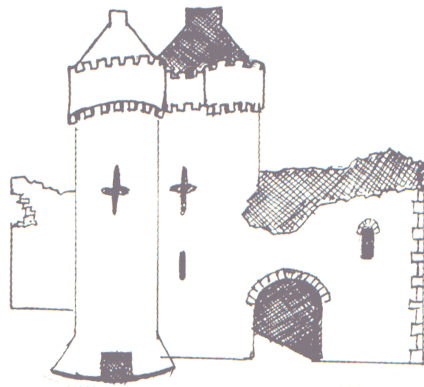




**ARGYLL AND BUTE COUNCIL
Community Services: Education**



**Skipness Primary School
Handbook
Academic Session 2014/2015**

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GENERAL SCHOOL INFORMATION

Contact Details

Laurene McIntosh (Head Teacher)
Skipness Primary School
Skipness
Tarbert
Argyll
PA296XT

01880 760246

enquiries@skipness.argyll-bute.sch.uk

School Roll and Stages

Present Roll: 4 pupils
Class Stages: P1 – P7
Pupils of all denominations are welcome.
At present there is no Gaelic medium unit.

School Staff

Head Teacher	Laurene McIntosh
Principal Teacher	Amanda Hart
Class Teacher	Lucy Blake
Class Teacher	Karen Elkin
PE Teacher	Alison Floyd
Active Schools Coordinator	Frances Hardie
Clerical	Mary MacDonald
Catering Manager	Elizabeth Henderson
Janitor	Mary MacDonald

School Day

Opening time	0915
Morning Interval	1045 – 1100
Lunch Break	1215 – 1300
Dismissal	1515

Details of school holidays can be found on page 33.

Preschool Provision for Pupils aged 3-4 years

As a result of the Children and Young People Bill, there will be an increase to 600 hours of early learning and childcare provision for all three and four year olds and looked after two year olds as of August 2014. The move to 600 hours will mean that all children will be entitled to an additional 125 hours per year of funded childcare and early learning provision.

The vision is to bring together early learning and childcare through an increase in funded hours. By a more integrated approach, the aspirations are for an increase in early learning experiences for our children and to allow for the needs of children and families to be better met.

Please see www.argyll-bute.gov.uk/education-and-learning/childcare-and-pre-school-education for information.

Visits of Prospective Parents

An advertisement, “registration of infant beginners in primary school” will appear in the press at some time in January each year advising parents when to take their children to the appropriate local primary school to register them for education.

A broad sheet providing information for parents on enrolment of children in schools, including details of placing request procedure, may be had from this school, any other school or the divisional education office.

Once your child has been allocated a place you will be invited along to meet the staff and children, to find out more about the curriculum and to share information about your child.

Please see www.argyll-bute.gov.uk/education-and-learning/placing-your-child-school for further information.

School Uniform

BOYS: White polo shirt, school sweatshirt, black trousers

GIRLS: White polo shirt, school sweatshirt, black skirt/trousers

PE KIT:

T-shirt and gym shoes in a bag with pupil's name

Indoor shoes are required and stored in the school cloakroom.

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

School Clothing Grants

Parents or carers who have a child under 16 attending an Argyll & Bute school and receive any of the following qualify for a School Clothing Grant:

- Income Support
- Income-based Job Seeker's Allowance
- Income-related Employment Support Allowance
- Child Tax Credit and/or Working Tax Credit, and where household income is less than £15,860 (in 2012/13 as assessed by the Inland Revenue)
- Support provided under Part VI of the Immigration and Asylum Act 1999

Pupils aged between 16 and 18 years who receive any of the above benefits in their own right also qualify.

Entitlement to Clothing Grants is assessed as part of the application process for [Housing Benefit/Council Tax Benefit](#) and you should complete an application form which is available at your [local benefit enquiry office](#) or by telephoning 01369 708548 or FREEPHONE 0800 252056 (mobiles may be charged).

However, if you are not eligible for these benefits there is a separate application process available and you should contact any of the telephone numbers above for details.

Please see www.argyll-bute.gov.uk/education-and-learning/school-clothing-grant for more information on School Clothing Grants.

Parental Concerns

If a parent has any concern about the wellbeing of their child, they are encouraged to inform the Head Teacher immediately. Experience has shown that early intervention often ameliorates difficulties speedily.

Pupil Absence Procedures

Pre-School Attendance

On accepting a pre-school place for your child you are agreeing that they will attend for up to 5 x 2.5 hour sessions per week. Children who attend in this regular pattern settle well into the pre-school routine, have the opportunity to build firm relationships with adults and peers and experience continuity of learning. During the induction period however, adaptations are made to meet the needs to of the individual child.

School Attendance

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.

Regular and punctual attendance is linked closely to achievement and school staff wish 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.

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. 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:

Planned Absence

- Parents are encouraged not to arrange family holidays during term time but it is realised that, in exceptional circumstances, this is unavoidable. In such cases, parents are asked to provide the Head Teacher with information of the dates when the child is to be absent from the school in good time.
- Except in cases of emergency, planned appointments for children to attend the dentist or doctor should be made outwith the school day.

Contact Details

- Parents are asked to ensure that telephone contact numbers – home, work and emergency contact(s) are kept up-to-date and are numbers at which a response can be obtained in all normal circumstances.

The Complaints Procedure

A complaint is 'an expression of dissatisfaction about the Council's action or lack of action, or about the standard of service provided by or on behalf of the Council'.

Complaints can be notified in person, by phone, by email or in writing to the Head Teacher. If parents have cause for complaint they should contact the school in the first instance to make an appointment to meet with the Head Teacher or member of the management team.

PARENTAL INVOLVEMENT

Becoming Involved in School

The school values the important part that parents play in their children's education and sees partnership with parents as an effective way of enhancing children's achievements and promoting better school ethos and communication.

Opportunities for Parental Involvement

During the school day:

- Art/Craft activities
- Sharing knowledge and expertise in some aspect of the curriculum (e.g. topic talk), history, science, health
- Practical activities in science, maths, social subjects, health education (e.g. first aid) or technology
- Reading stories to groups of children, playing reading/phonics games
- Supervising board games
- Teaching playground games
- Nordic Walking
- Paired Reading
- Running or assisting to run a Lunch Club
- Supporting educational visits/trips
- School concerts – making costumes, props, supervision of children
- Road safety – Cycle Training
- Celebrating Success
- Open Afternoons
- Eco School activities

Out with the school day:

- Fundraising events
- Trips, e.g. sporting events, concerts
- Garden club

If you wish to be a regular parent helper, PVG (Protecting Vulnerable Groups) checks must be completed. Please discuss this with staff.

Parent Councils

Parent Councils are now established in all Argyll & Bute 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 school. It is anticipated that this can be done in three ways. These are: -

1. Learning at Home: direct parental involvement in the child's learning at home and in the community.
2. Home/School Partnership: closer working partnerships between parents and the school – such partnerships being essential to ensure that the child gets maximum benefit from their school experiences.
3. Parental Representation: Parent Councils will be parent led and school supported, with all parents being automatic members of the 'Parent Forum' and the Parent Council representing their views.

You can find out more about your Parent Council by contacting the Head Teacher or by contacting the Parent Council Chairperson on 01880 769246.

SCHOOL ETHOS

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 emphasizing our common commitment to moral values such as honesty, respect for others, compassion and justice. Fundamental principles of our school are that all who are involved in the life of our school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender or disability.

We encourage our pupils to consider the needs of others by participating in fund raising ventures such as the World's biggest Coffee Morning for Mac Millan Cancer Support, and a Skipathon (to raise funds for the British Heart Foundation).

School and Community Links

Throughout the school year we ensure that there are many opportunities to share our learning experiences with the community.

We regularly hold Open Afternoons for all stakeholders to join in celebrating the pupils' successes throughout each term. Recent Open Afternoons have included a presentation 'From the tree to me' during which the pupils shared their learning experiences of food journeys, held a tasting session and sold the chocolate cakes which they had baked to raise money for MacMillan Cancer Support.

We attend a weekly shared learning day with Clachan Primary. This enables the pupils to learn cooperatively, build skills in positive behaviour and social interaction and share learning experiences in PE, Health and Wellbeing, Music and Drama.

Our focus on Eco work at Skipness Primary has enabled us to work in collaboration with Eco Schools Scotland and other schools in Argyll and Bute. We are on track to retain our Green Flag. We believe that our Eco activities motivate pupils, fostering an appreciation of the world around us and enabling pupils to become actively involved in Eco issues.

Pupils work with members of the wider community to publish a monthly edition of the 'Skipness News'. This newspaper is circulated throughout North Kintyre with 40 copies posted regularly overseas to countries including Spain and Canada. This venture enables pupils to create interesting articles, understand the publishing process and inform the wider community of events within the school and the locality.

Positive Behaviour Management

Good behaviour is essential to good learning. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and staff all have an important part to play in producing and sustaining this positive ethos. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

Our school rules are as follows:-

- Show respect to each other
- Show respect for your own and other people's property
- Always show good manners
- Do your best in all activities
- Be responsible for your own work and behaviour

Celebrating Achievement

Children work hardest when they know their work will be appreciated and praised. All staff encourage pupils at all times and in all activities to give their best. Their effort may be rewarded verbally by praise, or non-verbally by a smiley face or sticker.

Achievements are recorded in our Learning Journey folders, displayed on our achievements wall and reported regularly in the local press. During our weekly shared learning day we hold an assembly to celebrate individual successes.

Wider-Curricular Activities

Our school gardening club has proved highly successful. Parents and members of the community have worked with staff and pupils to develop the extensive school grounds by building a polytunnel and planting, tending and producing vegetables. Pupils also participate in local Music Festivals by entering in the choir, recorder and vocal competitions.

Pupil Council

We encourage pupils to become fully involved in the life of their school by holding weekly Pupil Voice meetings. These are organised by the pupils themselves. Pupils keep a weekly agenda of topics/situations they wish to discuss. Pupils take turns to chair the meeting and keep minutes. The agenda book and record of minutes are displayed in the school vestibule.

Pupils are also responsible for creating the Eco Action Plan. Eco meetings are held once a term. The visual Action Plan is displayed to inform all stakeholders of the school's progress.

CURRICULUM FOR EXCELLENCE (CfE)

Curriculum for Excellence (CfE) is the curriculum in Scotland which applies to all children and young people aged 3-18, wherever they are learning. It aims to raise achievement for all, enabling children and young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work.

The Four Capacities - the curriculum aims for all children to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

The Eight Curriculum areas are:

- Expressive Arts – including art and design, dance, drama and music
In Skipness Primary creativity and performing is encouraged in **Music** and **Drama**, with children given many opportunities to experiment with a range of stimuli. In **Music**, notation skills are taught through recorder and percussion sessions. A visiting music specialist for woodwind visits weekly. Pupils are given a variety of opportunities to sing, participating in Music Festivals in the Spring and Summer terms. The focus of **Art** here at Skipness Primary is to further develop the confidence of each pupil. Art work is planned to include a variety of techniques so that all children are able to fully participate. Work is displayed to recognise achievements. **Drama** is planned to gently extend the child's confidence by providing a gradually enlarging audience. Pupils perform during Open Afternoons (often creating their own scripts!) and during the Christmas Concert.
- Health and Wellbeing – mental, emotional, social and physical wellbeing; PE; food and health; substance misuse; and relationships, sexual health and parenthood
At Skipness Primary we have a holistic approach towards health and wellbeing. We aim to ensure that every pupil feels happy, safe, respected and included in the school environment. All staff work as a team to promote positive behaviour and to ensure the safety and wellbeing of every pupil.
Features of our health and wellbeing programme include daily PE, the promotion of healthy eating, daily tooth brushing programme, cycling proficiency in P7, road safety, regular circle time opportunities to discuss personal and social issues and two hours of high quality PE each week. A visiting PE specialist ensures progression through the programme of skills.

- Languages – listening and talking, reading and writing in English and modern languages, plus classical languages and literacy.
We aim to instil within each child a love of books and the written word. Pupils are presented with a variety of lively literacy experiences. Children are encouraged to present a prepared talk to the rest of the school. Pupils regularly engage with each other during group and class discussions. We have an extensive school library in which we invite our Paired Reading volunteers to work in partnership to enhance pupils' skills in reading. We use the Write to the top materials to create child-centred, active learning experiences in writing. Writing partners offer a collaborative approach to the assessment process. Pupils are taught French weekly. We aim to make learning relevant and have had much success with interdisciplinary learning.
- Mathematics – including analysing information, solving problems and assessing risk.
Active learning is the key to attainment in numeracy and mathematics. The school has a wide range of materials and resources to enable all pupils to develop their skills in numeracy through a range of practical activities. Much use is made of ICT and interactive whiteboard activities to enrich learning experiences. Pupils set their own targets and these are assessed and updated during our weekly learning conversations.
- Religious and Moral Education (denominational and non-denominational) – learning about Christianity, other world religions, and developing values and beliefs
Programmes of study ensure that all three areas are covered in the course of each session. The pupils are taught about the major festivals and at the end of each term there is a service in the local church to which parents and members of the community are warmly invited.
- Sciences – understanding important scientific concepts across planet Earth, forces, electricity and waves, biological systems, materials and topical science.
At Skipness Primary pupils are encouraged to develop inquiry and investigative skills as well as scientific analytical skills. Much use is made of our excellent school grounds during the study of many science topics.
- Social Studies – understanding people, place and society in the past and present including history, geography, modern studies and business education.
Through interdisciplinary work, the children are regularly presented with a cross-curricular approach to learning. Pupils are given the opportunity to explore both their local environment and further afield. Visitors are invited to school to enhance children's learning experiences in this curricular area.
- Technologies – including computing science, food, textiles, craft, design, engineering, graphics and applied technologies.
Our aim at Skipness Primary is that technologies enable our pupils to be informed, skilled, thoughtful and creative. We make use of Forest Schools and outdoor learning to impact on learners' experiences.

Additional important themes across the curriculum are creativity, enterprise and global citizenship, which include sustainable development, international education and citizenship.

Learning Opportunities

Your child will learn in a variety of different contexts and groups including ability, co-operative and social.

Curriculum Levels

There are national levels to describe different stages of learning and progress. For most children the expectation is:

- Early Level – pre-school to the end of P1
- First Level – to the end of P4
- Second Level – to the end of P7
- Third and Fourth Levels – S1 to S3, with the fourth level broadly equivalent to SCQF level 4
- Senior Phase – S4-S6, and equivalents in other settings, where pupils/students can continue to develop the four capacities and achieve qualifications

Skills for Learning, Life and Work

The development of the skills for learning, life and work are the responsibility of all practitioners and include literacy, numeracy and associated thinking skills; health and wellbeing, including personal learning planning, career management skills, working with others, leadership and physical co-ordination and movement skills; and skills for enterprise and employability. At Skipness Primary we focus on outdoor learning to consolidate these skills and to provide realistic, relevant learning opportunities.

Skills for learning, life and work form part of our schools' Health and Wellbeing programme of study.

Through Curriculum for Excellence children and young people are entitled to a continuous focus on literacy, numeracy and health and wellbeing. These skills are essential if children and young people are to gain access to continuous learning, to succeed in life and to pursue a healthy and active lifestyle. The use of ICT underpins these overlapping and mutually supportive skills sets; ICT skills will continue to be developed in a variety of contexts and settings throughout the learner's journey.

All children and young people are entitled to opportunities for developing skills for learning, life and work. These skills are relevant from the early years right through to the senior phase of learning and beyond.

The Pupils' and Parents' Voice

Personalisation and choice is one of the seven principles of curriculum design and children and young people throughout their education will have the opportunity to discuss with their teacher the context in which they learn and how they will approach the learning. Staff will discuss new learning with the children at the beginning of a new topic and plan together the areas of specific focus. Pupils are encouraged to plan the ways in which they will learn new skills and concepts. This may take the form of visits out of school, visiting speakers or workshops or resources to enhance the learning processes.

We encourage learning conversations to take place between pupils and their teacher to ensure that the pupils set realistic targets each week. These targets are displayed in the classroom and updated on a weekly basis during a weekly learning conversation. Parents contribute their comments and feedback weekly and a record of progress is kept in the each pupils learning journey folder. Parents will be invited to share comment regarding the planned work for their child at various points throughout the year and are encouraged to feedback comment at anytime

The Curriculum at School, Local and National Level

Further information regarding the school curriculum can be obtained from the Head Teacher. Information regarding the curriculum within Argyll and Bute can be found on the Sharing Argyll Learning webpage, which displays up-to-date learning experiences within all primary and secondary schools, giving an insight into the many ways which learners can access the curriculum.

Careers Information Advice and Guidance

By providing pupils at Skipness Primary School with real and relevant learning opportunities which can be applied both in and beyond the classroom we believe that our pupils are able to embark enthusiastically towards their chosen career path. Through partnership working we plan with a variety of organisations to ensure that career information, advice and guidance are an integral part of the curriculum.

Financial Guidance

Details of financial advice are displayed in the school foyer.

Sex Education

Sex and Relationships Education is part of Health and wellbeing. The main areas covered are:

- Respecting themselves and others
- Respecting individual differences
- Ways of expressing and dealing with feelings and emotions
- Ways of keeping safe
- Positive and supportive relationships

These areas are recommended by Scottish Government and are age and stage appropriate.

An effective programme of education about Sex and Relationships is best built on parents and schools working in partnership and assuming shared responsibilities. We aim to keep parents informed about the nature and purpose of the learning programme their children will follow, and to seek parents' views at appropriate times. Any parents who do have any questions or concerns should contact the Head Teacher directly.

Drugs Education

In accordance with the Scottish Government guidelines and Argyll & Bute Council Education Department policy and practice, and in common with all Argyll & Bute schools, this school has in place procedures for dealing safely and effectively with drug-related incidents.

Our Drugs Education Policy contains the following aims and objectives.

We aim to equip children with the knowledge, understanding and skills that enable them to make the sort of choices that lead to a healthy lifestyle. Our drugs education programme has the primary objective of helping children to become confident and responsible young people. We teach children about the dangers to health posed by drug-taking and we aim to equip them with the social skills that enable them to make informed moral and social decisions in relation to drugs in society.

We aim to

- Provide children with knowledge and information about illegal drugs and the harmful effects they can have on people's lives.
- Provide a safe environment for young people to share their thoughts and ideas.
- Help children to become more confident so that they are able to make sensible and informed decisions about their lives.
- Let children know what they should do if they come across drugs, or are aware of other people misusing drugs.
- To ensure that children are taught about substance misuse in a consistent manner.

Further information can be obtained by contacting the Head Teacher or via www.argyll-bute.gov.uk/social-care-and-health/argyll-and-bute-addiction-team-abat.

Religious and Moral Education

The programme for Religious Education in our school aims to help pupils learn about Christianity and other major world religions and to recognise religion as an important part of human experience. Pupils will also be encouraged to learn from religions and helped to develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

If a parent wishes to withdraw their child from Religious and Moral Education classes or attendance at school assembly or church services they should contact the school and discuss their concerns with the Head Teacher.

ASSESSMENT

Assessment is crucial to tracking progress, planning next steps, reporting, and involving parents and learners in learning. Evidence of progress can be gathered by learners themselves and by fellow pupils (peers), parents, teachers and other professionals.

A number of approaches are employed including the following:

- Self-assessment – learners will be encouraged and supported to look at and revisit their own work to develop a better understanding of what they have learned and what they need to work on
- Peer assessment – learners will be encouraged and supported to work together to help others assess what is good about their work and what needs to be worked on
- Personal learning planning – children, teachers and parents will work together to develop planning for next steps in learning
- Profiles – a statement of achievements both within and out with school, to be introduced at P7 and S3.
- Standardised testing in numeracy and literacy.

Your child's progress is not only based on 'tests' but on the learning that takes place within the classroom and in different settings out with the classroom.

Evidence of children and young people's progress and achievements will come from day to day learning and through the things they may write, say, make or do. For example, evidence may emerge as a result of children and young people taking part in a presentation, discussion, performance, or practical investigation. Evidence may be captured as a photograph, video or audio clip as part of a particular learning experience.

Assessment takes place as part of ongoing learning and teaching, periodically and at key transitions and is built into teachers' planning.

REPORTING

Reporting informs parents/guardians of progress. This will be through a range of approaches including meetings at parents' evenings, open afternoons, weekly learning journey folders and summarised in a written report at the end of the session.

This report will describe your child's strengths and areas for development, their progress in achievement across the eight curriculum areas, their progress in achievement within the curriculum levels, their achievement in different contexts and settings, their next steps in learning and how parents can help.

Primary 7 pupils will create a 'profile', which is a statement that publicly recognizes your child's best achievements in school, at home and in the community. Please spend time looking over and discussing the profile with your child.

TRANSITIONS

Transitions are the moves children and young people make from home to nursery, from nursery to primary, from primary to secondary, from secondary to further education and beyond.

Starting Primary One

Children in Scotland who reach the age of five years between 1st March 2014 and 28th February 2015 should start school in August 2014. This generally means that children start school when they are aged between four-and-a-half and five-and-a-half.

To help your child prepare for a good start you can:

- Listen and talk to your child about this change in their lives
- Involve your child in getting ready for school by helping choose the things they will need, e.g. their uniform, lunchbox, school bag
- Keep in touch with the school about anything which may affect your child's learning
- Attend induction events or introductory sessions

Transfer to Secondary School

Primary school pupils normally transfer to their catchment area secondary school in August following completion of their P7 year. Secondary staff visit P7 pupils to discuss aspects of their transfer with them and in June the pupils will spend an agreed length of time at their prospective secondary school.

The catchment area secondary school for Skipness Primary School is:

Tarbert Academy

Tarbert

PA29 6TE

Tel: 01880 820269

enquiries@tarbert.argyll-bute.sch.uk

You will be contacted by letter and offered a place for your child at Tarbert Academy, which you may either accept or decline. Secondary schools have their own arrangements for meetings with prospective parents, and you will be given details of these meetings.

Should you prefer your child to attend a school other than the designated catchment area school then a Placing Request must be made. Forms are available from the Head Teacher or School Support, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ - Tel: 01369 704000.

Moving Between Schools

When a child moves to a new school their class teacher will normally telephone the new school to share information on academic achievement and personal likes/dislikes with their new teacher. Parents are encouraged to organise a visit to the new school (if possible) in advance to support the child feel secure in the move.

It should be noted that opportunities for enhanced transitions are available for children as required.

Liaison with Local Schools

Skipness Primary School maintains close links with Tarbert Academy and other primary schools within the local area. Our teachers, and in some cases our pupils, visit other schools and establishments and other teachers and pupils visit us. This process is important for the professional development of staff, reciprocal understanding and the establishment of curricular consistency.

SUPPORT FOR PUPILS

Support Arrangements for All Pupils

Providing personal support for learners 3-18 is the responsibility of all staff. In the pre-school and primary setting the Early Years Practitioner or Class teacher is the key adult who knows every child or young person in their care well, taking an avid interest in their welfare and progress.

In the secondary setting it is Guidance staff who play an active role in promoting learners' personal, social and academic welfare; this is supported by Pupil Care and Support staff who offer help, support and advice as required, safeguarding the health and wellbeing of learners.

Identifying and Addressing Additional Support Needs

In Argyll & Bute, the Getting It Right 'Multi-Agency Staged Intervention' process is used to identify and meet pupils' needs and to manage and review provision.

Staged Intervention

Stage 1- All Pupils

Stage 1 describes the everyday business of our schools. Pupils and parents are involved as a matter of course. Assessment of pupil progress and support needs is part of daily classroom processes. Additional or alternative teacher-based approaches meet identified need.

Stage 2

Assessment and review is still school-based but may involve networking within the universal services of Education and Health, i.e. Health Service, Psychological Services, etc. An Individualised Education Programme (IEP) is in place to manage and review both needs and support provided. An IEP is an education planning document managed by schools setting out long and short term educational targets. Parents, and where appropriate, pupils, are involved in review each term.

Stage 3

Where a pupil is experiencing significant delay, disruption or distress in their learning, social development or personal circumstances, a Stage 3 Child's Planning Meeting is held. The meeting may consider the need for a Coordinated Support Plan (CSP). A CSP is an educational planning tool which plans long term and strategically for a year at a time. A CSP is established by the education authority in cases where education staff are working together with colleagues from another agency to provide significant levels of support to a pupil and co-ordination is required.

Stage 4

Decision-making and resource allocation may lead to significant additional resources or alternative packages of care/education through extended support for pupils.

Stage 5

Exceptional resources may be necessary, such as education or care provision outwith Argyll & Bute.

Further Information about Additional Support Needs

Local, direct support is usually the best way to meet pupils' needs. If parents have any questions about their child's progress or well-being at school, they should discuss these first with the Head Teacher. Please contact the school office to arrange an appointment.

Skipness Primary School works collaboratively with the Area Principal Teacher of Pupil Support, Educational Psychologist and other external agencies to ensure that every pupil has access to the curriculum.

This school values partnership working with parents and will do everything possible to help resolve concerns or differences of opinion at an early stage. If you have any queries about your child's additional needs, or about the support being provided to meet those needs, please contact the Head teacher.

Parents and young people have the right to ask the Education Authority to establish if a pupil has Additional Support Needs (ASN) and consider if a Co-ordinated Support Plan (CSP) is needed.

Parents can also arrange an assessment privately and ask the Education Authority to take the assessment report into account. Requests should be made in writing to Psychological Services, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ describing the type of assessment and why it is necessary. Requests are acknowledged promptly and usually agreed unless the request is considered to be 'unreasonable'.

Parents and young people have the right to:

- ◆ 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.
- ◆ Independent Advocacy
Take Note is the National Advocacy Service for Additional Support Needs, established by the Scottish Government and provided jointly by Barnardo's Scotland and the Scottish Child Law Centre. It offers independent professional or legal advocacy to families and young people who have grounds to make a referral to the Additional Support Needs Tribunal Scotland. More information is available by telephoning 0131 667 6333 or by email to enquiries@sclc.org.uk.
- ◆ Free Dispute Resolution
Some disagreements, such as about the assessment of additional support needs or the level of support, can be referred for written review by an adjudicator independent of the council. Requests for Dispute Resolution should be made to Carol Evans, Head of Education, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ or carol.evans@argyll-bute.gov.uk
- ◆ Referral to the Additional Support Needs Tribunal Scotland (ASNTS)
Parents and young people can appeal to the ASNTS about decisions involving a Co-ordinated Support Plan (CSP) <http://www.asntscotland.gov.uk> (0845 120 2906).

A new national advocacy service provides advice to parents and young people about grounds for a referral. Contact Barnardo's, 235 Corstorphine Rd, Edinburgh EH12 7AR (0131 3349893) <http://www.barnardos.org.uk>.

Independent advice and information is available from Enquire, the Scottish Advice Service for ASL <http://enquire.org.uk/> (0845 123 2303).

The Govan Law Centre Education Law Unit works in partnership to support pupils' and parents' rights in education. Contact Govan Law Centre, 47 Burleigh Street, Govan, Glasgow G51 3LB. 0141 445 1955 <http://www.govanlc.com/index.html>.

The Scottish Independent Advocacy Alliance safeguards people who are vulnerable. Contact Melrose House, 69a George Street, Edinburgh, EH2 2JG. 0131 260 5380 <http://www.siaa.org.uk>

SCHOOL IMPROVEMENT

Main Achievements

The following areas highlight our achievements during the past 12 months

- Opportunities for active learning have been increased in numeracy and literacy.
- Weekly Shared Learning experiences have impacted on pupils' social skills.
- Outdoor learning experiences have impacted on pupils' ability to set challenges
- Progress towards renewal of Eco Schools Scotland Green flag.

Improving Standards

The school has improved standards for pupils in relation to literacy, numeracy and health and well-being by

- Improving the planning and tracking and monitoring in these three curricular areas.
- Further resourcing these areas of the curriculum
- Providing staff training in Health and Wellbeing
- Renewing our Health and Wellbeing programme of study
- Training Paired Readers to raise attainment in reading

School Improvement Plan

Future improvements in Skipness Primary School's performance include

- To further improve the pace of reading
- To further extend the use of ICT in literacy.
- To provide more opportunities for challenge in numeracy and maths.
- To further improve physical fitness from P1 – P7
- To create and implement a revised programme of study in science.

For a more detailed account of school improvements please contact the Head Teacher.

SCHOOL POLICIES AND PRACTICAL INFORMATION

School Meals

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

At Skipness Primary we encourage healthy eating.

School lunches are planned so that children can choose a well balanced meal and a good selection of bread, vegetables, fresh fruit, fruit juice and milk are available daily.

However, some pupils prefer a packed lunch. We believe a well-balanced packed lunch with a tasty alternative to chocolate biscuits and sweets is very important, although one small treat per day does no harm! Dates, raisins, sultanas, carrot sticks, cherry tomatoes and seasonal fruit could provide healthy alternatives. Unflavoured milk and water are the ideal drinks for teeth and a pure fruit drink or mineral water is better than drinks with high sugar content.

Sandwiches often form a major part of a packed lunch. Fillings for sandwiches should be chosen with care because the packed lunch will be stored in a warm classroom for a number of hours. It is therefore advisable to use a cool bag and ice pack and choose fillings that are less likely to be affected, e.g. cheese and tomato, salad, egg and tomato. An alternative to sandwiches could be cooked pasta with a variety of fruit or vegetables and a suitable dressing. Occasionally a piece of quiche or pizza could be included.

The school aims to encourage children to enjoy food which is both attractive to them and nutritionally sound, whether this is a school meal, a packed lunch or a snack. We would appreciate your support in achieving this aim.

Free school meals

Free school meals are available to all pupils whose parents or carers receive any of the following:

- Income Support
- Income-based Job Seeker's Allowance
- Income-related Employment Support Allowance
- Child Tax Credit, but not Working Tax Credit, and where their income is less than £15,860 (in 2012/13 as assessed by the Inland Revenue)
- Parents or carers who are receipt of both Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit, currently set by the UK Government at £6,420
- Support provided under Part VI of the Immigration and Asylum Act 1999.

Pupils aged between 16 and 18 years who receive any of the above benefits in their own right also qualify.

Entitlement to Free School Meals is assessed as part of the application process for [Housing Benefit/Council Tax Benefit](#) and you should complete an application form which is available at your [local benefit enquiry office](#) or by telephoning 01369 708548 or FREEPHONE 0800 252056 (mobiles may be charged).

However, if you are not eligible for these benefits there is a separate application process available and you should contact any of the telephone numbers above for details.

Please see www.argyll-bute.gov.uk/education-and-learning/free-school-meals for more information on Free School Meals.

Special Dietary Requirements

A vegetarian option is available each day. Please inform the school if your child has any food allergies which affect their menu options.

Health Care

You can contact your school health staff at: -
Child Health Office
Campbeltown Hospital
Campbeltown
Tel: 01586 552242

Administration of Medicines

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible, parents are requested to ask for GP prescriptions which can be administered outwith the school day, i.e. in the morning and evening.

However, pupils may have medical conditions such as asthma or diabetes which may require long-term support and, if their conditions are not properly managed by taking regular medication in school, their access to education could be limited. In addition, some children have conditions which may require occasional staff intervention, e.g. severe allergic conditions such as anaphylaxis. Pupils with such conditions are regarded as having health care needs but, notwithstanding these, the vast majority of children with such needs are able to attend school regularly and, with some support from the school staff, are able to take part in most normal school activities.

In any of these circumstances parents (or young people themselves if they are over the age of 16) should discuss the matter with school staff and agree the arrangements which will be made to provide support for the pupil. A written request form *must be completed in advance* when any medication is to be administered or taken in school.

Transport

Transport to and from school is available for pupils who live more than:-

- 2 miles away from their catchment Primary School
- 3 miles away from their catchment Secondary School

Pupils may still be required to walk to a school transport pick up point. Primary school pupils will not be required to walk more than two miles and secondary pupils will not be required to walk more than three miles from their home to the pick-up point.

Pupils will not be picked up or dropped off at any point other than the designated location without written authorisation from a parent or guardian.

Please see www.argyll-bute.gov.uk/education-and-learning/school-transport for further information on school transport.

Exceptional Requests

Consideration will be given in exceptional circumstances for school transportation where your child attends their catchment school but would not normally be entitled to transport.

Where parents believe that there may be grounds for an exceptional transport request, an application form should be completed and submitted to the Integrated Transport Section. Applications will then be referred for further assessment as appropriate.

Exceptional transport requests can be made when:-

- Your child has been recommended on health grounds by a designated medical officer.
- Your child has requirements based on educational grounds / additional educational needs.
- Your child has to walk a route which, after an assessment, is considered to be unsafe for children even when accompanied by a responsible adult.

Application forms are available from the school office or you may apply on-line on the Council website at www.argyll-bute.gov.uk/education-and-learning/school-transport.

Insurance

The Authority insures against its legal liability for:-

- a) accidental personal injury and,
- b) accidental damage to property not belonging to the school or Council.

This means that if an injury is sustained or personal property is damaged/broken/lost due to negligence or omission on the part of the school or its staff, claim costs will be met by the Council's public liability policy. There is no automatic right to compensation. It is the responsibility of the person making the claim to prove that the Council has been negligent in their actions leading to the loss.

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

Music Services

Skipness Primary School is visited weekly by a Brass Tutor who provides tuition within the school. Woodwind tuition can be arranged.

Parental Access to Records

The School Pupil Records (Scotland) Regulations 1990

Details of the regulations and process for obtaining information specific to pupils are available by contacting the school directly.

Child Protection

Given on-going public concern on the subject of child abuse, and recent changes in the law, schools are now required to report if they think any child may have come to harm as a consequence of possible abuse.

A member of staff in each school has been appointed to be responsible for Child Protection matters and special training has been given to these people. Should you wish further advice about Child Protection and the safety of children, please feel free to contact the school.

The school has good liaison contact with the School Medical Officers, Social Workers, and the Police, any or all of whom may become involved if abuse is suspected.

Please see www.argyll-bute.gov.uk/abcpc for more information on child protection.

Acceptable Use of Personal Internet Enabled Devices

All access to the internet is through the school server. We discourage the use of personal internet enabled devices unless in exceptional circumstances.

Transferring Education Data about Pupils

When a pupil moves to another school within Argyll and Bute, or to another Local Authority which uses the SEEMiS Management Information System, their record will be transferred electronically via SEEMiS. Not all data will be transferred electronically and as such the Pupil Profile Record should be forwarded to the new school for their information. Further details on the data transferred can be obtained from Argyll House. Pupils can be marked as leavers in advance of their leaving date to enable the transfer school to provisionally enrol and plan for these pupils. All pupil transfers are monitored and tracked by Scottish Government School to School department to ensure pupils are not missing in education. It is crucial that the correct leaving details are entered for pupils, i.e. date, reason for leaving and destination. The SEEMiS system allows for the enrolment of pupils transferring from non-SEEMiS schools.

Emergency Closures

In the event of the school having to close due to an emergency, e.g. adverse weather conditions putting pupils at risk, heating failure, etc., the procedure is as follows: -

In the event of an emergency closure outwith school hours updated postings will be made on www.argyll-bute.gov.uk/service-disruptions. You can also keep up to date with the latest information by calling 01546 604060.

In case of an emergency, if effective arrangements are to be made, it is essential that the school has up-to-date information from parents regarding such things as changes in employer, telephone number, new emergency contact, etc. Where possible a text messaging system alerting parents to arrangements will be used if mobile phone numbers have been submitted.

In whole school emergency situations, updated information will be posted on our own school website and/or www.argyll-bute.gov.uk/service-disruptions website or the use of text messaging may be utilised.

School Terms and Holidays – Academic Session 2014/2015

First Term

Teachers' In-service	Tuesday 12 th August 2014
Pupils return	Wednesday 13 th August 2014
Teachers' In Service	Friday 26 th September 2014
Mid- Term close	Friday 3 rd October 2014
Mid-Term open	Monday 20 th October 2014
Teachers' In-service	Thursday 13 th November 2014
Teachers' In-service	Friday 14 th November 2014
Close	Friday 19 th December 2014

Second Term

Re-open	Monday 5 th January 2015
Mid-Term close	Thursday 12 th February 2015
Teachers' In-service	Tuesday 17 th February 2015
Mid-Term open	Wednesday 18 th February 2015
Close	Thursday 2 nd April 2015

Third Term

Re-open	Monday 20 th April 2015
Public Holiday	Monday 4 th May 2015
Teachers' In-service	Monday 25 th May 2015
Close	Friday 26 th June 2015

Useful Links and Contact Details

Education Scotland's Communication Toolkit for engaging with parents –
<http://www.educationscotland.gov.uk/learningteachingandassessment/partnerships/engagingparents/toolkit/index.asp>

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities –
<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system – <http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school –
<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others –
<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils –
<http://www.educationscotland.gov.uk/parentzone/index.asp>

School Ethos

Supporting Learners - guidance on the identification, planning and provision of support –<http://www.educationscotland.gov.uk/supportinglearners/>

Journey to Excellence - provides guidance and advice about culture and ethos –
<http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

Health and wellbeing guidance on healthy living for local authorities and schools –
<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support –
<http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education –
<http://www.sces.uk.com/this-is-our-faith.html>

Curriculum

Information about how the curriculum is structured and curriculum planning –
<http://www.educationscotland.gov.uk/thecurriculum/>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas –
<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing –
<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

Broad General Education in the Secondary School – A Guide for Parents and Carers –
http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64

Information on the Senior Phase –
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp>

Information on Skills for learning, life and work –
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>

Information around the Scottish Government's 'Opportunities for All' programme –
<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services –
<http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning –
<http://www.skillsdevelopmentscotland.co.uk/>

Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework –

http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf

Information about Curriculum for Excellence levels and how progress is assessed –

<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Curriculum for Excellence factfile - Assessment and qualifications –

http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp

Information on recognising achievement, reporting and profiling –

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

Transitions

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond –

http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy – <http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

Choices and Changes provides information about choices made at various stages of learning –

<http://www.educationscotland.gov.uk/supportinglearners/choicesandchanges/index.asp>

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition –

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Enquire is the Scottish advice service for additional support for learning –

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

Parenting Across Scotland offers support to children and families in Scotland –

<http://www.parentingacrossscotland.org/>

Support for Pupils

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Information about the universal entitlement to support that underpins Curriculum for Excellence –

<http://www.educationscotland.gov.uk/supportinglearners/whatissupport/universalsupport/roleofkeyadult.asp>

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended –

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers –

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

School Improvement

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports –

<http://www.educationscotland.gov.uk/scottishschoolsonline/>

Education Scotland's Inspection and review page provides information on the inspection process –

<http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish Credit and Qualifications Framework (SCQF) –

<http://www.scqf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications –

<http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland –

<http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

School Policies and Practical Information

For further information regarding school policies and any other practical information, please contact the school.

National policies, information and guidance can be accessed through the following sites:

<http://www.scotland.gov.uk/Topics/Education>

<http://www.scotland.gov.uk/Topics/Health>

<http://www.scotland.gov.uk/Topics/People/Young-People>

Children (Scotland) Act 1995 – <http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000 –
<http://www.legislation.gov.uk/asp/2000/6/contents>