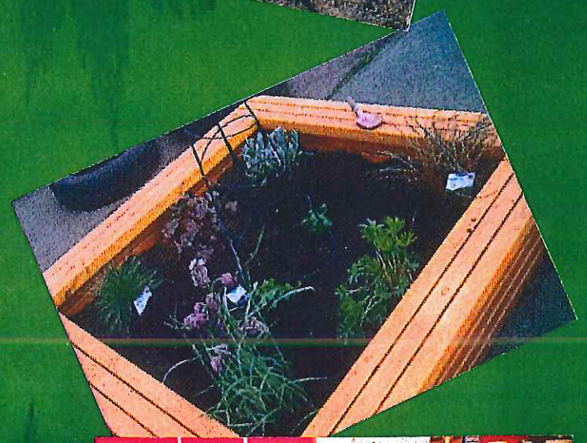

Sacred Heart
Primary
Liberty Road
Orbiston
Bellshill
ML4 2EU

Tel: 01698 274903
Fax: 01698 749451

North Lanarkshire Council

Sacred Heart Primary Class

Handbook 2013 / 2014

North Lanarkshire Council

SACRED HEART PRIMARY HANDBOOK 2013 -2014

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1. WELCOME

SACRED HEART PRIMARY SCHOOL

'A School Where Everyone Matters'

Dear Parent / Carer,

Some of you may have older children at our school and are already part of our Early Years' community with our Partnership Establishments in Sacred Heart Nursery and Orbiston Nursery. For others, this may be your first contact with our school; you may have a little one joining our Primary 1 this session, or perhaps you have moved into the area and for your son or daughter this is a new school. Whatever the circumstances, I would like to take this opportunity to welcome you warmly to the Sacred Heart Primary School. Our handbook has been compiled in order that we might:

1. Give you some general information about the school.
2. Offer a brief outline of our educational and pastoral aims for your child(en)
3. Give statements on our curricular content

When your child first joins us here in Sacred Heart Primary, we are all entering a new partnership with the same aim in mind and that is to provide the highest quality of Education and Pastoral Care for your child throughout the time (s) he will spend here, in order to meet their educational, personal and spiritual needs and to best prepare them to make an effective contribution to society in their present and future lives. It is of the utmost importance to us that your child is happy, feels secure and safe and is encouraged to take a full part in the wider life of our school community.

The staff team work hard to create a happy, secure atmosphere in class and to encourage and support your child to achieve their best. This is best brought about when home and school are working together and communicating openly in Partnership. ***The Parental Involvement Act*** has seen greater opportunities for parents to be involved in the life of the school and I encourage you to keep in touch, through our seasonal newsletters, our very supportive Parents and Friends Association and Parent Council, and through attending the meetings and events throughout our very busy school year. You are an important part of our school community and your support is welcomed and valued.

Modern primary school methods engage pupils in collaboration and cooperative learning where we interact and explore the world of learning through new technologies and quality learning and teaching styles. Some of the activities in a modern school will be different to your own experiences, but others remain very much the same. We are preparing pupils to learn in the 21st Century in a ***Curriculum for Excellence*** and to be active participants in ***The Journey to Excellence***. I will have the chance to explain more about this to you at our open afternoons and workshops where we are able to explain new Learning and Teaching methodologies and resources. There will be opportunities to meet our new Primary 1's and their parents and carers at Induction meetings and these are planned in the Summer Term and several times throughout the year.

At Sacred Heart Primary we value each child as an individual and hope that their experiences gained at school will give your child a positive self image, confident in their valued contribution to the school and the wider community where we work to develop experiences to last a lifetime through the ***NL Raising Achievements for All 3*** document.

I look forward to working in partnership with you and your family, but in the meantime, if I can be of any further assistance, please do not hesitate to contact the school.

Yours sincerely
Karen Somerville,
Head Teacher

OUR SCHOOL MOTTO:

'A School Where Everyone Matters'

Our Commitment is to:

- Promote Gospel values as a way of life
- Aim high in all that we do
- Help all members of the school community to develop their skills and talents
- Advance Social Justice and Equality of Opportunity
- Provide a well – ordered, safe and well – resourced environment for all
- Promote partnership with others

OUR GOLDEN RULES

DO...	DON'T...
Be gentle	Hurt anyone
Be kind and gentle	Hurt people's feelings
Be honest	Cover up the truth
Work hard	Waste time
Look after property	Waste or damage things
Listen to people	Interrupt

2. SCHOOL INFORMATION

Name	Sacred Heart Primary School and Nursery Classes
Address	Liberty Road, Bellshill, ML4 2EU
E-Mail Address	ht@sacredheart-bellshill.n-lanark.sch.uk
Telephone Fax	01698 274903 01698 749451
Denomination	Roman Catholic Nursery Classes Non - Denominational
Status	Co-educational
Stages covered	Primary 1 – Primary 7 and Nursery Classes
Present Roll	283 pupils Sacred Heart Primary 40 pupils Sacred Heart Nursery 100 Orbiston Nursery
Capacity	The Recommended Maximum Capacity is 428, the Working Capacity of the school is 399. Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.
Location and Building	Sacred Heart Primary is situated in the town of Bellshill. The school opened in June 1937.
Associated Secondary	Cardinal Newman High School Main Street, Bellshill, ML4 3DW Tel: 01698 274 944

COMMUNITY FACILITIES

Our school hosts several community activities in the evening including Badminton, Youth Clubs, and Community Learning Development events. Councillors' surgeries and local community meetings are also held in the school.

It is the Council Policy that school accommodation be made available as far as possible out with school hours for use by the community. Such use by groups, clubs etc will be in accordance with approved letting procedures and enquiries should be directed to the Area Community Education Office.

3. TEACHING STAFF

Head Teacher	**Mrs Karen Somerville**
Depute	**Mrs Maura Oates**
Principal Teachers;	**Mrs Catherine Poutney**
	Mrs Angela Harley
	Mrs Susanne Sandilands
	Mrs Lynn Taylor

Teachers have been assigned to the following classes in session 2012 - 2013:

Primary 1	**Room 1**	**Miss McElhinney**
Primary 1	**Room 2**	**Mrs Bradley**
Primary 2	**Room 6**	**Mrs McNally**
Primary 2/3	**Room 9**	**Mrs Sandilands**
Primary 3	**Room 10**	**Miss Dickson**
Primary 4	**Room 11**	**Mrs Creaney**
Primary 4/5	**Room 12**	**Mrs Harley**
Primary 5	**Room 13**	**Mrs Hodgson**
Primary 6	**Room 14**	**Mrs Cassidy / Miss Makinnon**
Primary 6/7	**Room 15**	**Miss Brown / Mrs McCann**
Primary 7	**Room 16**	**Mrs Poutney**
Nurture Class	**Room 8**	**Mrs Vaugh**
Support for Pupils / McCrone		**Mrs Jaconelli & Mrs McCann**
Total Teaching Staff		**10.37 FTE including HT**

Visiting Specialist Staff

Support for Learning	Mrs Yvonne Quigg
Active Sport's Coordinator	Vacancy
Early Intervention Nursery Nurse	Mrs Angela McSaveney
Community Learning Development	Mrs Helen How
Kodaly / Music P5	Mrs Lorna McGregor
Psychologist	Mrs Catherine Cruikshank
Clerical Assistants	Ms Caroline Mullen, Mrs Dana Cozzari, Mrs Christine Bruin
Classroom Assistants	Mrs Caroline Starr, Mrs Elaine Hill, Mrs Heather Fagan
Additional Support Needs Assistants	Mrs Anne Carroll, Mrs Elaine Bettley, Mrs Michelle Hinshelwood Mrs Elaine Lindsay
Named First Aid	Mrs Elaine Hill
Catering Manager	Mrs Hazel Bolton
Janitor	Mr Malcolm Haughian
Sacred Heart Nursery Staff	Mrs Karen McAvoy (Teacher) Mrs Karen Montgomery

Orbiston Nursery Staff

Mrs Ellen Brown (Teacher)	Mrs Sandra Easton (Senior)	Mrs Kate Roberts
Mrs M McLaughlin / Mrs L Gray	Mrs C Carroll / Mrs R Quigley	Mrs Eileen Thompson (Clerical)

4. SCHOOL HOURS	School commences	9 am
	15 minute interval	10.30 – 10.45 am
	40 minute Lunch	12.30 – 1.20 pm
	School Closes	3.05 pm

Primary 1 pupils will attend school all day from the beginning of term in August 2013.

OUT OF SCHOOL CARE FACILITIES

Two Out of School Care Facilities operate within Orbiston area:

- YMCA Tel: 01698 843 560
- Orbiston Neighbourhood Centre Tel: 01698 749 339

Parents should contact these organisations directly if interested in Out of School Care for their child.

5. THE SCHOOL YEAR	**2013 / 2014**
Inservice day (all areas)	Wednesday 14th August 2013
Inservice day (all areas)	Thursday 15th August 2013
Pupils return – Open	Friday 16th August 2013 at 9am
September 2013	
School closes	Friday 27th September 2013
School re-opens	Tuesday 1st October 2013 at 9am
October week 2013	
School closes	Friday 11th October 2013
School re-opens	Monday 21st October 2013 at 9am
November 2013	
Inservice day (all areas)	Monday 18th November 2013
Pupils return	Tuesday 19th November 2013 at 9am
Christmas 2013 and New Year 2014	
School closed	Monday 23rd December 2013
School re-opens	Monday 6th January 2014 at 9am
February 2014	
School closed	Monday 10th February 2014, Tuesday 11th February 2014
Inservice day (all areas)	Wednesday 12th February 2014
Pupils return	Thursday 13th February 2014 at 9am
Easter	
School closes	Friday 4th April 2014
School re-opens	Tuesday 22nd April 2014 at 9am
May Day 2014	
School closed	Monday 5th May 2014
Inservice day (all areas)	Tuesday 6th May 2014
Pupils return	Wednesday 7th May 2014 at 9am
School closed	Friday 23rd May 2014
School re-opens	Tuesday 27th May 2014 at 9am
School closes	Friday 27th June 2014
Pupils return	Monday 18th August 2014

http://www.northlanarkshire.gov.uk/index.aspx?articleid=26094 North Lanarkshire Council Website

6. ENROLMENT

Registration will take place in January at a time prescribed by the Council. Notification will be given by:

- Public announcement in the local press
- Announcement in Orbiston Nursery, Sacred Heart Nursery and Sacred Heart Church

If published dates are unsuitable an alternative arrangements may be made by telephoning or calling at the school. A visit by children prior to entrance to school will be arranged. Pre- entry days are organised for the Parents of the new intake during May and June. Parents who move into the school catchment area during term time should contact the Head Teacher.

7. EQUAL OPPORTUNITIES

The school is committed to assessing all policies and practices to ensure there are no negative impact on any group of people.
Issues of class, race, ability and disability are of central concern. We believe that all children are different, are special, are of equal worth, have equal claim on the school and have equal rights within it. Our school motto reflects these aims. We are: '**A school where everyone matters**'

8. CURRICULUM FOR EXCELLENCE

What is Curriculum for Excellence?

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing an improved, more flexible and enriched curriculum for all children and young people from 3 – 18. The curriculum includes all of the experiences which are planned for children and young people through their education, wherever they are being educated. All schools and nurseries in North Lanarkshire are working hard to raise standards so that children and young people will develop all of the skills necessary to continue to be successful when leaving school and entering the world of higher education, training or work. Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament – wisdom, justice, compassion and integrity. The purpose of Curriculum for Excellence is encapsulated in the four capacities – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

What are the curriculum areas in Curriculum for Excellence?

http://www.ltscotland.org.uk/learningteachingandassessment/curriculumareas/index.asp

There are eight curriculum areas:-

Mathematics (Numeracy) ***Technologies*** ***Expressive Arts*** ***Health and Well Being*** ***Sciences***
Languages (Literacy) ***Religious and Moral Education*** ***Social Studies***

Importantly Literacy, Numeracy, Health and well Being are given added importance because these skills are so vital in everyday life. All Teachers have responsibility to teach literacy and numeracy.

Learning is divided into two phases

The ***GENERAL PHASE*** is from Nursery to the end of Secondary School Year.
Learning is divided into levels. These levels will replace the 5-14 levels that you are familiar with. The new levels are as follows:-

LEVEL	STAGE
Early	*the pre-school years and P1 or later for some*
First	*to the end of P.4 but earlier or later for some*
Second	*to the end of P7, but earlier or later for some*
Third and fourth	*S1-S3, but earlier for some*

The ***SECOND PHASE*** is from Secondary School Year 4 and beyond

Senior Phase	*S4 – S6 and college or other means of study*

How will my child's learning be assessed?

http://www.ltscotland.org.uk/learningteachingandassessment/assessment/index.asp

There will be new ways of assessing each child's progress to make sure that potential is achieved. New qualifications are being developed:-
Literacy and Numeracy Tests (at the end of S3) from 2012/13
National 4 and 5 qualifications from 2013/2014
Access, Highers and Advanced Highers to be updated to reflect Curriculum for Excellence.

In playrooms and classrooms staff will be using improved ways of assessing children's learning taking account of national and local advice and guidance. Your child's progress will be reported to you so that you know how well your child is doing.

Each year your school will let you know what is being done to implement Curriculum for Excellence so that you can be confident that your child is receiving a high quality education.

Scotland is currently pursuing its biggest education reform programme for a generation under the Scottish Government's Ambitious, Excellent Schools agenda. ***The Curriculum for Excellence*** *is central to this reform agenda.*

Curriculum for Excellence *challenges schools to think differently about the curriculum. It encourages those working in education to plan and act in new ways. It also poses challenges for learning and teaching. The implementation of* ***Curriculum for Excellence*** *will go beyond the provision of guidance on curriculum content. The purpose of the programme is to improve the learning, attainment and achievement of children and young people in Scotland. It is also about ensuring that pupils achieve on a broad front, not just in terms of examinations. It is important to ensure that children and young people are acquiring the full range of skills and abilities relevant to growing, living and working in the contemporary world.* ***Curriculum for Excellence*** *aims to ensure that they will enjoy greater choice and opportunity to help realise their individual talents.*

A CLOSER LOOK…

LANGUAGES and LITERACY
http://www.ltscotland.org.uk/learningteachingandassessment/curriculumareas/languages/index.asp
We are currently making Literacy more 'active' across the curriculum throughout the school. Our school attaches a high priority to Literacy and the important of linguistic skills which are essential to access all other aspects of the curriculum. This includes such important aspects as Reading with understanding, Listening attentively, Talking to the point and Writing fluently and legibly with accurate spelling and punctuation. The infant classes use a variety of reading materials which are benchmarked to the stage of learning ie PM Books, Lighthouse, Heinemann Readers and introducing their first chapter books through 'skinny novels' . At the earliest stages reading aloud with the teacher in a group setting is an important developmental activity. Children develop phonic and comprehension skills through the **North Lanarkshire Council** '**Active Literacy**' package and **Phoneme** work.
In P4 – 7 a variety of resources are used to promote 'Active Literacy' including Novel work through the Active Literacy programme of study. Many varieties of resources stimulate, challenge and develop literacy in action ie Big Books for class lessons, resources for group work, home reading and reading for information. Strategies involved with Active Literacy in 'Novel based' activities are robust and challenging across the curriculum. These resources and programmes allow each child to proceed at his/her own pace with his/her own capabilities.
Other materials are used to promote literacy such as Smart Board work directly linked to interactive work through GLOW, Active Spelling Strategies, Rainbow Readers, 'Have a go boards', Dictation work, GoggleBox, Story Spinners and many, many more.

MATHEMATICS and NUMERACY
http://www.ltscotland.org.uk/learningteachingandassessment/curriculumareas/mathematics/index.asp
There are three main components to the mathematics programme your child will study;
Number, Money and Measure - exploring, understanding and developing secure skills in using;

- Estimating and rounding
- Number and number processes
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Data and analysis
- Ideas of chance and uncertainty

Numeracy is taught through activity and the use of new technologies. To support our teaching programme in Numeracy, we do not work solely with one particular resource. Numeracy is explored through active work using Active Heinemann, Scottish Heinemann Mathematics, TeeJay Maths, interactive programmes of work through Education City, GLOW and many more quality sites. The teacher introduces each topic or skill with a range of activities and practical experience and the children use a wide range of materials, including textbooks, workbooks, work cards and extension and reinforcement materials. They fit well with the new interactive teaching approaches in Mathematics and mental mathematics activities, in line with Inspectorate advice. Numeracy is also a core subject found throughout Interdisciplinary Topic work and skills taught can then be applied to every day problems and usage.

HEALTH and WELL BEING

http://www.ltscotland.org.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/healthandwellbeing/index.asp

Learning through Health promotes confidence, independent thinking and positive attitudes and dispositions. Because of this it is the responsibility of every teacher to contribute to learning and development in this area. *Building The Curriculum 1*

The Health and Well Being curriculum permeates throughout the 3-18 stages. Areas of focus would be;

- Mental and Emotional Wellbeing
- Social Wellbeing
- Physical Wellbeing
- Planning for Choices and Changes
- Physical Activity and Sport
- Relationships

These areas also are incorporated into the life of a school through the 4 Capacities, Committee work, liaison with specialist staff and Health.

We deliver at least 2 hours of physical activity in a week, where visiting specialists train staff and pupils in new sporting skills. Our Sport's coordinator supports the SMT in many sporting events in school and Out of School Classes. Pupils currently in P5 also have a block of Swimming and Fitness lessons.

Children are asked to bring P.E. kit – shorts, T-shirt (no football colours) and soft shoes to change into. In keeping with Health & Safety regulations all jewellery must be removed for P.E.

RELIGIOUS and MORAL EDUCATION

http://www.ltscotland.org.uk/learningteachingandassessment/curriculumareas/rme/index.asp

We follow the programme of work passed by the Holy See, 'This is Our Faith' for The Curriculum for Excellence in Catholic schools which develops experiences and outcomes in areas such as;

Mystery of God
In the Image of God
Revealed Truth of God
Son of God
Signs of God
Word of God
Hours of God
Reign of God
Other World Religions; beliefs, values and issues, practices and traditions

SOCIAL STUDIES

http://www.ltscotland.org.uk/learningteachingandassessment/curriculumareas/socialstudies/index.asp

A framework of topics in our Environmental Studies allows for a balance across the areas studied and progression through the stages of school. Topics can be broadened in classes by attending school trips - watch our regular newsletters for information on your child's topic each term, so you can support at home and visit libraries.The curriculum is based on important ideas underpinning social studies. These include identity, change and continuity, diversity, economic, social, and environmental issues, needs and resources, decision making and participation as active citizens. The framework describes outcomes contribute to the development of secure values and beliefs. Experiences and outcomes are grouped in the following way:

- **People, Past events and Societies**
- **People, Place and the Environment**
- **People in Society, Economy and Business**

Through this programme we work towards progressive development of the child's understanding and awareness of their environment, with a view to learning both about it and from it. The children develop an awareness of the world around them, both local and global. Topic work can be inspired from Novel studies and / or through Interdisciplinary work incorporating a focus on a variety of subjects together.

SCIENCES

http://www.ltscotland.org.uk/learningteachingandassessment/curriculumareas/sciences/index.asp

Experiences and outcomes will be grouped in the following way:

- **Planet Earth**
- **Forces, Electricity and Waves**
- **Biological Systems**
- **Materials**
- **Topical Sciences**

Teachers will be able to draw from these experiences and outcomes to develop relevant teaching contexts and activities, both within and beyond science, to a depth appropriate for the stage, class, or group being taught. Sacred Heart Primary currently work through a three year cycle of science subjects that encourage depth and quality in programmes of work through various times in the year, which can be explored through active and collaborative methods. Only the Early Stages have an annual programme of work because P1 are in the final year of the Early Stages in the Curriculum for Excellence and have one year to finalise this stage. Many resources are used to engage pupils in Science and this calls for outside expertise in 'Science Week' and many online resources such as Education City.

TECHNOLOGIES

http://www.ltscotland.org.uk/learningteachingandassessment/curriculumareas/technologies/index.asp

Staff and pupils explore these subjects through interdisciplinary work utilising the many new technological resources that we have throughout our school. With our ICT suite, pupils regularly access interactive online work, film and animate work and present these through technological mediums on our smart boards in class and in our school hall. Technology is continually being maintained and developed to meet the 21st Century requirements of a modern Curriculum for Excellence.

- **Technological developments in society**
- **ICT to enhance learning**
- **Computing Science contexts for developing technological skills and concepts**
- **Food and textiles contexts for developing technological skills and concepts**
- **Food and Textiles contexts for developing technological skills and knowledge**
- **Craft, design, engineering and graphics contexts for developing technological skills and knowledge**

EXPRESSIVE ARTS

http://www.ltscotland.org.uk/learningteachingandassessment/curriculumareas/expressivearts/index.asp

In addition to clear outcomes, there is an emphasis on participation in well-planned experiences in the expressive arts at all stages. Throughout the school calendar year, pupils are involved in many public presentations and performances. Interdisciplinary work regularly incorporates many of the expressive arts in topic work which in turn brings life and creativity to the study.

- **Participation in Performances and Presentations**
- **Art and Design**
- **Dance**
- **Drama**
- **Music**

Alongside their inherent skills and knowledge, these areas of study promote emotional and social development and provide a means for self expression. Expressive Arts are at the heart and soul of the good ethos in a school and illustrate and resonate the life of its pupils and staff.

PERFORMANCE

http://www.ltscotland.org.uk/learningteachingandassessment/assessment/index.asp

ASSESSMENT WITHIN THE CURRICULUM The class teacher assesses the progress of pupils through a variety of methods, including routine approaches such as questioning to check understanding and looking at written work on a day to day basis. Alongside this continuous assessment, a variety of assessment checks and written and verbal tasks are used to keep a check on children's progress to identify the 'next steps' in learning and hopefully pick up on any possible problem areas at an early stage. The children's progress is also monitored carefully by the promoted staff of the school through jotter sampling and class visits. Summative and Formative Assessment are used to self evaluate progress made. Learning Intentions are displayed daily for all pupils and staff to focus on the learning and teaching of the day. Pupils assess their understanding at the end of a lesson and know their 'next steps' in their own personal learning plan.

Children throughout the school are regularly monitored on their continual performance to pinpoint basic difficulties in Literacy and Numeracy. Support for Learning is evident in shoulder partner work, differentiated tasks in class and support staff who are assigned to classes regularly throughout the year. Evidence of pupil's work, assessment and achievements are kept in folders and assessment will continue through the implementation of the Curriculum for Excellence.
The National Assessment Resource, NAR has examples of assessment in many curricular areas and experiences and outcomes on the Learning and teaching website.
http://www.educationscotland.gov.uk/index.asp

REPORTING TO PARENTS

On two occasions, in October and March, you will be invited to school to discuss your child's progress with his/her class teacher. You are offered a choice of time for these appointments, either end on to the school day or later in the evening to try to accommodate working arrangements and childcare.
Reports are sent to Parents in December (Interim) and June (End of Year). Open afternoons and workshops are also implemented throughout the year to further explain the Learning and Teaching at a particular stage and also to support work at home by informing parents of current practise.

Please contact the school at any time if you wish to discuss an aspect of your child's progress – I will always be happy to find a mutually suitable time to see you.

9. ADDITIONAL SUPPORT NEEDS

Sacred Heart Primary complies with the Education (Additional Support for Learning) (Scotland) Act 2004 as amended by the Education (Additional Support for Learning)(Scotland) Act 2009.
North Lanarkshire Council's policy is contained within "Support for Learning Policy into Practice 2", a copy of which is available in the School. The school has a Support for Learning Policy, available from the school on request, which is consistent with North Lanarkshire Council guidelines.

Every learner in our school is important and every child is encouraged and challenged to work to his/her full capability. If your child is experiencing difficulties whether in the short or longer term and needs some Additional Support from the class teacher or from a member of the promoted staff, we will let you know and discuss the ways in which you can support your child at home.
We follow the Authority's Staged Intervention Programme of Support where your child may be supported within the class environment, then after consultation with you, may be withdrawn from class to work quietly in a one to one or small group setting with Our Network Support teacher who visits our school three mornings a week or with our extensive programme of support. You will be contacted regularly to update you on progress being made.
Appropriate records are kept on any school interventions. Reviews for children with additional support needs are carried out regularly by the extended learning support team including the educational Psychologist. If appropriate, an additional support Plan will be put in place to plan for a child who requires a significant level of support. This will be shared with the child, the child's parents and the learning support teacher. It is generally written by the class teacher with parental input and advice from the DHT and if required the Area Learning support manager.

This staged intervention process follows Four Strands of support;
Level 1 - Internal support, where education staff identify that a child or young person needs support or planning which can be met within existing school or playroom settings.
Level 2 - Internal support, where education staff identify that a child or young person needs support or planning from within the school or early years establishment.
Level 3 - External support from within learning and leisure services, where it is identified that the child or young person requires support or planning from beyond the school or early years setting but within educational services.
Level 4 - External support provided on a multiagency basis, where the child or young person's needs are identified as requiring support or planning from multiagency services and these support needs are likely to last for more than one year.

Occasionally it is necessary for the school to seek advice from the school's Educational Psychologist; Catherine Cruikshank. You will always be contacted prior to any request being made to Psychological Services for specialist help.

- Bi-Lingual support can be available for children whose first language is not English.
- Looked After Children i.e. children who are cared for directly or whose care is supervised by the local authority are deemed to have Additional Support Needs unless assessment determines otherwise.
- Parents and young people can request an assessment to establish whether a child or young person has additional needs or requires a Co-ordinated Support Plan

Parents and pupils are an essential part of the assessment, planning review processes and your views will be actively sought.

Planning

Additional Support Plans (ASPs) enable staff to plan for children with Additional Support Needs. Some children may require significant support from education and at least one other agency, such as health, social work, voluntary agency to help them meet their learning targets. Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. Parents and young people can, if they wish, request a CSP and are very much part of the process. A CSP may be initiated by the school or another agency. Parents will receive letters from the Education Authority throughout the process of producing a CSP. Parents and young people will be invited to take part in multi agency meetings and their views will be recorded in the plan.

Dispute Resolution

North Lanarkshire Council is committed to resolving any differences of views through discussion, dialogue and building on common ground.
If the matter cannot be resolved with the Education Authority you have the right to request **mediation**.

An independent mediation service is available to parents and young people through Resolve (see contact details at the back of this handbook). Mediation is free and independent of the Education Authority.
In the event that a disagreement cannot be resolved through mediation, then an application for **Independent Adjudication** (see contact details at the back of this handbook) can be made by parents free of charge. The Independent Adjudicator will make recommendations to the Education Authority about how the dispute should be resolved.
The Additional Support Needs **Tribunal** has been set up to hear appeals made by parents or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans and placing requests. If you disagree with any decision relating to your child's Co-ordinated Support Plan or the content of it you may be able to refer to the Tribunal.

10. THE SCHOOL IMPROVEMENT PLAN 2012 / 2013 - 2013 / 14

The School Curriculum at Sacred Heart Primary is *currently embedding the Curriculum for Excellence.*
The curriculum in Scottish primary schools follows structured guidance from the Scottish Office which sets out the areas of study, the work to be covered and the progress to be made in each area. These guidelines are known as the **Curriculum Development Programme**. With support and advice from our local education authority, our school develops its own policies and programmes of study which take account of known good practice in education and advice from Education Scotland.

IMPROVING the QUALITY of the CURRICULUM

Your child's class teacher will deliver a carefully structured programme for all levels of attainment within the **Curriculum for Excellence.** Developments and guidance and up to date advice is ongoing, so that all our pupils are presented with work at an appropriate level of challenge, enabling them to make good progress and achieve the attainment targets appropriate to their stage of learning across the whole curriculum.
A high priority for us has been to steadily develop our programmes of study for each area and select the core resources and teaching materials through which we will deliver our curriculum. These programmes of study and improvements to the Learning and Teaching process are constantly reviewed and updated during staff meetings and In service Days.

In **2013 / 2014** we will continue to embed the Curriculum for Excellence Priorities in past years, with a closer look at Aesthetic subjects and Assessment, Reporting and Transition work with our Cluster colleagues.

11. A WORD ABOUT HOMEWORK

Our Homework Policy was drawn up in consultation with parents and staff and a copy can be obtained from school. The arrangements for homework are based on the pupils' age, aptitude and ability. The school policy provides homework four nights each week Monday to Thursday. The support and co-operation from parents is both encouraged and invaluable. All homework should be signed by parents. Homework diaries are in use from P4 onwards and P1-P3 have a small class work and behaviour diary.
The purpose of homework –

1. To keep parents aware of the curriculum and the progress made by their child, thereby reinforcing home/school links.
2. To enable parents to be involved in their child's work.
3. To consolidate, revise, reinforce or extend work already covered in school.
4. To help children to establish independent work habits.

With your support, we may also send work which has not been completed during the school day. Please feel free to comment in your child's diary P4-7 or on the P1-3 homework and behavioural diary.

Homework may take the form of reading, learning spelling, learning tables, writing, carrying out research, developing our Active Literacy programme, logging on to a school based interactive site in GLOW.
http://www.ltscotland.org.uk/usingglowandict/glow/index.asp
Homework should never cause tension at home so if any problems arise please contact the DHT / HT.

12. SCHOOL ETHOS

Sacred Heart Primary's motto is 'School where everyone matters'. Our ethos encourages and inspires pupils to succeed. Our school is well known in the community for its excellent ethos and very high standards of behaviour. Within our school we have a warm and secure atmosphere underpinned by high expectations with regard to manners, general courtesy and behaviour.

Our children are made aware at an early stage of the United Nations Charter of Rights of the Child. We emphasise that every child has the right to be happy – but at the same time every child has a serious responsibility to classmates and schoolmates, to ensure that this right to happiness is not undermined by any individual or minority.

Ideally, the school should be supporting and building on a sense of values already known to the child at home. The relationship between a child and his / her teacher is similar to that between child and parent, in that mutual consideration is required on both sides.

We help our children towards self discipline through promoting positive behaviour and positive school rules. Our playground is exceptionally well supervised and we take a strong anti-bullying stance. School rules exist for the comfort and security of all and exist with health and safety aspects firmly to the fore. Orderly and mutually respectful behaviour is insisted upon at all times.

We celebrate success daily motivating our pupils to be all they can be set in an environment of care and trust. Each week the Head Teacher and Depute Head Teacher hosts an assembly to celebrate the week's achievements through our House Points system, awarding certificates and stickers of achievement and looking forward to our next targets. Pupils know that they are valued and can make a difference in everything they do within school and beyond.

13. SPIRITUAL, SOCIAL, MORAL and CULTURAL VALUES

Fr McGoldrick is a frequent visitor to our school and we appreciate his involvement in the life of the school and his support, from which our children, staff and families benefit immensely.

The religious programme 'This is Our Faith' is the religious programme of study in Catholic schools following the Curriculum for Excellence and passed by the Holy See. The programme covers Christianity, World Religions and Development of Beliefs and Values as well as presenting materials appropriate to the age and level of development of the child, the programme provides opportunity for celebration, prayer and reflection using a variety of resources.

"Education for Love" is also used. This is a programme produced by Motherwell Diocese to teach children about their social, physical and emotional developments.

The spiritual dimension in a Catholic Primary school aims to support and encourage, the child and the values of the Catholic home. It is the underlying ethos of our way of life. All classes attend Mass on a rolling programme throughout the year and we have a whole school Mass programme which recognises and celebrates Holy Days of Obligation and special Feast Days. This contributes to the ethos of our school and enables us to come together as a community. Through our religious observances we seek to express and deepen the faith of the individual, the school and the school within its community. We celebrate the faith that we explore in our RE programme and we help the children to confirm and deepen their own prayer life, sacramental life and commitment.

Preparation for the Sacraments of Reconciliation, Eucharist and Confirmation is effectively implemented at the appropriate stages and meetings are held for parents.

It is recognised that the Education Act allows parents to withdraw their children from any instruction in religious education and from any religious observance and that any such pupil will not be placed at any disadvantage with respect to secular instruction.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.

Our school Feast Day is celebrated in June, the Feast of Sacred Heart when the whole school attends Mass. Within our Feast Day celebrations we may also have a coffee morning in the school hall with some entertainment from the children. We organise some Fun Activity for the children by inviting Visiting performances to the school such as Hopscotch Theatre, Magicians, Scottish Opera or sporting activities.

Parents are made most welcome at all school celebrations, for example -School Masses, Fun Days, Coffee mornings, Open Days, Carol Concerts and Nativity Plays. Dates for all school events are published in our termly Newsletters and posted around the school building after an accompanying letter.

14. EXTRA – CURRICULAR ACTIVITIES

We invite all classes throughout the year to participate in a variety of classes after 3 o'clock which include; Athletics, Football, Dance, Music and Drama, Netball, Focus on Food, Cycling Proficiency (P7) and many more. Staff and Parents who are disclosed and would like to volunteer to support a class can make an appointment with the Head Teacher and Sports Coordinator to discuss the matter further. Some of our extra – curricular activities may be held out with the school building to participate in Festivals.

15. FREEDOM OF INFORMATION

The Freedom of Information (Scotland) Act 2002 came into force in January 2005. The Act allows anyone to ask for information held by the Council and imposes a time-scale of 20 working days for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of information Officer with the support of an officer in each Service. The Freedom of Information and Records Management Officer can be contacted by telephone on 01698 524712

16. DATA PROTECTION ACT

The processing of your personal information by North Lanarkshire Council is carried out in accordance with the Data Protection Act 1998. The information you give is held securely, treated confidentially and only used for statutory educational purposes or to improve the quality of the service. Under the Data Protection Act 1998 you are entitled to access the information held. Applications for this can be made to the Data Protection Officer, North Lanarkshire Council, Civic Centre, Motherwell, ML1 1TW.

a. TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

Education authorities and the Scottish Government Education Portfolio (SGEP) exchange data about pupils either on paper or electronically through the ScotXed programme.

The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by the school and the council but they are not passed to SGEP. The postcode is the only part of the address that is transferred. Data is held securely and no information on individual pupils can be published by SGEP providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.
Why do we need your data?

In order to make the best decisions about how to improve our education service, SGEP and education authorities need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better exam results. Accurate and up-to-date data allows SGEP, education authorities and schools to:

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors that influence pupil attainment and achievement,
- target resources better.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you

the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net)

SGEP works with a range of partners including HM Inspectorate of Education and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SGEP, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual.

Concerns

If you have any concerns about the ScotXed data collections you can email school.stats@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEGP, Area 1B, 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.

Want more information?

Further details about ScotXed data exchanges are available on the ScotXed website,

www.scotxed.net

17. CHILD PROTECTION

Every adult in Scotland has a role in ensuring all our children and young people are safe and protected from harm at all times and in all situations.

The Head teacher is responsible for the schools actions in response to Child Protection concerns.

If there are any Child Protection concerns the Head teacher or the Child Protection Co-ordinator will follow North Lanarkshire Child Protection Procedures and Guidelines.

Child Protection Co-ordinator is Mrs K Somerville, Head Teacher Tel 01698 274 903

18. PROMOTING POSITIVE BEHAVIOUR

All pupils are expected to be well-behaved at all times with their class mates and members of the school community. It is essential that home and school work together to ensure an environment where all can learn and teach in safety in mutual respect of each other. The school policy promotes positive behaviour through classroom rewards, letters of commendation and rewards at weekly assemblies.

Miner misdemeanours are normally dealt with the class teacher as they occur. Serious cases of indiscipline eg bullying, vandalism or behaviour likely to endanger pupils or others – are reported to the Senior Management Team. Actions could include verbal reprimands, discipline exercises, loss of Golden time, and referral to Parents and in extreme cases will involve exclusions from class to the Sanctuary or exclusion from school for a period of time.

All Staff from our cluster schools have been involved in learning about restorative Practices, which will hopefully result in improved ways in dealing with conflict.

Our policy and practices are continually being improved.

ANTI-BULLYING POLICY

At Sacred Heart School we are very aware of the distress that can be caused, not only to children involved in bullying incidents but also to the parents who feel anxious about this situation. We are all too aware that children who bully are often in need of help and support. We make every effort through our Religious, Moral and Personal and social development programmes to prevent bullying from taking place in our school.

IMPLEMENTATION

It is often difficult to trace bullying. However if we suspect that there is a bullying situation taking place in the school the following procedures will be followed:

- Investigation and establish the nature of the incident

- Raise awareness to staff concerned to the incident ie Senior Management, Classes, Teachers, Playground supervisors and also the Parents of the child – children involved
- Monitor the situation and discuss with the children concerned
- Use anti-bullying materials with classes
- If the situation recurs, sanctions will be auctioned such as removal from the yard, parents notified and in extreme situations the child may be excluded from school for a period of time.

b. SUPERVISION OF PLAYGROUNDS

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.
Our Primary 1 children take their breaks with their designated Primary 7 "buddies" who look after them until they are able to enjoy playtimes independently. Our young children, Middle School and Upper School pupils all have their own dedicated play areas and Senior pupils enjoy the use of the football pitch on a rota basis, weather permitting. In our school, alongside the Janitor, Classroom Assistants and Additional Support Needs Auxiliaries, the Head Teacher and Depute are on playground duty and ensure the safety of the children at play. Our school playground is very well supervised and with the help of our P7 Monitors pupils know they are well looked after.

19. HOME and SCHOOL LINKS

We are firmly committed in Sacred Heart Primary to having a genuine partnership with our parent community. We cannot emphasise enough the value of your support and co-operation. The benefits to the children of a positive relationship between parents and teachers are enormous. You are, and will always be, your child's most important teacher throughout his/her life and your own attitudes to school and to learning will impact enormously on your child's attitude to school.
Parent involvement, ***only after Disclosure*** in the day to day life of school includes supporting Staff by helping in the school gardens, outdoor activities, and from time to time we ask for parental assistance with, for example, school outings, Extra Curricular Activities, Shows and Performances, Fun Days, Open afternoons etc and your support here is invaluable in enriching the children's school life.
Our Community Learning Development officer is Helen How.
We have already established a thriving **Parents and Friend's Association** which represents our whole school community. PFA Fundraising events are regularly reported in our monthly Newsletter and support is warmly welcomed, whether from mums, dads, carers, grandparents, - indeed, any members of our school community. Meetings are held in the evenings so as many as possible of our working parents can attend and every parent or friend of the school is most welcome at these meetings.
PFA Chairperson – Mrs Boyle
Parents are able to be elected onto the Parent Council when a position is available.
Parent Council Chairperson – Mr Boyle

20. ATTENDANCE AT SCHOOL

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents/carers should inform the school by letter of the dates before going on holiday. Such absences will be authorised only where attendance is otherwise satisfactory. Where attendance is unsatisfactory, absence is unauthorised.
Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon. Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment, Etc Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised or unauthorised as defined by the Scottish Government.
At the start of each school session, parents will be asked to provide contact details including at least one emergency contact number. Parents are required to inform the school if these contact details change during the course of the year.
Parents and carers are asked to inform the school if a pupil is unable to attend from the start of the

school day on the first day of absence. Failure to do so will result in school staff accessing all contact numbers provided for the child. In terms of child safety police will be contacted if all attempts to locate the child have been exhausted.
Parents should be asked to inform the school by letter or telephone if their child is likely to be absent for some time, and to give the child a note on his or her return to school confirming the reason for absence.

(a) Family Holidays - Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents/guardians should inform the school by letter of the dates before going on holiday. Absences will be classified as authorised only in exceptional circumstances. Such circumstances may include:

- A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.
- A family holiday classified under the 'authorised absence' category will not include such reasons as:
- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experience during school holidays
- Holidays which overlap the beginning or end of term
- Parental difficulty obtaining leave (except in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)

Family holidays with the above similar characteristics will be classified as unauthorised absence. Where the head teacher's prior agreement has not been sought the absence will automatically be classed as unauthorised.

(b) Extended Leave with Parental Consent
Where most family holidays will be recorded as unauthorised absence (see above) extended leave with parental consent will not be considered the same as a family holiday. Leave in such circumstances will be authorised under circumstances such as:

- Extended overseas educational trips not organised by the school
- Short term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to travelling families

(c) Exceptional Domestic Circumstances - Parents may request permission for such leave in writing and the school circumstances may authorise such requests under the following circumstances:

- The period immediately after an accident or illness
- A period of serious or critical illness of a close relative
- A domestic crisis which causes serious disruption to the family home, causing temporary relocation.

It should be emphasised that the school Attendance Officer investigates unexplained absence, and that the Authority has the power to write to, interview or prosecute parents, or to refer pupils to the reporter of the children's hearings, if necessary.

Attendance certificates, sticker and class star awards are given out regularly at school assemblies for pupils whose attendance is 95% or above.
Any attendance or lateness concerns will be sent a letter of concern. Late coming is noted daily and the school will send letters if late coming is persistent. Un-notified absences are checked daily and a text will be sent to parents.

(i) COMMUNITY LINKS

Schools are very much at the heart of the community and we see our school as an integral part of the local community. We teach our children to think of themselves as citizens with much to contribute towards the community in which they live. We have a purposeful and very positive liaison with a variety of local organisations – e.g.

- Links to the elderly community
- Community police who support our school through personal safety, road safety, good citizenship and crime prevention initiatives
- Primary 7 work in Partnership with cluster Primaries and Lawmuir Primary to be active citizens in our community

21. CLOTHING and UNIFORM

All North Lanarkshire schools must have a dress code which encourages pupils to dress in a way which is appropriate to attendance at school. This dress code must not lead to direct or indirect discrimination on the grounds of race, religion, gender or disability. Prior to drawing up the dress code the parents, pupils and staff were fully consulted. It is the expectation of the education authority that parents will be keen to support the dress code and written agreement may be sought.

Clothing which is unacceptable in school under any circumstances includes items which:

- could potentially encourage factions (e.g. football colours)
- could cause offence (e.g. anti-religious symbolism or political slogans)
- could cause health and safety difficulties such as loose fitting clothing, dangling earrings, and other potentially dangerous jewellery.
- are of flammable materials which may be a danger in certain classes (e.g. shell suits)
- could cause damage to flooring
- carry advertising in particular for alcohol or tobacco, and
- could be used to inflict injury to other pupils or to be used by others to do so.

Parents in receipt of a clothing grant from the Council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the Executive Director of Learning & Leisure Services. Information and application forms may be obtained from any school or First stop shop. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment & Support Allowance (income related), housing benefit, council tax rebate

Whilst in general terms it would not normally be the policy of the authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code may be deemed to be a serious challenge to the head teacher's authority and to be detrimental to the well being of the whole school community. In such circumstances a head teacher may justify the use of the school discipline procedure.

The Council wishes to minimise claims arising from the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing, jewellery, etc, are not brought to school. Parents should note that any claims submitted to cover the loss of such items are likely to be met only where the authority can be shown to have been negligent.

We can proudly state that school uniform is worn by every pupil in our school. This promotes a pride in our school community, a sense of identity and a good work ethic, and we very much appreciate the efforts of our parent community in their full support of our uniform policy. Sacred Heart Primary's uniform comprises:

GIRLS		BOYS	
Skirt / Pinafore	Grey	Trousers	Grey
Trousers	Grey	Shirt	White
Shirt	White	School Tie	
School Tie		Sweatshirt	Green
Cardigan / Sweatshirt	Green		

23. SCHOOL MEALS

For those children who wish to buy lunch at school, a wide selection of appealing and nutritious food is provided by our Catering Supervisor, Mrs Hazel Bolton and her team. Primaries 1 – 3 come to the Dining Hall first for lunch. Primaries 4-7 come to the Dining Hall on a weekly rota basis to ensure fairness. Our Dining Hall team are extremely helpful and patient with our children and the younger children are guided through choosing their lunch by our Senior Management Team, Classroom Assistants, ASNA support staff and Primary 7 Monitors.

Children choose from a menu and there is always a good choice of meals on offer through our 'Hungry for Success' range of food. Children may select from hot meals (e.g. lasagne and garlic bread or curried chicken with rice). In addition there are always hot and cold filled rolls available and a picnic option of sandwich, crisps, fresh fruit and a piece of home baking and a drink.

Your child is most welcome to bring a packed lunch from home and eat in the Dining Hall.

Special diets are provided for those children who require them on medical grounds (enquiries should be made to the Head Teacher for these specialised procedures to be followed and accommodated). Diets required as a result of a medical condition (a medically prescribed diet e.g coelic disease, diabetes, food allergy or intolerance) can be provided in school after consultation with the child's registered Dietician or General Practitioner.

A medically prescribed diet form must be completed by the child's Registered Dietician or General Practitioner. Procedures and forms can be assessed from the child's school or dietician, or from North Lanarkshire's catering service. Occasionally, parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements.

I hope this information lets you see that our cafeteria is a pleasant and healthy eating place for your children. Parents of new entrants are invited to meet our Catering Supervisor and see the Dining Hall as part of our Pre Entrant Programme; for any other interested parent I would be happy to arrange this for you. Sample menus are sent out for you to view on a regular basis and should be referred to regularly if your child is needing help to widen their food choice.

Children of parents receiving Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related) are entitled to a meal without charge.

Information and application forms for free school meals may be obtained from schools, first stop shops and Municipal Buildings, Coatbridge

Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment & Support Allowance (income related), housing benefit, council tax rebate.

Only those children who receive a free school meal are entitled to free milk. Milk may however be available for purchase in the school during the lunch period.

BREAKFAST CLUB

We are currently running a Breakfast Club in the school hall each morning from 8.30am until 9am. Pupils need to be registered for the club by Parents filling out the appropriate paperwork from the school office. All pupils in attendance are supervised by the Breakfast Club supervisor and the Catering staff supply the breakfast at a current cost of 20p. Pupils receive a small drink of fruit juice, cereal of their choice with milk and toast.

24. TRANSPORT

(i) The Council has a policy of providing free transport to all primary pupils who live more than one mile from their local school by the shortest suitable walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or from Learning and Leisure Services. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

There is discretion in certain circumstances to grant privilege transport for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred. Not necessarily for the start of term.

(ii) Pick up points

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

(iii) Placing Requests

The Council does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.

In the case of early entry requests if the child is offered a place in the catchment area school, transport will be provided in accordance with the Council's policy stated above.

25. MEDICAL and HEALTH CARE

If your child has a particular health problem, please bring it to the attention of the Head Teacher, particularly where the condition might affect the child's work or may have implications for his/her safety.

PLEASE NOTE THAT SOME OF OUR PUPILS HAVE NUT ALLERGY. THIS MEANS THAT COMING INTO CONTACT WITH SNACKS OR SWEETS CONTAINING NUTS OR WITH ANY TRACES OF NUTS IN THEM, HOWEVER SLIGHT, COULD HAVE POTENTIALLY FATAL CONSEQUENCES. PLEASE ENSURE THE PEACE OF MIND OF THOSE PARENTS INVOLVED BY BEING ESPECIALLY VIGILANT ABOUT PACKED LUNCHES, PLAYTIME TREATS AND SNACKS. REMEMBER – WE ARE A "NUT-FREE" ZONE!

The medical examination of children is undertaken during each child's school life by staff of Lanarkshire Health Board and parents may refer their child at other times to the Clinical Medical Officer for examination or advice. Dental inspections are also carried out on a routine basis in primary schools or you may choose to go instead to the family dentist.

The school nurse makes regular health checks. Any symptoms found would be referred to the appropriate service and accidents are treated at the school, but for those of more serious nature, the parent or the emergency contact in informed. For this reason it is imperative that the school has an up to date phone number to contact should an emergency arise.

It is important that the Head Teacher is informed of any medical condition so that staff can be vigilant.

At no time should a child have medicine in their bag to take to school. All medicines should be handed into the school office by the parent and the appropriate paperwork must be completed before it can be administered. The same procedure applies for children who use an inhaler, epipen etc Parents are welcome to come and administer medicines.

I would respectfully emphasise that you, as the parent, should make the decision as to whether a child is well enough to be at school – while the school makes every effort to care for children who become unwell in the course of the school day, I will always make the assumption that if your child complains of a minor ailment which was in evidence at home that morning, then you have made the decision that your child is fit for school. School will only seek to contact you if a child becomes unwell and it is thought necessary to inform you. Every effort will be made to contact you or the child's emergency contact so that the child may be collected from school.

In some cases of minor illness or accidents, children may be given simple first – aid in school. In the case of more serious illness or accidents, parents will be contacted and the child may be collected from the school, escorted home or if necessary taken to hospital by ambulance. In all cases every effort will be made to contact the parents. It should be noted that if any child receives a blow to the head or face, the parents will be contacted.

Only parents or the authorised emergency contact may collect a child during the school day.

Please keep us up to date with any change in your home, work or emergency contact telephone numbers.

If your child has an appointment which necessitates him/her leaving the school during school hours he/she must be collected by the parent or some other named responsible person. Please call at the office when collecting a child for such an appointment and sign in and out.

We work closely with our Public Health Nurse to promote healthy lifestyles.

We have a daily tooth brushing programme in P1-P3.

25. INFORMATION IN EMERGENCIES

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. For example, schools may be affected by severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio and the North Lanarkshire Council's website and Twitter.

26. THE PARENT FORUM

As a parent of a child at this school you are automatically a member of the Parent Forum. The Parent Forum is composed of all the parents and carers of children at the school.

As a member of the Parent Forum you can expect to:

- get information about what your child is learning
- get information about events and activities at the school
- get advice/help on how you can support your child's learning
- be told about opportunities to be involved in the school
- have a say in selecting a Parent Council to work on behalf of all parents at the school
- be invited to identify issues for the Parent Council to work on with the school.

The Parent Council

(1) The composition of the Parent Council should be stated. (This is determined by the Parent Forum). There should also be a reference to the head teacher being the professional adviser to the Parent Council.

The Parent Council's rights and duties include:

(a) supporting the work of the school;
(b) representing the views of parents;
(c) consulting with parents and reporting back to the Parent Forum on matters of interest;
(d) promoting contact between the school, parents, pupils,

providers of nursery education and the wider community;
(e) fundraising;
(f) taking part in the selection of senior promoted staff;
(g) receiving reports from the head teacher and education authority; and
(h) receiving an annual budget for administration, training and other expenses.
(i) Improving home school partnership and facilitating parental involvement

Members of Parent Councils, on a voluntary basis, may also have an advisory role in decisions on placing requests by parents in respect of those situations where the number of placing requests for a particular school or for a particular stage in a particular school, exceeds the number of places available.

THE PARENT COUNCIL

The elected members of Sacred Heart Parent Council:

Chairperson	Mr Boyle
Church Representative	Mrs Young
School Member	Mrs Harley
Parent Member	Mrs McDade
Parent Member	Mrs Murray
Parent Member	Mrs Bairstow
Parent Member	Mr Robb
Professional Advisor to the Parent Council -	Mrs Karen Somerville, Head Teacher

Members of Parent Councils, on a voluntary basis, may also have an advisory role in decisions on placing requests by parents in respect of those situations where the number of placing requests for a particular school or for a particular stage in a particular school exceeds the number of places available.
The Head Teacher has a right and duty to attend all meetings of the Parent Council. Meetings of the Parent Council are open to members of the public. Whenever there is a vacancy, the Chair of the Parent Council will ask for interested members of the Parent forum to make themselves known to them. If there is more than one interested member, names will be pulled out of the hat in full witness of The Chair of The Parent Council and the Head Teacher.

PFA

Mrs Boyle	Chairperson
Treasurer	Mrs Healey
Secretary	Mrs McDade
Parent Member	Mrs Markey
Parent Member	Mrs Bowes
Parent Member	Mrs Bairstow
Staff Member	Mrs Somerville
Staff Member	Mrs Oates
Staff Member	Mrs Poutney

The PFA meet regularly – please refer to the PFA or school newsletter for dates of meetings. They are very active in fundraising for the benefits of our children. They purchase extra resources and add greatly to the social life of the school.

27. SUPERVISION AT NON–CLASS TIME

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

Our Janitor, Senior Management Team, Classroom assistants, ASNA's, Primary 7 Monitors & Buddy's, Primary 6 Playground Games Supervisors and Clerical Staff, all supervise the Playgrounds.

28. PLACING REQUESTS cont

You have the right to make a placing request for your child to be educated in a school other than their catchment school. In December each year, the authority will advertise its arrangements for placing requests. There are sound educational reasons for trying to ensure that the transfer or admission of children to a school takes place at the start of a school session. Other than those who are moving home, to a new area, parents are advised to time any placing requests so that they take effect from the beginning of the new school session. Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school

Placing requests to Primary School does not necessarily ensure that your child will have a direct entry into the associated secondary. Advice on this must be sought from the Primary School Head Teacher. Further information on placing requests and procedures is available from the school or the council's website.

Parents and Young People have a right under the Additional Support for Learning Act 2009 as amended by the Education (Additional Support for Learning)(Scotland) Act 2009 to make a placing request for their child or young person to attend a nursery (including partnership nursery), special school or, special class managed by the home authority. In the event of a successful placing request the authority are not required to provide transport. The Act also enables parents and young people to make a placing request to attend a school/establishment belonging to another authority.

29. TRANSFER FROM PRIMARY SCHOOL to SECONDARY SCHOOL

Pupils normally transfer between the ages of $11\frac{1}{2}$ and $12\frac{1}{2}$, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session. A well structured programme of Primary Secondary liaison with Cardinal Newman High School assists with the transition from P7 to S1 and ensures that our children look forward to the challenges of High School with confidence. This programme includes:

- Members of staff from the Secondary school visiting and teaching P7
- A Parent Information Evening in the Secondary School where the Head teacher and members of her staff discuss aspects of transition and the Secondary curriculum. Various workshops are arranged
- Frequent meetings where Head Teachers of the associated Primaries meet with Mrs Boyd (HT) and Miss Taggart DHT
- Meetings between P7 teachers and guidance staff to hand over information

Our pupils normally transfer to:

Cardinal Newman High School
Main Street
Bellshill
ML4 3DW
Telephone 01698 274944

30. NAMES AND ADDRESSES

Gavin Whitefield - Chief Executive, Cllr Harry McGuigan, Cllr Harry Curran, Cllr Marina Lyle

Area Office
Corporate Services
Civic Centre
Windmillhill Street
Motherwell
ML1 1TW
Tel: *01698 302697*

North Lanarkshire Council, Department of Learning and Leisure

Municipal Buildings
Kildonan Street
Coatbridge
ML5 3BT
Tel: 01236 812222

Community Education Area Office
7 John Street
Bellshill
Tel: 01698 844607

Quality Improvement Officer, Irene Pandolfi
Learning & Leisure Services, Coatbridge

Quality Improvement Manager, Joe McAvoy
Learning & Leisure Services, Coatbridge

Support for Learning Manager
Roma French
Bellshill Area
Additional Support Manager
St Gerard's Primary School
Kelvin Road
ML4 1LN
Bellshill
01698 841 743

Roma French may be contacted directly or through the school.

You can also get more help and advice from:
Enquire – the Scottish advice service for additional support for learning. Operated by 'Children in Scotland'. Enquire offers independent confidential advice and information on additional support for learning. Enquire also provides a range of factsheets,
Phone: 0845 123 2303
info@enquire.irg.uk
www.enquire.org.uk for parents and practitioners
www.enquireorg.uk/yp for children and young people

Resolve

0131 222 2456
(Independent Adjudicator)

Scottish Independent Advocacy Alliance
Melrose House
69a George Street
Edinburgh
EH2 2JG
0131 260 5380
enquiry@siaa.org.uk
www.siaa.org.uk

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS
Europa Building
450 Argyle Street
Glasgow
G2 8LH
Helpline: 0845 120 2906
Fax: 0141 242 0141
E-Mail: ASNTSinquiries@scotland.gsi.gov.uk

NHS Lanarkshire

Bellshill
Bellshill Health Centre 01698 575700

Social Work
Bellshill
303 Main Street 01698 346666
Bellshill
ML4 1AW

Education Scotland Website
http://www.educationscotland.gov.uk/index.asp

31. QUALIFYING STATEMENT
Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document –
a) before the commencement or during the course of the school year in question.
b) In relation to subsequent school years.
By law Authorities are required to issue a copy of the school handbook to certain parents in December each year. It details the current policies and practices of both the council and the school.