowance	43
43	Comments, Compliment & Complaints	44
44	Support for parents/carers	44
45	Insurance	45
46	School Off Site Excursion Insurance	45
47	Data we hold and what we do with it.	46
48	How Does Aberdeenshire Council Hold and Store Pupil Data	46
49	Parental Access to Records	46
50	ScotXed	46
51	Information Sharing	47
52	Freedom of Information	47
<hr/>		
	Appendix	48
	School Improvement Plan	48
	Members of Parental Groups	48
	Stats for attainment etc	48
	School Events Calendar & holidays	50
	Map of catchment area	51
<hr/>		
	https://online.aberdeenshire.gov.uk/Apps/Schools_csn/csn.asp	51

Introduction to Westhill Academy

Dear Parent,

Welcome to Westhill Academy. I hope that our partnership over the coming years will be productive and positive and that your child will benefit from their time here. Both the school and parents have a very important role in education. The school handbook explains what you can expect of the school and also indicates what the school may expect of you in the way of partnership, help and support.

Aberdeenshire Council School Handbooks are designed to inform parents of as many aspects of life at Westhill Academy as we can, and has been written in response to 'School Handbook Guidance (Scotland) Regulations 2012.

We hope you find our handbook is clear and informative. Please feel free to contact us with any suggestions for improvements.

I look forward to working with you.

Yours sincerely

A handwritten signature in black ink, appearing to read 'A Kay'.

Head Teacher

Please note – in terms of this publication the term “Parent” includes guardian and any person who is liable to maintain **or** has parental responsibilities (within the section 1 (3) of the Children (Scotland) Act 1995) in relation to, **or** has care of a child or young person.

Please note that whilst all information within this booklet is correct at the time of printing, it is likely that some items may change during the course of the year.

School Contact Details

Head Teacher: Mrs A. Reid

School Name: Westhill Academy

Address: Hay's Way, Westhill, Aberdeenshire AB32 6XZ

Telephone Number: 01224 740111 (You can leave a message on this line.)

Website: www.westhillacademy.aberdeenshire.sch.uk

Email Address: westhill.aca@aberdeenshire.gov.uk

Parent Council Facebook: <https://en-gb.facebook.com/Westhill-Academy-Parent-Council-309358032438846/>

Adverse weather and emergency closure

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

Information Line 0370 054 4999 (Pin No. 021150) (Please do not use this line to leave messages for the school.)

Denominational Status: – Westhill Academy is a non-denominational school.

Present Roll: 755.

The school does not teach by means of the **Gaelic Language**.

All Aberdeenshire Schools are **Co-educational**, providing education for both boys and girls.

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

Local Area Education Office

Queen's Road
Stonehaven
AB39 2QQ
Tel: 01569 766960
Fax: 01569 768489

Quality Improvement Officer

Moira Lawson
Contact through the Area Office

Head of Service

Vincent Docherty
Contact through Woodhill House

Contact details for the Director of Education, Learning and Leisure

Mrs Maria Walker
Woodhill House
Westburn Road

Aberdeen
AB16 5GB
01224 665420

Westhill Academy Background Information

Westhill Academy is situated approximately 6 miles west of Aberdeen, just off the A944, Alford road. The school opened for pupils in August 1979 to serve the rapidly growing commuter town of Westhill, which is still expanding and has a current population of approximately 10,500. The catchment area is mostly relatively new private housing along with pupils from the surrounding rural area including Kirkton of Skene. The school has four main associated Primary Schools – Crombie, Elrick, Skene and Westhill.

The roll for session 2017/2018 is approximately 755, giving a staffing figure of just over 59 FTE. The school opened an SEN Base in January 2000 giving additional staffing, along with current Additional Support Needs staffing of around 5 FTE.

The Academy has an active Parent Council. Many links are also established through our Community Wing, which is used by various groups including under fives to over fifties. This provides a valuable community mix to the benefit of all.

As well as outstanding academic performance, Westhill Academy offers a wide range of extra-curricular activities. In addition, we place a great deal of emphasis on supporting young people and helping them take responsibility for their actions. I trust this handbook conveys the achievement of the pupils and provides clear information to parents.

The school Day

09.00	Start of the school day
09.00 – 09.10	Registration
09.10 – 10.30	Period 1
10.30 – 10.45	Morning Break
10.45 – 12.05	Period 2
12.05 – 13.05	Lunch
13.05 – 14.25	Period 3
14.25 – 14.40	Afternoon Break
14.40 – 16.00	Period 4
16.00	End of school day

Provision of Staff – As of October 2017

Administrative -

Mrs J Craig, Administrative Assistant
Mrs S Yule, Senior Clerical Assistant (job share)
Mrs H Stuart, Senior Clerical Assistant (job share)
Mrs C Cox, Clerical Assistant
Mrs B Gillan, Receptionist

Catering –

Mrs J Stephen
Aberdeenshire Council

Cleaning -

[now in a privatised company employed by Aberdeenshire Council]

Art -

Mrs G Coyle
Mrs J Wyness
Miss S Garcia

Business Studies -

Mr P Hagan, Faculty Head
Mrs M McLachlan
Mrs D Mackenzie
Mr A Gibson

Computing Studies -

Mr D Brown
Mrs A Quadri (part-time)

Drama -

Ms Y Wheeler, Faculty Head
Mrs C Stuart (part-time)

English -

Mrs E O'Neill, Faculty Head
Ms Nadia Harrypaul
Mrs L Pellington (part-time)
Mr T East
Mrs J Kenneway (on secondment)
Miss J Stewart
Dr S Stephen
Mrs M Morrison (secondment replacement)

Home Economics -

Miss J Eddington, Faculty Head
Mrs K Jamieson (part-time)

Janitors –

Mr D Findlater, Group Supervisor
Mr M Jamieson

Languages -

Ms J McCormick, Faculty Head
Mrs J Harrold (part-time)
Mrs F Macdonald (part time)
Ms Iva Ostriz (part time)
Miss C Kennedy

Additional Support Needs -

Ms N Munro, Principal Teacher of ASN
Mrs J McRae
Mrs M Morrison
Mrs A Hannah (part-time)
Ms S Cameron
Mrs V Angoe
Mrs A Molyneux, Auxiliary (part-time)
Mrs A O'Brien, Auxiliary (part-time)
Mrs A Porter (part-time)
Mrs G Svensen, Auxiliary (part-time)
Mrs K Chatha (part-time)
Mrs A Walker (part-time)
Mrs D Watson (part-time)
Mrs S Donaldson-Selby (part-time)

Library -

Ms J Noble, Librarian (part-time)
Mrs G Gourlay, Librarian (part-time)
Mrs S Jennings, Library Assistant

Mathematics -

Mrs R Campbell, Faculty Head
Mrs J McBain
Mrs S Watson
Mrs D Elliott
Mr B Shepherd

Provision of Staff (Continued)

Guidance -

Ms C Bradford, Principal Teacher (A)
Mr J McEwen, Principal Teacher (C)
Mrs J Reid, Principal Teacher (job share) (D)
Mrs J Stewart (job share) (D)
Mrs K Percival, Principal Teacher (E)

Music -

Miss R Pirie
Ms L Bray (part-time)

Instructors –

Mrs M Kelly - Percussion
Mrs A Gray - Piano
Mr S Mathieson – Cello/Double Bass
Miss J Cook - Brass
Mr E Kellock - Guitar
Mr B Light -Woodwind
Miss Z Davidson – Violin/Viola
Mr I Dallas - Bagpipes
Mr S Niven – Pipe band drums

Physical Education -

Mr J Brownie
Miss L Murison
Mr R Galbraith
Miss A Wood (Probationer)

Religious and Moral Education -

Mr P Montgomerie
Mr S Reid (part-time)

Resource Assistants -

Mr I Humphreys,
Whole School Technician (job share)
Mrs B McCann,
Whole School Technician (job share)
Mrs L Milner, Science Technician
Mrs M Mann, Technical Assistant
Mr S McHugh, Technical Assistant
(part-time)
Mr A Shewan, Technical Assistant
(part-time)

Senior Staff -

Mrs A Reid, Head Teacher
Mr J S Struthers, Depute Head Teacher
Mr J Fitzgerald, Depute Head Teacher
Mr S King, Depute Head Teacher
Mrs S Colville, Depute Head Teacher
Mrs N Christie, CSN Support Services
Co-ordinator

Social Subjects -

Mr W Robertson, Faculty Head
Geography and Social Studies
Mrs G Glennie, Principal Teacher (part-time)
Mrs N Butler (part-time)
Mrs C Roberts

History and Social Studies

Mr R Scott

Modern Studies and Social Studies

Ms Heather Cadger

Technology –

Mr L Tait, Faculty Head
Mrs J Malloch

COMMUNITY STAFF –

Administrative-

Mrs A McKenzie, Clerical Assistant
(part-time)

Mrs K Moir, Clerical Assistant (part-time)

Provision of Staff (Continued)

Science –

Mrs S Taylor, Faculty Head

Biology and Science

Ms M Docherty

Mr G Couper

Mr F Coxon (Probationer)

Chemistry and Science

Mr S McNeil

Mrs P Hay (part-time)

Mrs M Lorimer (part-time)

Physics and Science

Mr A Harthill

Mr M Robertson

Mr M Burke (Probationer)

Mrs S Raji, Clerical Assistant (part-time)

Mrs L Taylor, Clerical Assistant (part-time)

Mrs H Stuart, Clerical Assistant (part-time)

Community Workers-

Mrs A Allan, Senior CLD Worker

Mrs A Bothwell, CLD Worker

Mr G Hooper, CLD Worker

In addition to the above staff, we have at the time of writing a number of temporary teaching and non-teaching staff

Our Vision, Values and School Ethos

SCHOOL ETHOS

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

OUR VALUES

Westhill Academy values

- each individual equally
 - working with and helping others
 - working with parents, guardians, and all educational services
 - hard work, perseverance, and learning from error
 - everyone's potential for lifelong learning
 - education's contribution to the development of society and the individual
 - interesting, enjoyable, and creative education
 - active participation in decision making
 - helping leavers to find a place in the world
-

OUR AIMS

- To provide and deliver a balanced curriculum for all pupils giving breadth and progression.
- To encourage each pupil to maximise their attainment in all areas.
- To provide a stimulating learning environment by careful planning, a variety of learning and teaching approaches, through differentiation and appropriate assessment and reporting.
- To provide for the emotional, physical and social needs of pupils in a caring and supportive environment.
- To give pupils and staff a sense of identity and pride by creating a welcoming ethos where all are included.
- To use all available resources effectively to create a safe and secure environment for the maximum benefit of all pupils and staff.
- To lead and manage the school effectively for the benefit of pupils, staff and parents.

(Our aims and values are currently under review)

Curriculum

Within Abshire 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. Therefore we will have a curriculum which we will adapt continuously over time to meet the needs of our pupils.

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

A Curriculum for Excellence

Curriculum for Excellence has now been introduced across Scotland for all 3 – 18 year olds wherever they learn.

Principles for Curriculum Design

Schools and learning communities in Aberdeenshire apply the principles for Curriculum Design that are drawn from National advice but reflect our unique Aberdeenshire context. Those principles are:

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

Curriculum Entitlements

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

- A coherent learning experience
- Experiences in health and well-being
- Cultural experiences
- Environmental experiences
- Vocational experiences
- Creative and enterprising experiences

In the Broad General Education (S1 – S3) learners are provided with a broad, balanced set of experiences designed around the curriculum areas of:

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

The core curriculum consists of Literacy, Numeracy and Health and Well-Being. These areas permeate all other curricular areas and attainment and achievement in these areas are continually scrutinised and reviewed annually by the school to ensure standards are maintained or improved.

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

- Enterprise and Creativity
 - Citizenship and International Education
 - Literacy
 - Numeracy
 - Health & Wellbeing
 - Sustainable Development
 - Information Communication Technology (ICT)
-

SCHOOL POLICIES

School and authority policies are regularly reviewed and updated to reflect Curriculum for Excellence requirements.

Curriculum for Excellence is structured into different levels.

Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	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. (Broad General Education.)
Senior Phase	S4 to S6, and college or other means of study.

In Curriculum for Excellence years S1 to S3 are described as the **Broad General Education** and years S4 – S6 as the **Senior Phase**.

FIRST YEAR CURRICULUM

August 2010 saw the introduction of changes to the first year curriculum in line with the Curriculum for Excellence. These changes to the entire curriculum were completed in session 2015/16 when the August 2010 S1 intake left at the end of S6. This includes complete introduction of the revised qualifications.

First year pupils currently study the following:

Faculty	Curricular Areas, Subjects	Time Allocation
Language	: English	: 200 minutes
	: Modern Language – French*	: 160 minutes
Mathematics	: Mathematics	: 200 minutes
Science	: Interdisciplinary Science	: 160 minutes
Humanities	: Interdisciplinary Social Studies including Geography, History and Modern Studies.	: 160 minutes
	Religious and Moral Education	80 minutes
Art, Design and Technology	: Art	: 80 minutes
Business Education and Computing	: Business Education	: 80 minutes
Performing Arts	: Drama/Music	: 160 minutes
Health	: Home Economics	80 minutes
	Physical Education	: 160 minutes
Personal & Social Education	: Social Education with Guidance Staff	: 80 minutes

The above first year curriculum builds from the work done in primary schools providing curricular progression for pupils to maximise attainment.

First Year classes are mostly from a mix of achievement and from a mix of primary schools. In Mathematics, pupils are banded based on their primary school achievements.

All first year pupils study French. In third year we give all pupils a “taster course” of at least one other language in addition to French.

SECOND YEAR CURRICULUM

Each pupil will take the following courses weekly:-

Second year pupils currently study the following:

Faculty	Curricular Areas, Subjects	Time Allocation
Language	: English	: 200 minutes
	: Modern Language – French.	: 160 minutes
Mathematics	: Mathematics	: 200 minutes
Science	: Interdisciplinary Science	: 160 minutes
Humanities	: Interdisciplinary Social Studies including Geography, History and Modern Studies.	: 160 minutes
	Religious and Moral Education	80 minutes
Art, Design and Technology	Art/Technical	: 160 minutes
Performing Arts	: Drama/Music	: 80 minutes
Health	: Physical Education	: 160 minutes
Personal & Social Education	: Social Education with Guidance Staff	: 80 minutes
Short Courses	These cover Skills for Life, Work and Learning for 9/10 double periods over a 5 week block with 8 courses in total.	160 minutes.

Please note that Second Year classes are mostly from a mix of achievement and from a mix of primary schools. In Mathematics, pupils are banded based on their first year performance. In third year we intend to give all pupils a “taster course” of at least one other language in addition to French.

THIRD YEAR CURRICULUM

From August 2012 pupils have studied subjects as shown below:

Faculty	Curricular Subjects	Areas,	Time Allocation
Language	: English		: 200 minutes
	: Modern Language – French and a “taster” of another language		: 160 minutes
Mathematics	: Mathematics		: 200 minutes
Science	: Science. One third of the year each on Biology, Chemistry and Physics		: 240 minutes
Humanities	: Social Studies. One third of the year each on Geography, History and modern Studies		: 160 minutes
	: Religious and Moral Education		: 80 minutes
Art, Design and Technology	: Art		: 80 minutes
Business Education and Computing	: Business Education		: 80 minutes
	: Computing		: 80 minutes
Performing Arts	: Drama/Music		: 80 minutes
Health	: Physical Education		: 160 minutes
Personal & Social Education	: Social Education with Guidance Staff		: 80 minutes

Please note that third Year classes are mostly from a mix of achievement and from a mix of primary schools. In Mathematics and Science the third year pupils are banded based on their second year performance.

These courses complete the Broad General Education and prepare pupils for the Senior Phase of S4/5/6.

THE SENIOR PHASE – S4/5/6.

The Senior Phase is when pupils engage with National Qualifications. During S3, S4 and S5 pupils will make choices of study along with core subjects.

In S4 pupils will study 4 chosen subject courses in addition to Maths and English usually at National 3, 4 or 5 level. They also study one period per week of PE, PSE and RMPS.

We welcome back all levels of achievement and qualification from Fourth Year into our Fifth Year, and from Fifth Year into Sixth Year, provided that entrants have a clear purpose to work hard, make a positive contribution to the school and can meet the entry requirements for courses.

In S5 pupils will study 5 courses selected from both National courses and Higher. Normally entry to Higher Grade classes will follow a pass at National 5 in S4.

In S6 pupils study a minimum of four courses selected from National, Higher and Advanced Higher. Access to Advanced Higher courses is restricted by the Scottish Qualifications Authority to pupils with a grade C or above in Higher courses.

Most courses in Fifth and Sixth Years will be allocated either 200 or 240 minutes per week of teaching-time, and a further 40 minutes for study. In order to increase pupil choice some courses may be delivered in a more flexible way. Courses usually commence at the start of June. There will be increased homework [including regular revision-work].

All Fifth and Sixth-Year pupils will have some unallocated time per week to enable them to learn how to exercise responsibility for organising their own studies. At least 120 minutes per week will be allocated to Fifth and Sixth Year pupils for this purpose. They may do this work at home, if they wish, provided they are over 16 years of age.

The bulk of the Fifth and Sixth-Year curriculum is freely chosen but contains a compulsory Personal and Social Education course of 40 minutes per week taught by the Principal Teachers of Guidance. We recommend strongly, however, that pupils continue with English and Mathematics.

Detailed course-descriptions, are available on the school website; (www.westhillacademy.aberdeenshire.sch.uk) and choice-of-course forms will be available to Third, Fourth and Fifth Year parents in the Spring Term for following Session. Parents will be invited to Information Evenings concerning selection of courses, the work in the session ahead and the structure of the revised qualifications.

The range of courses we offer tries to maximise choice but will finally be dependent upon what we can “afford” from our staffing and accommodation resources. We will assist parents and pupils to find alternative provision via part-time attendance at another school or evening class if we cannot provide a subject that is essential. At present sixth year pupils can also study Higher Psychology through an evening class in the school, take Open University units/courses through the YASS (Young Applicants in Schools Scheme) and study Higher Dance through Aberdeen Danscentre.

RELIGIOUS AND MORAL EDUCATION

Throughout the school, but particularly in RMPS, 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 whole-school assemblies, we encourage awareness of matters of a cultural, social and moral nature.

The School Chaplains work closely with the school in assemblies and with individual pupils when needed.

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.

WIDER CURRICULAR ACTIVITIES

At Westhill Academy a range of wider curricular activities is also provided. We rely upon the goodwill of staff and the support of parents/carers in running these clubs. Information regarding current clubs (including those led by Active Schools) and wider curricular activities will be communicated throughout the year via school bulletins. See the school website for details through the daily bulletin.

1 1+2 Approach to Language Learning in Aberdeenshire

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

In Westhill Academy the first foreign language will be French. This language will be learned from P1 (in Primary School) through to S3 (in secondary school). For more information go to <http://aberdeenshire.gov.uk/schools/information/>

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

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

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

2 Further Information

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

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

Policy for Scottish Education:

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

Early Learning & Childcare:

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

Broad General Education (Pre school – S3):

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

Senior Phase and beyond (S4 – 16+):

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

National Qualifications:

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

Assessment and Reporting

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

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

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

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

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

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

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

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

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

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

Throughout this time, parents will receive regular updates through **TRACKING Reports** along with an **ANNUAL Report** and the opportunity to **meet informally and formally with** teachers and support staff (see school calendar in APPENDIX)

Pupils have responsibility for maintaining their **pupil profile** which involves them pulling together their strengths, achievements both inside and outside of school to help them understand what they are learning and support planning for future learning. **This is held in *****

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

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

In the Senior Phase pupils embark on the National Qualifications.

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

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

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

Transitions (Moving On)

TRANSFER TO SECONDARY EDUCATION

Westhill Academy is part of the Westhill Community Schools Network. An induction programme for P7 is in place to help ease the transition into S1. P7 pupils spend three days at Westhill Academy towards the end of the summer term along with a number of other transition activities. Further information is communicated to parents about the induction calendar for secondary school around February each year. Parents also have the two opportunities to visit Westhill Academy in the summer term when information will be shared and questions can be asked.

Information about P7 pupils is shared with academy Guidance Staff to help support appropriate continuity of education. Parents are welcome to attend these information sharing meetings, especially when additional support has been provided previously.

Westhill Academy staff also visit pupils in Westhill, Elrick, Skene and Crombie Primary schools where information is shared and questions can be asked.

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

Placing request forms are available from the school. (See the earlier section on admissions and enrolments.)

There is also an opportunity for parents to meet their child's teacher/**Named Person** and to ask any questions or share any information about your child's needs which will help support them through any transition.

Visit Parentzone for more information about transitions:

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

3 Admissions

Nursery Admissions.

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

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

Primary Admissions

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

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

4 Placing requests & School Zones

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

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

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

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

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

5 Skills Development Scotland

The Careers advisors for **Westhill Academy** are: Claire Auton and Ross Phillips

The aim of the service is to help pupils' career plans and move smoothly from school to employment, training or further/higher education.

All pupils have access to the Careers Advisors though most time is spent with S4/5/6. Pupils may meet with the Careers Advisors during class, in a group setting or for a one-to-one interview. The Careers Advisors may also be available for parents to seek advice during some of our events*

For more information about Skills Development Scotland go to:

<https://www.skillsdevelopmentscotland.co.uk/>

6 Skills for Learning, Life and Work / Developing Young Workforce

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

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

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

<http://dywaberdeenshire.org/>

Support for Children and Young People

7 Getting it Right for Every Child

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

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

GIRFEC - Getting It Right For Every Child

Taking care of our children's well-being and making sure they are alright - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

Getting It Right For Every Child is a programme that aims to improve outcomes for all children and young people. It promotes a shared approach that:

- Builds solutions with and around children and families
- Enables children to get the help they need when they need it
- Supports a positive shift in culture, systems and practice
- Involves working together to make things better

Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks.

Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

The “Getting it Right” approach looks at eight areas of ‘well-being’. These are recognised as areas in which children and young people need to progress in order to do well now and in the future. They allow those responsible for the care and support of children - including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns and plan with the child and family any action they need to take.

The eight wellbeing indicators are:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Responsible
- Respected
- Included

The approach gives them a common language and a way to gather information about a child’s world, making sure the child is growing and developing, and has everything they need from the people who look after them both at home and in the wider community. It also encourages practitioners to think about who else might need to be involved (for example a teacher might need to contact other professionals to make sure that an education improvement plan with the child and family was meeting all the child’s needs).

For more information about Aberdeenshire’s approach to GIRFEC go to;
<http://www.girfec-aberdeenshire.org/child-protection/>

The members of the Additional Support Needs team and the Guidance team can be found in the staff lists above.

8 THE KEY ADULT

Your child's Guidance Teacher is generally the person who knows your child best, and as such is your child's key adult, nevertheless where significant additional support needs are present, the key adult may change. The school consults with parents where a change in key adult is thought to be in the best interests of the child.

9 SUPPORT FOR LEARNERS - Additional Support Needs

Many children will face barriers to their learning at some time in their school career. These may be short or longer term and for a variety of different reasons. Some children may benefit from having some sort of support plan in order to develop learning. Pupils, parents and staff are involved in developing support plans, helping to identify specific needs and what might be done to help overcome areas of difficulty. In Aberdeenshire we adopt a multi-agency approach to supporting pupils with additional needs. Some of the people we meet with regularly include; educational psychologist, school nurse and doctor, family support workers, speech and language therapists, pupil support workers, police liaison officers and our support for learners' teachers. Similar processes may also be put into place for pupils who have been assessed as being able or gifted as these children might also need additional support to reach their full potential.

10 The Named Person

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

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

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

The Named Person can help by:

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

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

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

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

Here at Westhill Academy the named person is your child's Guidance teacher.

11 Educational Psychology

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

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

12 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.

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

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

13 Support for Learning

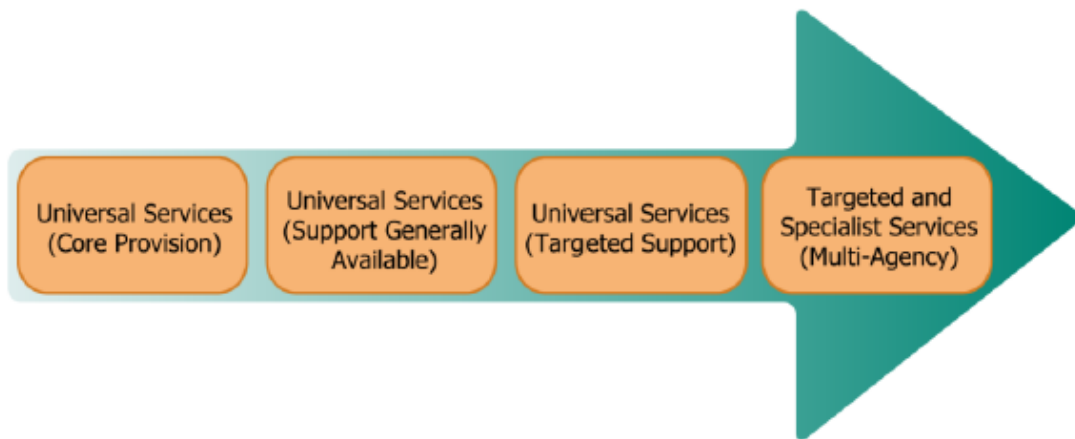
There are times when pupils may experience challenges with their schoolwork. This can be for a variety of reasons including specific learning difficulties, challenges with specific subjects, general learning difficulties or a period of absence.

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

'hands-on' support in relation to the needs of the class and individuals' care, health and wellbeing and safety and to ensure a secure and safe environment.

14 The Child's Plan

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



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

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

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 help to co-ordinate and manage any Child's Plan.

Information is available on the Aberdeenshire Getting It Right Website:

<http://www.girfec-aberdeenshire.org/for-parents-carers/>

15 Child Protection

Child Protection is everyone's responsibility. Protecting children and young people is the responsibility of every member of the community.

Within **Westhill Academy** 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 refer the child to Social Work, the Police or the

Children's Reporter. Here at **Westhill Academy** the designated officers are: Head Teacher Mrs Alison Reid and Depute Head teacher Mr Jason Fitzgerald.

Remember – if you suspect abuse, do not rely on someone else to notice.

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

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/>

16 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

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

Parent & Carer Involvement

Here at Westhill Academy, we recognise that parents are the main educators and most influential people in a child's life and as such, we strive to work with you as partners to support your child's learning. To do this we aim to work with you in a number of ways.

Parental engagement and feedback from children and young people who use services is seen as key to their development and creating relationships of trust, based on transparency, inclusion and respect, is the basis of positive working relationships with children, young people and their families. This includes recognition and awareness of differing cultures and backgrounds, which may have an impact on, or be important to a child or young person's situation.

Aberdeenshire Parents Charter. (See Appendix) These are a series of expectations that state our commitment to a way of working with you that places the following as priorities: welcome & care; value and include; communication and working in partnership.

Assessment and Planning

The Getting It Right approach and Children and Young Person (Scotland) Act 2014 means the views of children, young people and their families, are seen as central to any assessment of wellbeing, and when drawing up a Child's Plan.

17 Our Parent Forum & Working with you as partners

The Parent Forum is a collective name for every parent, carer or guardian at the school. As part of our forum we want to work together to give children and young people every opportunity to be successful and increase attainment. For that to work well, we have summarised how we aim to do this:

Parent Councils are now well established in almost all Aberdeenshire primary and secondary schools. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning.

The basic principle underpinning the Act is the desire to have children become more 'confident learners' through closer working between each family and the school.

The aims of the Westhill Academy Parent Council are to encourage parents to be:

- involved in their children's education and learning.
- welcomed as an active partner in the life of the school.
- encouraged to express their views on school education generally.

This will involve work in three areas:

- Learning at home.
 - Home / School partnership.
 - Parent representation.
-

More information about Parent Council can be found on the link below

<http://www.aberdeenshire.gov.uk/consultations/detail.asp?ref=3C6AEC305BBB4D88802576CE00549127>

The Parent Council welcomes any parent/carers who wishes to attend our meetings.

18 Communication.

The school uses a range of approaches to share information and enable insight into what your child is learning and how they are progressing. These include:

- Use of Groupcall to text and email
- School Website:
- Social Media:
- Newsletters:
- Events
- Praise system
- Parents' evenings
- Parent information evenings

The school calendar highlights planned opportunities where we welcome parents & carers into school for events and opportunities to talk about their child's progress, wellbeing and behaviour (see Appendix).

19 Parenting

Working with you we aim to make advice and information available which helps create home environments to support children and young people's learning by providing guidance along with support programmes or events where you have the opportunity to learn together with your child.

20 Volunteering

There are many opportunities for parents to support learning in school by giving up some time to maybe share the skills and knowledge they have; support children and young people in the classroom; support or lead extra-curricular activities or indeed more direct support with specific skills (paired reading as an example). To do this please go to:

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

21 Learning at Home

We provide materials and resources to support either homework or materials for you to work with your child to develop key skills at home. For explanation of this please go to our homework policy

www.westhillacademy.aberdeenshire.sch.uk

22 Decision-making and Developing Services

Reflecting our vision, values and aims, the school has a range of priorities that we work to improve on each year which are explained in our School Improvement Plan (SIP). To take forward some of those priorities we need parents views, ideas, opinions along with creating the opportunity to draw upon parents skills and strengths. To enable this we have a series of working groups/focus groups which any interested parent is invited to be part of. We also regularly consult on key issues using a range of tools such as questionnaires.

Our **Parent Council**, which is a nominated group of parents that represent the views of the parent forum, works with us to ensure we understand how to most effectively involve parents in their children's learning and to support the school with our improvements. Contact the Parent Council Chairperson via the school Office) or the Headteacher, Mrs A Reid, for more information about getting involved in the Parent Council or contact the Parent Council through their facebook page: <https://en-gb.facebook.com/Westhill-Academy-Parent-Council-309358032438846/>

Westhill Academy and our staff strive to work with the 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.

School Policies and Useful Information

School Policies such as the Homework Policy; Promoting Positive Relationships; our Mobile Phone etc. will be published on the school website as it is developed and can be found by clicking the parents tab at the top. Please go to:
www.westhillacademy.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-children-s-services-policy-framework/>

23 Attendance

ABSENCE FROM SCHOOL

1. Please always provide the Tutor with a note to explain an absence on the **day of return**.
2. Pupils with dental or other appointments should bring a note or appointment card before the event. **All absences** require a parental explanation and this includes medical, dental, orthodontic and ophthalmic appointments. Pupils will greatly benefit if they are removed from the school for the duration of the appointment only. Please note that some appointments [e.g. hair appointments] are not acceptable reasons for a pupil to be absent from school. If pupils arrive late or have to leave and return to school during the school day they must sign in and out of school at the school office at the main entrance.
3. Holidays - The law requires parents to ensure school age children are provided with education. Where attendance is unsatisfactory, schools are required to refer the matter to the Reporter of the Children's Panel.

Absence can only be authorised, by the school, in certain limited circumstances:

- sickness
 - emergency medical/dental treatment
 - bereavement
 - short-term exceptional domestic circumstances (see below)
 - religious observance
 - meetings prior to and in court
 - meetings in connection with Children's Hearing or Care Review
 - wedding of immediate family
 - sanctioned absence in relation to children of travelling families
-

- agreed productions/events

Family holidays cannot be authorised by the school (see below). There are exceptional cases where extended leave with parental consent is allowed. These include:

- extended overseas educational trips not organised by the school
- short-term parental placement abroad
- family returning to country of origin (for exceptional reasons)
- leave in relation to children of travelling people

Exceptional domestic circumstances:

- the period immediately after an accident
- a period of serious/critical illness to a close relative
- domestic crisis causing temporary relocation

Unauthorised absences include:

- unexplained absences
- truancy (unauthorised absences for any period as a result of action on the part of the pupil, the parents or both) – e.g. to attend a concert etc.
- most family holidays in term time (see below)

Family Holidays: The advice we now have clearly indicates we cannot authorise family holidays taken during term time as a result of:

- cheap flight availability
- availability of desired accommodation
- in response to poor weather during school holidays
- parental difficulty in obtaining leave at other times
- extending/overlapping into the school session at the beginning or end of a term

The only time we can authorise a family holiday is if it is judged to be exceptional circumstances - e.g. following serious illness, bereavement or other traumatic event)

Parental Requests: when parents submit requests in good time, we can advise you, in advance, if an absence will be authorised or not. The advice we have

states “**where the school’s prior agreement has not been sought, the absence should automatically be classed as unauthorised**”

If we are unsure of the whereabouts of a pupil (e.g. a parent has not requested absence) the school is expected to promptly inform the appropriate authorities.

- **Requests for absence to be handed to the appropriate tutor in good time**
(if possible, at least two weeks before the requested date)
- **Reasons for the request to be clearly and fully set out**

For your information, holiday dates can be found in the Homework diaries, on the Aberdeenshire Council Website, on the Westhill Academy Website and as an insert in the Parent Council Facebook page and Twitter account.

4. No pupils should leave the school to go home during the school-day [other than at lunch-time] without permission from us, as, for safety reasons, we have to ensure that there is somebody at home. If pupils feel unwell they **must** report to the School Office at the main entrance where one of the office staff will call their parents.

Under no circumstances should pupils telephone their parents themselves. If pupils arrive late or have to leave and return to school during the school day they **must** sign in and out of school in the school office to record their times of arrival and departure having first been granted permission to do so.

5. We have no right to stop pupils going home or out of school, including to the local shops, during the lunch-hour. However, we expect them to exhibit a high standard of behaviour whilst in the community.
6. Pupils who are continually late for school have to pay back the time via the school’s discipline system. Persistent absence can lead to legal proceedings against parents/guardians.

Please also note that there are local bye-laws governing the employment of children outwith school hours, and forms from Principal Teacher of Guidance have to be completed and signed. Again there is national concern about such children being too tired when at school to concentrate on their work. Please watch this potential problem with care.

We have always taken attendance very seriously and follow up every absence. We are pleased with our pupils’ attendance in general, and with the system we have in place to ensure that high standard continues. There is a clear correlation between

excellence of attendance and excellent standards of academic attainment and achievement.

The school follows the Aberdeenshire Attendance Policy:

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.

24 Holidays during term time.

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

25 SCHOOL DRESS

Westhill Academy respects the individual

At the time of writing, we are undertaking a consultation on the introduction of a school uniform. Presently, our dress code is as outlined below. School hoodies with the school crest can be ordered if pupils and parents wish to purchase them and wear them in school.

A major difficulty young people have is the influence of other children upon what they should or should not wear. Coping with what can be afforded, and not being prey to ever changing fashion, are skills which young people have to learn. Our Social Education programme for pupils will assist with this. If you are having issues with what your child is choosing to wear please inform the Principal Teacher of Guidance, who will do their best to help you by working with the pupil to make and stick to a reasonable decision and not be vulnerable to other pupils' comments.

When deciding what to wear to school, the following dress code must be adhered to, on grounds of health and safety:-

26

- a] what I wear on the way to and from school is sensible for the weather, visible to motorists, and does not impede my vision.
- b] what I wear will be safe for all activities in school.
- c] what I wear is clean and tidy.
- d] what I wear will not cause offence to others.

27 I am aware that if I break the above dress code

- i. I will be spoken to by staff.
- ii. the discipline system may be used.
- iii. I may be removed from a class.
- iv. my parents/carers may be involved.

Some families may be entitled to a school clothing grant. More information can be found at:

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

29 Clothing Grants

Some families may be entitled to a school clothing grant of £50 per year. More information about this can be found at:

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

30 Transport

The Council provides free transport to all children who live over two miles walking distance from school, in the case of primary school children, and three miles for secondary school pupils. School transport routes are determined by the pick-up

locations required for pupils who are entitled to free school transport. Contact your school for more details.

31 Early Years Transport

Transport to early year's 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.

32 Privilege Transport

Pupils who live within two miles of primary school or three miles of secondary school may be able to travel on school transport at a charge. Where spare seats are available on a school transport route parents/carers can apply for a privilege place for their child by downloading an application form. The application form includes information on prices and payment methods for privilege passes. Discounts are available for pupils entitled to Free School Meals, and to families with 3 or more children travelling to the same school. For further information click on the link below or contact the school.

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

33 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

34 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.

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

North East Community Radio

FM 97.1 - 106.4

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 **02 + your school's 4 Digit Pin**. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

35 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.

36 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 of 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.

37 School Meals

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

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

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

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

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

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

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

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

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

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

Parents should be aware that they can request a special diet for their children if there are medical or religious reasons for doing so. Children who require medically

prescribed or modified diets should be identified during the admission process. Parents and Carers are advised to complete Admission Form D which is available from the school administration office.

38 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.

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 our Medication Policy here:

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

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

39 Exclusion

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

http://www.aberdeenshire.gov.uk/media/3901/policy_disc_exclusion.pdf

40 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.

41 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. In Westhill Academy pupils receive tuition in a variety of string, woodwind, brass, percussion and keyboard.

For further information go to:

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

42 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/>

43 Comments, Compliment & Complaints

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

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

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

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

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

44 Support for parents/carers

For more information on Support and Advocacy contact:

Enquire, Princess House
5 Shandwick Place
Edinburgh EH2 4RG
Helpline: 0845 123 23 03
Email: info@enquire.org.uk
Website: www.enquire.org.uk

For local advocacy contact:

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

Scottish Independent Advocacy Alliance can be reached at:

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

Independent Mediation Services

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

Children 1st

Fraserburgh Business Centre
 South Harbour Road
 Fraserburgh
 Aberdeenshire
 AB43 8TN
 Tel no 01346 585341
 Fax no 01346 512810
 Email aberdeenshire@children1st.org.uk

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

www.sclc.org.uk

45 Insurance

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

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

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

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

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

46 School Off Site Excursion Insurance

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

If personal items such as jewellery, phones/tablets, watches etc. are taken on a school trip then these are taken at an individual's own risk and are not covered under the policy, unless damage or loss is caused by an Aberdeenshire Council employee.

Should a parent or carer want such items to be covered then this would need to be arranged by parents/carers independently of the school. In addition to this policy, Aberdeenshire Council also holds Public Liability insurance cover for any injury or loss incurred by individuals due to the negligence of the Council or its employees (including volunteers).

47 Data we hold and what we do with it.

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

48 How Does Aberdeenshire Council Hold and Store Pupil Data

Aberdeenshire Council use a system called SEEMIS which is used in all local authorities in Scotland and is subject to independent scrutiny to ensure that it is a secure environment for holding such data. Our schools update the data held in the system when they have an education update to make to a pupil's record or when they receive advice from a parent or guardian either through the Annual Data Check exercise or when they are made aware of a change of circumstances at any other time in the year.

49 Parental Access to Records

SAR - Subject Access Request information

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

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

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

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

50 ScotXed

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

51 Information Sharing

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

52 Freedom of Information

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

Appendix

School Improvement Plan

Can be found at www.westhillacademy.aberdeenshire.sch.uk

Members of Parental Groups

Can be found at <https://en-gb.facebook.com/Westhill-Academy-Parent-Council-309358032438846/>

Stats for attainment etc

Westhill Academy: Aberdeenshire

Examination Results (within Scottish Credit and Qualifications Framework)

Percentage cohort achieving;								
By end of S4	Literacy and Numeracy award at Level 4				5 or more awards at Level 5			
	2013/14	2014/15	2015/16	2016/17	2013/14	2014/15	2015/16	2016/17
	98	96	94	99	48	56	58	56

Percentage cohort achieving;								
By end of S5	3 or more awards at Level 6				5 or more awards at Level 6			
	2013/14	2014/15	2015/16	2016/17	2013/14	2014/15	2015/16	2016/17
	47	45	52	54	22	22	25	29

Percentage cohort achieving;								
By end of S6	5 or more awards at Level 6				1 or more awards at Level 7			
	2013/14	2014/15	2015/16	2016/17	2013/14	2014/15	2015/16	2016/17
	40	41	43	45	31	30	30	29

Examination Results (within Scottish Credit and Qualifications Framework)

Education Authority: Aberdeenshire

Percentage cohort achieving;								
By end of S4	Literacy and Numeracy award at Level 4				5 or more awards at Level 5			
	2013/14	2014/15	2015/16	2016/17	2013/14	2014/15	2015/16	2016/17
	87	89	91	92	44	46	49	50

Percentage cohort achieving;								
By end of S5	3 or more awards at Level 6				5 or more awards at Level 6			
	2013/14	2014/15	2015/16	2016/17	2013/14	2014/15	2015/16	2016/17
	33	38	38	42	18	18	19	20

Percentage cohort achieving;								
By end of S6	5 or more awards at Level 6				1 or more awards at Level 7			
	2013/14	2014/15	2015/16	2016/17	2013/14	2014/15	2015/16	2016/17
	28	29	32	32	19	21	23	24

National Data

Percentage cohort achieving;								
By end of S4	Literacy and Numeracy award at Level 4				5 or more awards at Level 5			
	2013/14	2014/15	2015/16	2016/17	2013/14	2014/15	2015/16	2016/17
	77	83	83	85	39	43	44	46

Percentage cohort achieving;								
By end of S5	3 or more awards at Level 6				5 or more awards at Level 6			
	2013/14	2014/15	2015/16	2016/17	2013/14	2014/15	2015/16	2016/17
	33	37	39	40	17	18	19	19

Percentage cohort achieving;								
By end of S6	5 or more awards at Level 6				1 or more awards at Level 7			
	2013/14	2014/15	2015/16	2016/17	2013/14	2014/15	2015/16	2016/17
	30	31	33	34	19	20	21	21

Source: Insight September 2016 update

Senior Phase Attainment information:

<https://education.gov.scot/parentzone/find-a-school/aberdeenshire/5232937>

BGE Attainment information:

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

School Events Calendar & holidays

On advice from the Parent Council, the school is creating a combined events and assessment calendar. Once complete the calendar be found at www.westhillacademy.aberdeenshire.sch.uk

Please also find a link to the annual holiday calendar:

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

Assessment Calendar

Please see above

Year/termly plan of learning

The school is currently preparing curricular booklets. These will be found on the school website: www.westhillacademy.aberdeenshire.sch.uk as they are completed. A hard copy may be obtained by contacting the school office.

Map of catchment area

The catchment area can be seen at the following address:

https://online.aberdeenshire.gov.uk/Apps/Schools_csn/csn.asp
