

# Highpark Primary and LCR



## School Hand Book



## Highpark Primary and LCR School Handbook

Dear Parent/Carer,

I wish to extend a very warm welcome to Highpark Primary School and Language and communication Resource.

Throughout your child's stay with us, it is our wish that your child is happy, safe, confident and successful. At Highpark Primary and LCR we will seek to foster in our children a positive attitude to learning, work, progress, self, others and the environment. It is important to develop the "whole child". As a result, we focus not only on the academic and aesthetic development of our pupils, but also on their personal and social development. We hope to work in partnership with you in the important task of developing your child to his/her fullest potential, preparing him/her for the challenges and opportunities they will face in the future.

Many activities are organised by the school and Parent Council throughout the school year. We look forward to welcoming you to the school and meeting you on as many of these occasions as you can manage.

Be assured that no worry concerning your child is too small or unimportant to share with us; please contact us at any time. We hope the following pages will give you a flavour of our school. Should any questions remain unanswered, we will be only too happy to help.

Yours sincerely

Wilma O Donovan

Head Teacher

*Last updated on 19<sup>th</sup> August 2019*

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## School Vision & Values

In Highpark Primary and LCR we will provide a welcoming and friendly environment, which celebrates the diversity of our community.

We are a nurturing school where everyone feels safe, happy and valued and all children are supported to reach their full potential. This is achieved through working together with children, their families and the community, based on a shared sense of direction.

### Values:

- Respect
- Inclusion
- Friendship
- Achievement
- Kindness
- Honesty

## School Information

You can cut out the following information and have it on your fridge, purse or work desk etc. for ease of finding the numbers required.

### Contact Details:

Highpark Primary School and LCR

100 Bilsland Avenue

Ruchill

Glasgow

G20 9NY

Phone: 0141 946 7073

Email: [headteacher@highpark-pri.glasgow.sch.uk](mailto:headteacher@highpark-pri.glasgow.sch.uk)

[wodonovan@highpark-pri.glasgow.sch.uk](mailto:wodonovan@highpark-pri.glasgow.sch.uk)

Twitter: @HighparkPS

### Background information:

- Co-educational school
- Non-denominational
- Stages taught: P1-P7
- Current Roll: **258 (228 Mainstream, 30 LCR)**
- Capacity: **302 (272 Mainstream, 30 LCR)**

Learning Community: Cleveden Secondary School

## **School staff**

The Leadership Team is as follows:

|                          |                     |
|--------------------------|---------------------|
| Head Teacher:            | Mrs Wilma O'Donovan |
| Depute Head Teacher:     | Ms Moira Rarity     |
| Depute Head Teacher LCR: | Ms Elaine Easton    |
| Principal Teacher:       | Mr Steven Philson   |

## **Teaching Staff**

|                                       |  |
|---------------------------------------|--|
| Primary 1 – Curriculum Level Leader   | Miss Katie Ross                            |
| Primary 2/1                           | Mrs Lauren Christie                        |
| Primary 3/2                           | Miss Hannah Beveridge                      |
| Primary 4/3                           | Mrs Kerry MacDowell                        |
| Primary 4                             | Miss Laura Wujec /<br>Miss Lauren Mitchell |
| Primary 5                             | Mrs Emma-Jo Irvine                         |
| Primary 6                             | Mr Calum Maclean                           |
| Primary 7/6 – Curriculum Level Leader | Miss Claire Brown                          |
| Primary 7                             | Mr Calum Barker                            |
| NCCT                                  | Mr Mike Stanfield & Mr Scott Petty         |
| Nurture                               | Mrs Janis Vanderflieer                     |
| Relax Kids (HWB)                      | Mrs H. Cunningham                          |
| Place 2 Be (HWB)                      | Ms Catherine Robertson                     |

## **Support for Learning Workers**

Mrs Janice Allan  
Mrs Leighann Easdon  
Mrs Maureen Elder  
Ms Liz Paterson  
Mrs Sharon McGregor  
Miss Samira Campoy  
Mrs Leighann Cunningham

## **Senior Clerical Officer**

Ms Amanda Mortimer

## **Language and Communication Resource (LCR)**

|       |                                   |
|-------|-----------------------------------|
| Oak   | Ms Ella Brady & Ms Nicole Waters  |
| Pine  | Mrs Margaret Poli & Jamie Bolland |
| Rowan | Mr David Glen                     |
| Birch | Mr Alan Scott                     |
| Elm   | Miss Pamela Cowan                 |

## **Pupil Support Assistants**

Mrs Stacey Mc Nicol  
Ms Kay McFadden  
Mrs Sharon McIntyre  
Mrs Denise McGrail  
Mrs Suzie MacInnes  
Mrs Kim O'Donnell  
Mrs Mary MacDougall

## **Clerical Support**

## **Janitors**

Mr T McGuinness & Ms Dianne Kay

## Enrolment

Registration of Primary 1 children takes place in November and is advertised widely in local press etc. Prospective parents are welcome to visit the school and should contact the school office. Enrol is now conducted online – see the link below.

Families living out with the catchment area are welcome to make a placing request to attend Highpark Primary and LCR but must enrol their child online as a first step. Further information is available using the following

<https://www.glasgow.gov.uk/index.aspx?articleid=18426>

## Organisation of Classes

The following guidelines set by Scottish Government apply.

|                    |                   |
|--------------------|-------------------|
| P1                 | <b>maximum 25</b> |
| P2&3               | <b>maximum 30</b> |
| P4-7               | <b>maximum 33</b> |
| Composite classes' | <b>maximum 25</b> |

Composite classes have pupils from more than one stage.

## The School Day

|           |               |
|-----------|---------------|
| Morning   | 09.00 -10.30  |
| Interval  | 10.30 - 10.45 |
|           | 10.45 - 12.15 |
| Lunch     | 12.15 - 13.00 |
| Afternoon | 13.00 - 15.00 |

P1 children will remain in school until 15.00 from the first day of term.

## School Term Dates

Details of school term dates are available on the Glasgow City Council website:  
<https://www.glasgow.gov.uk/index.aspx?articleid=17024>

## Pupil Absence

Within Highpark Primary and LCR good attendance is encouraged at all times and children rewarded accordingly. Parents are asked to advise if their son or daughter is going to be absent. This should be done as early as possible on the first day of absence. If the young person is going to be absent for some time, it would be helpful to know at the earliest opportunity. The school uses daily text messaging to inform parents and carers of absence if no contact is made. All unexplained absences are investigated by the school and appropriate action taken. All calls must be made to the Pupil Absence Reporting Line on 0141 287 0039. The line is open between 08:00 – 15:30 Monday to Friday. Alternatively you can use the online form on the Glasgow City Council website: <https://www.glasgow.gov.uk/index.aspx?articleid=18832>

## **Medical & Healthcare**

The school nurse visits at various times during the year for routine health checks, vaccinations and medical examinations. Parents are kept informed by letter.

If a child becomes ill during the course of the school day, he/she may require to be sent home. Please ensure that you keep the school informed of all contact details.

Parents should inform the school of any medical requirements relating to their child. If a child requires medication during the school day, parents must complete the appropriate medical form. This is available on request from the school office.

## **Emergencies**

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, and 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 our closure or re-opening by using letters, texts and the local media etc.

## **School Uniform**

The school uniform is:

- White shirt
- School tie
- Grey/black trousers
- Grey/black skirt

Sweatshirts, cardigans, polo shirts and ties with the school logo are available for purchase at the school office.

Our uniform was agreed in consultation with pupils and parents. It is expected that all children attending Highpark Primary and LCR will adhere to this dress code.

## **PE Kit**

It is important that pupils come prepared to learn and for PE this requires appropriate clothing. All jewellery should be removed. Pupils who are not participating in PE must have a note or a medical certificate. Pupils who are unable to participate in practical PE should still bring their kit to allow them to assist in the lesson by refereeing, keeping scores or assisting with the distribution of equipment. This ensures that they are still able to take part in some way in the work of the class and do not miss out on the knowledge and understanding of the course.

There are forms of dress that are unacceptable in school, such as items of clothing which:

- Potentially encourage factions (such as football colours)
- Could cause offence (such as anti-religious symbolism or political slogans)

- Could cause health and safety difficulties (such as loose fitting clothing, jewellery)
- Could cause damage to flooring
- Carry advertising particularly for alcohol or tobacco
- Could be used to inflict damage on other pupils

### **Clothing & Footwear Grants**

Parents/Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (check link below for thresholds), Housing Benefit, Council Tax Benefit or Universal Credit (check link below for thresholds) will normally be entitled to monetary grants for footwear and clothing for their children. Information and application forms may be obtained from schools and at <https://www.glasgow.gov.uk/index.aspx?articleid=17885>

### **School meals**

Our school provides a lunch service which offers a variety of meals and snacks. Medical diets for children can be provided. Further information can be found here: [http://www.fuelzoneprimary.co.uk/UserFiles/files/Medical\\_Diet\\_Leaflet%20-%20June%202017%20WEB.pdf](http://www.fuelzoneprimary.co.uk/UserFiles/files/Medical_Diet_Leaflet%20-%20June%202017%20WEB.pdf). Please inform the Headteacher.

Children who prefer to bring packed lunches will be accommodated in a suitable area.

All children in P1-4 are entitled to a free school meal. If you plan to send your child/children to breakfast club, you should inform the staff of any medical dietary requirements.

Children and young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (check link below for thresholds), Child Tax Credit only (check link below for thresholds), Universal Credit (check link below for thresholds) and income-related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained at <https://www.glasgow.gov.uk/index.aspx?articleid=17885>

### **Breakfast Club**

The campus has a Breakfast Club that is open from 8.00am-8.45am. The children receive a healthy breakfast and are supervised by Cordia staff. This service costs £2.00 or is free to children in receipt of free school meals. Additional siblings are at a cost of £1. These are payable on a daily basis.

### **Transport**

The education authority has a policy of providing free transport to all pupils who live out with a certain radius from their local school by the recognised shortest walking route. This means that the provision of transport could be reviewed at any time. Parents/Carers who consider they are eligible can apply online at <https://www.glasgow.gov.uk/index.aspx?articleid=17882>

## **Transfer from Primary to Secondary School**

Children and young people normally transfer between the ages of 11 ½ and 12 ½, so that they will have the opportunity to complete at least 4 years of secondary education. Parents and carers will be informed of the school arrangements no later than December of P7. Children from our school normally transfer to:

Head Teacher: Mr Roger Boyle  
Cleveden Secondary School  
42 Cleveden Road  
Glasgow  
G12 0JW  
Tel: 0141 582 0060  
[www.clevedensecondary.com](http://www.clevedensecondary.com)

Cleveden Secondary School staff work with our pupils from Primary 6 onward to prepare them for the transfer to secondary school.

## **Communication with Parents**

At Highpark Primary and LCR Primary School we use a variety of ways to keep in touch.

*Open Door Policy* – the senior leadership team are available for all parents and carers at any time providing they are not teaching or in another meeting. Please either pop in to the school office or phone for an appointment.

*Class Diaries* – will let parents know what homework has been set and is also used to communicate between the class teacher and parents.

*Newsletters* – will be sent out on a regular basis to keep parents informed about the work of the school.

*Letters* – further information which requires a response may be sent out in letter form.

*School website/Twitter/App* – will contain a great deal of information about the school. It is a good idea to check this regularly.

*Text messaging* – You may also receive text reminders about events/school closures etc.

*Meetings* - Parents and carers are welcome in the school to discuss any aspect of their child's development and progress. To avoid disappointment, it is advisable to make an appointment. There are various opportunities throughout the year when parents can discuss their child's progress with the class teacher and view the child's work.

Parents and carers are welcome at other events throughout the school year e.g. workshops, information evenings, class performances, religious and other assemblies. The school newsletter and website will keep you informed.

## **Emergency Contact Information**

At the start of each school session, parents will be issued with the annual data check form. Please ensure that this is completed and returned to the school. It is also important that you let us know if there are changes to your telephone number(s) or to those of your emergency contacts throughout the year.

## **Data Protection – use of information about children and parents/carers**

We collect information about children attending school (and also about parents/carers, emergency contacts etc. provided in the annual data check) to allow us to carry out the Council's functions as the education authority for the City of Glasgow. This may sometimes involve releasing personal information to other agencies and other parts of the Council, particularly in relation to child protection issues or criminal investigations, and it may also be used for research purposes (see the link below for more details regarding this).

Information held by the school is, in legal terms, processed by Glasgow City Council. The Council is registered as a data controller under the Data Protection Act 2018 and all personal data is treated as confidential and used only in accordance with the Data Protection Act, the General Data Protection Regulations, and the Information Use and Privacy Policy approved by the City Council. For more information on how we use personal information, or to see a copy of the Information Use and Privacy Policy, see <https://www.glasgow.gov.uk/index.aspx?articleid=18010> .

Education specific privacy statements can be accessed at <https://www.glasgow.gov.uk/index.aspx?articleid=22069> .

## **Appointments during school hours**

If your child has an unavoidable appointment, please give them a letter for their class teacher and then collect them from the school office at the specified time.

## **Comments & Complaints**

In Highpark Primary and LCR we aim to have positive relationships across our school community. However, if you have a comment or complaint about any aspect of school life, please contact the Headteacher in the first instance.

Glasgow City Council complaints procedures are available : <https://www.glasgow.gov.uk/index.aspx?articleid=16133>

Customer Care Team  
Customer & Business Services  
Glasgow City Council  
City Chambers  
Glasgow G2 1DU

Tel: 0141 287 0900

e-mail: [customercare@glasgow.gov.uk](mailto:customercare@glasgow.gov.uk) or [education.customercare@glasgow.gov.uk](mailto:education.customercare@glasgow.gov.uk)

The above website also includes information on data protection and freedom of information.

## Curriculum

### Curriculum for Excellence 3-18

Curriculum for Excellence has been introduced to raise standards of learning and teaching for all 3 to 18 year olds. It aims to help prepare children and young people with the knowledge and skills they need in a fast changing world. As part of Curriculum for Excellence all children from pre-school to the end of S3 will receive a rounded education known as a Broad General Education(BGE). Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.

Through the experiences we provide at Highpark Primary and LCR we want our children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. We are committed to providing children with a broad general education and focus on eight curriculum areas.

|                   |                    |                |              |
|-------------------|--------------------|----------------|--------------|
| Expressive Arts   | Health & Wellbeing | Languages      | Mathematics  |
| Religious & Moral | Sciences           | Social Studies | Technologies |

Progress in learning is indicated through curriculum levels as detailed below.

| Level          | Stage   |
|----------------|---|
| Early          | The pre-school years and P1 or later            |
| First          | To the end of P4, but earlier or later for some |
| Second         | To the end of P7, but earlier or later for some |
| Third & Fourth | S1-S3, but earlier for some                     |

**Expressive arts:** The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.

**Health and wellbeing:** Learning in health and wellbeing ensures that children and young people develop the knowledge, understanding and skills which they need now and in the future to help them with their physical, emotional and social wellbeing.

**Science:** Science and its practical application in healthcare and industry is central to our economic future, for our health and wellbeing as individuals and as a society.

**Social Studies:** Through social studies, children and young people develop their understanding of the world by learning about other people and places both past and present, societies, their beliefs and values.

**Religious and moral education:** Religious and moral education includes learning about Christianity, Islam and other world religions, and supports the development of beliefs and values.

**Languages:** Knowing other languages and understanding other cultures is a 21st century skill set for students as they prepare to live and work in a global society.

**Mathematics:** Mathematics equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

**Technologies:** The range of subjects in technical education has changed significantly over the last two decades and now includes craft, design, engineering and graphics.

There will be opportunities throughout the year for parents and carers to learn more about aspects of the curriculum and to be consulted about significant changes if appropriate.

### **Child Protection Procedures**

Glasgow City Council places a great emphasis on child protection and welfare. It is firmly believed that every child has the right to protection from all forms of abuse, neglect or exploitation, be treated as an individual, have a positive sense of identity and form a view on matters affecting them. Every school has a Child Protection Coordinator. The Coordinator at Highpark Primary is the Head Teacher, Wilma O'Donovan. When a concern is raised the Head Teacher will follow Management Circular 57 Child Welfare and Safety guidelines. A copy of the Management Circular is available from the school.

### **GIRFEC and the Named Person**

GIRFEC isn't an extra thing people have to do. It's a way for those who support children to work differently, making sure that they are all on the same page. Where needed, GIRFEC links day-to-day work in education, health, policing, social work and the voluntary sector – in fact any organisation whose staff come into direct contact with children. It makes it easier for those different organisations to communicate consistently with each other, and with parents, carers, children and young people.

GIRFEC provides a structure that helps people to work in the same way and use the same language. This allows discussions with the child and their family to focus on what is good in a child's life, and what might need attention or support.

It's the bedrock for all children's services and can also be used by practitioners in adult services who work with parents or carers.

The approach helps practitioners focus on what makes a positive difference for children and young people – and how they can act to deliver these improvements. Getting it right for every child is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

## **What Getting it Right for Every Child means:**

### **For children, young people and their families:**

- They understand what is happening and why-

They have been listened to carefully and their wishes have been heard and understood

- They will feel confident about the help they are getting
- They are appropriately involved in discussions and decisions that affect them
- They can rely on appropriate help being available as soon as possible
- They will have experienced a more streamlined and coordinated response from practitioners

**For practitioners:-** Putting the child or young person at the centre and developing a shared understanding within and across agencies

- *Using common tools, language and processes, considering the child or young person as a whole, and promoting closer working where necessary with other practitioners*

*If you would like to access support from the Named Person Service, please contact the school. (For Early Years establishments this should be “please contact your Health Visitor”)*

### **Useful websites**

Education Scotland [www.education.gov.scot](http://www.education.gov.scot)

National Parent Forum of Scotland [www.npfs.org.uk](http://www.npfs.org.uk)

### **Religious Observance**

Our school is fortunate to have a close link with the local church. The minister assists with the Christianity element of Religious and Moral Education and provides opportunities for religious observance. Parents have the right to withdraw their child from religious observance and should inform the school in writing.

In addition, parents and carers from religions other than Christianity may request that their children may be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on up to 3 occasions in any 1 school session.

## **Assessment & Reporting**

All children are assessed both formally and informally throughout the year. This allows children and their teachers to identify their strengths and areas for improvement. A variety of assessment methods are used to enable staff to pass on information to parents about the progress of their child. Assessment records are kept by the class teacher and form the basis of discussion at Parents' Evenings in November and March. An annual report is sent to parents towards the end of each school year.

If you have any concerns about your child's progress do not hesitate to contact the school.

## **Support for Pupils**

The school has a duty to ensure that all pupils have equal access to the curriculum, with appropriate support for their needs if required. This applies to the content of lessons, teaching strategies and minor adaptations to the school environment. There are a wide range of factors which may act as a barrier to learning. We are committed to working closely with parents and carers to ensure that they are fully involved in any decisions about support for their children's needs.

Any parent or carer seeking further advice regarding this policy should contact the Headteacher in the first instance.

Further information relating to additional support needs is available on the Glasgow City Council website at <https://www.glasgow.gov.uk/index.aspx?articleid=18941>

Information on the Glasgow City Councils' Parental Involvement Strategy can also be found at <https://www.glasgow.gov.uk/index.aspx?articleid=17870>

## **Nurturing City**

The Glasgow City Council vision 'towards the nurturing city', puts building positive, trusting relationships at the core of our work. We ensure children, young people and families feel they belong, they are listened to and they are valued by embedding the principles of nurture across our early years, primary and secondary establishments. All staff are trained in attachment and nurture which deepens understanding of child development and enhances effective practice by responding to the needs of all children and young people in a consistent and caring way. Nurture is a universal approach which builds resilience, helping to reduce the impact of adversity. Effective communication and collaboration with parents and carers builds an ethos of partnership working putting the child at the centre, fostering high quality learning contexts.

Each of our nurturing establishments contribute to the development of Glasgow as a nurturing city, creating safe environments which allow our children and young people to flourish by raising attainment and promoting positive mental health and wellbeing.

## **School Improvement**

On an annual basis, you will receive a copy of our Standards and Quality report. The Standards and Quality report highlights progress in key curricular areas such as

literacy, numeracy and health & wellbeing. Our priorities for improvement are detailed in our School Improvement Plan which is discussed with our Parent Council. Any parent or carer seeking a copy of the plan can contact the school office or check out our website.

### **Promoting Positive Behaviour**

Children's Rights as outlined in the UNCRC (United Nations Convention on the Rights of the Child) are fundamental to a good school ethos. Adults in our school will work with children to ensure they are aware of their rights and fully respect the rights of others. Therefore, the approach within Highpark Primary and LCR is to build a positive ethos that demonstrates care and respect for all. Positive behaviour is recognised and celebrated. Our school operates a system of class charters to set out expected behaviour. This is celebrated through House Points, Golden Time treats, awards at assemblies and certificates sent home to parents etc.

The highest standards of behaviour are expected of pupils at all times. Where this is not the case, a variety of sanctions are used. Parents are asked to co-operate with the school in encouraging a sense of responsibility and good behaviour in their children.

### **Anti-Bullying Policy**

At Highpark we feel bullying is a form of anti-social behaviour that has no place in our school and under no circumstances will it be tolerated. All incidents are investigated and recorded, parents informed and restorative practice sessions put in place.

### **Definition of bullying**

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else. Bullying can be physical, social, verbal, material or psychological. All bullying is aggressive and is never acceptable or justifiable.

Every class also has a "Let's Talk" which can be used for children to request private, personal teacher time to discuss any concerns they may have. The Friendship Groupings provide a platform for children anxious over bullying and actively instil school values.

Bullying behaviour will not be tolerated within Glasgow City Council's educational establishments. All children in Glasgow's educational establishments have an entitlement "to work (and play) in a learning environment in which they feel valued, respected and safe and are free from all forms of abuse, bullying or discrimination". (A standard for pastoral care in Glasgow Schools). In 2009, Glasgow City Council published its revised Anti-Bullying Policy, incorporating the requirement to record all discriminatory behaviours within educational establishments. Parents and carers have a significant role to play in helping to address this problem. For this reason any anti-bullying strategy must stress the importance of partnership with the parents and carers of their children.

## **Supervision of Playgrounds**

As well as being recreational, playtimes provide opportunities for the children to learn social and friendship skills. Break times form an important part of the pupil day. We have two main playgrounds and an all-weather pitch. The playground and pitch are shared with our campus partners.

The playground is supervised by adults and each adult is allocated a zone.

## **Home Learning**

Continuing to learn at home helps children to achieve more and is a vital part of our partnership with parents. Please check your child's schoolbag for communication about home learning and specific tasks. A copy of our home learning policy is available on the website and on request from the school office.

## **Parent Council**

We have an active Parent Council that represents the views of all parents. All parents are welcome to attend Parent Council meetings and can become members at the AGM in September. Parent Council minutes are available on the Parent Council page of the school website/school app and on request from the school office.

## **Pupil Council**

Our Pupil Council is made up of 2 representatives from each year group. This is an important group which ensures that the views of pupils are heard. This is further supported by a House Captain and Vice-Captain, held by Primary 6 and Primary 7 pupils

## **Extra-Curricular Activities**

We have a wide range of activities that run between Monday – Thursday to extend the learning experience. These currently include drama, arts and crafts, dance, netball and football. Please check your child's schoolbag for information as places are popular and usually limited.

Good links with community organisations and our Active Schools Co-ordinator are vital for the success of these programmes.

## **Language and Communication Resource**

Our Language and Communication Resource is a specialist provision catering for P1-7 children from areas all over the city although predominantly the North West. The resource has a present roll of 30 pupils and is both co-educated and non-denominational. We currently have five full time and two part time teaching staff and 6 pupil support assistants. All LCR pupils will be expected to join the mainstream class for some aspects of their learning with the aim that they will move into the primary on a full-time basis at some stage within their primary education.

### **Structure of Inclusion Support Bases / What We Offer**

A skilled and up to date knowledge and understanding of Autism by all staff informs the planning of the curriculum, meeting the needs of all learners. Within the LCR children are supported in small classes with a teacher and support staff in each class. Children's progress is monitored in relation to readiness for inclusion and when appropriate this is planned collaboratively between LCR and wider school staff. Planning includes identifying appropriate areas of the curriculum, preparation in relation to developing relationships with adults and peers, sharing appropriate information in relation to the child as well as identification of the level of support required. All inclusion is evaluated each term, informing next steps for the child. LCR Staff also provide outreach support in the North East of the city.

### **Curriculum delivery**

Children's learning is planned through Curriculum for Excellence experiences and outcomes. Children are provided with the specific individualised support they require in order to engage meaningfully with the curriculum. We aim to provide children with opportunities in order to consolidate and generalise their learning within the wider school and community. Children's learning is understood in terms of strengths and development needs in relation to the Wellbeing Indicators with targets addressing specific barriers to learning. Many children in the LCR require support developing the behaviours required for learning and this is a focus when children initially attend. We are currently devising alternative and additional planning frameworks to meet the needs of all children.

### **Accommodation**

There are currently 5 classrooms within the LCR and a quiet area. In addition to the classrooms there is a teaching talking space, a soft play and a small outdoor space.

### **Catchment**

Children predominately come from the North East of the city; however, children have attended from each sector of the city.

### **Accessibility**

Our LCR is situated on the first floor of the school. We have accessible toilets and a small changing room within the LCR. We have shower facilities within the main disabled toilet.

### **Transport**

Children are provided with transport to school. Most children travel to and from school in a taxi. Each taxi has an escort. Parents are asked to escort their children to the taxi and pick them up from the taxi at the end of the day.

### **Who We Work With**

We work collaboratively with colleagues within Education Services as well as colleagues from a variety of agencies. These include Educational Psychologist, Speech and Language Therapists, Glasgow Dyslexia Support Service, English as an Additional Language Support Service and Occupational Therapist. We work with colleagues from our Learning Community in relation to the SIIM and Joint Support Team (JST). Most importantly we seek to work collaboratively with parents to meet the needs of the children.

### **We do this through**

Children's needs are understood in terms of strengths and development needs in relation to the Wellbeing indicators. When considering development needs and barriers to learning, referrals will be made to the agencies or services outlined above in order to identify further support in order to meet the needs of each child. This support can result in partners working directly with children or working collaboratively with staff to further identify barriers to learning and plan responsively in order to address the specific barrier. This intervention should be evident within the child's Wellbeing and Assessment Plan.

### **Enhanced Transitions**

Transitions into and out of the LCR are carefully planned and responsive to individual children. There is a transition programme in place for children transitioning from Pre 5 establishments into the LCR. This is adapted for children who transition into the LCR at other stages. Transition plans are drawn up collaboratively with staff from schools/ nurseries, the Educational Psychologists and parents. Staff will visit children in their current placement, parents and children visit the LCR and then time in the LCR is increased over a period of time. Secondary transitions are considered within the child's P6 year. Transition to secondary is planned collaboratively with the designated school.

### **Access to ASL Co-located Primary**

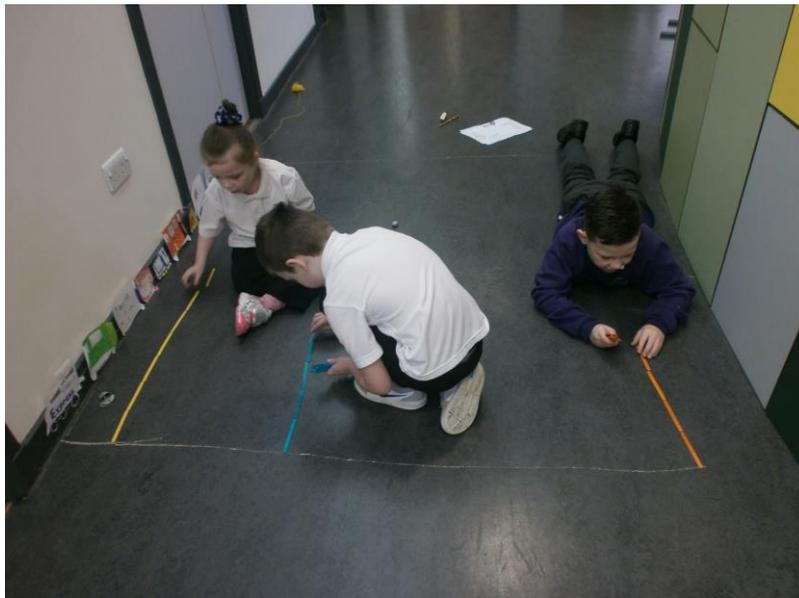
There is a set admissions criteria and children are referred through Psychological Services for admission to the Resource.

Each pupil has an Annual Review at which time the appropriateness of the child's placement/ pathway is reviewed formally.

All pupils that attend Highpark LCR are on the roll of Highpark Primary. A close working relationship with the mainstream school enables us to integrate learners with their peers within the wider school, where appropriate, to access a range of social and academic learning opportunities.

We work with other specialist provisions in order to support our learners to access a range of other exciting activities e.g. Outdoor adventures at Blairvadach, sports star challenge, swimming, Cloverbank Nursery, Beacon, Children's Wood, Linn Park and Springburn library.

Some of our parents are part of an LCR 'ASN Parent Group.' This provides the opportunity for parents to meet on a regular basis in order to share experiences and to provide/ receive support. Parents are very much felt to be integral to the success of the child and we work alongside our parents to ensure that all children in the LCR receive the highest standard of education – both academic and social, in order that they grow into confident, happy and successful members of the community working to the best of their capacity and achieving their full potential.



### **How to Contact Us**

Highpark LCR  
01419480307



## **What difference does Place2Be make in your child's school?**

Place2Be is a national charity working in 200 UK schools to improve the confidence and emotional wellbeing of children. We help children feel better about themselves and when children feel better about themselves, they are able to learn more easily and that means less worry for parents.

### **How we help children**

Place2Be works with children one-to-one and in small groups, offering regular time-tabled support for those who will benefit most. All pupils can find help with friendship issues and other worries by choosing to visit Place2Talk. Short lunchtime sessions are open to individuals and to groups.

We always obtain consent from parents or carers before working with children.

### **How we help families**

We routinely meet with parents to discuss their worries about their children. A number of Place2Be schools also have A Place for Parents, offering adults support with any issues they may have.

### **How we help schools**

Place2Be also supports teachers and school staff members via Place2Think which also helps the whole school to thrive.

### **How Place2Be works**

There is a special Place2Be room inside the school where children can go to express and think about their worries, through talking, creative work and play. Trained adults called School Project Managers support this process, helping children to find new ways of coping with difficulties so they don't get in the way of friendships or learning.

### **Times when we're especially useful**

There are times when children feel especially sad, confused, fearful or angry, due to family problems such as separation or illness, or even the death of a much-loved pet. Some may become withdrawn; others may become demanding or challenging in their behaviour: that's when having Place2Be in school is especially helpful.

## **Any questions?**

You are welcome to talk to your Place2Be School Project Manager; either face-to-face or via telephone or email. Here's who to talk to if you'd like to know more:

**Catherine Robertson, Place2Be School Project Manager**

**0141 946 7073**

**catherine.robertson@place2be.org.uk**

To find out more about Place2Be, please visit our website: [www.place2be.org.uk](http://www.place2be.org.uk)

*"Oh she has definitely changed...in the way she feels about her school life, her home life, and just the way she is in herself – she is a lot happier" – Parent*

*"Place2Be gets things off your chest" – Pupil*

## **Useful Contacts**

**Parentzone Scotland** is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels. Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.

## **Connect**

Connect is a national organisation that provides advice and resources for parents and carers. [www.connect.scot](http://www.connect.scot)

## **Enquire Scotland**

Enquire is a national advice service for families with additional support needs. [www.enquire.org.uk](http://www.enquire.org.uk)

## **Glasgow City Council**

Education Services  
City Chambers East  
40 John Street  
Glasgow G1 1JL

Tel: 0141 287 2000

[www.glasgow.gov.uk](http://www.glasgow.gov.uk)

## **Conclusion**

I hope the handbook has given you a flavour of life at Highpark Primary.

We look forward to showing you round our super facilities in a stunning location.

Please do not hesitate to contact me if you would like to know more or visit the school to see it in operation.

I look forward to meeting you.

Wilma O'Donovan  
***(Head Teacher)***

## **Equality Act 2010 Statement**

The Equality Act 2010 protects certain characteristics. In the delivery of education the characteristics that are protected are disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy and maternity. When making decisions in relation to admissions, exclusions, the provision of education, benefits, facilities and services and any other relevant decisions the school has a duty to have due regard to the need to—

- (a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Equality Act 2010;
- (b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

## **Data Protection Act 1998**

**As a local authority our schools and early years establishments process information about children and young people in order to provide education and care. In doing so we must comply with the Data Protection Act (1998). This means, amongst other things, that the data held about children and young people must only be used for specific purposes.**

However, you should be aware that we may use this information for other legitimate purposes and may share this information where necessary with other bodies responsible for administering services to children and young people, or where otherwise required by law. We may also use any information for research purposes. However, all personal data is treated as confidential and used only in accordance with the Data Protection Act and the Information Use and Privacy Policy approved by the City Council.

For further information please see our full privacy statement at <http://www.glasgow.gov.uk/index.aspx?articleid=2908>.

## **Freedom of Information (Scotland) Act 2002**

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities including; Scottish Executive and its agencies; Scottish Parliament.

Local Authorities NHS Scotland; Universities and further education colleges and the police.

Public authorities have to allow access to the following information:

- \*The provision, cost and standard of its service;
- \*Factual information or decision-making
- \*The reasons for decisions made by it.

The legal right of access includes all types of “recorded” information of any data held by the Scottish public authorities. From 1<sup>st</sup> January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

Further information is provided on the Glasgow City Council web-site.

[www.glasgow.gov.uk/en/yourcouncil/freedomofinformation](http://www.glasgow.gov.uk/en/yourcouncil/freedomofinformation)

Internet facilities are provided at all Glasgow City Council Public Libraries and Real Learning Centres.