

St. Mary's Primary

School Handbook



We grow and learn together

August 2019



St Mary's Primary School Handbook



Welcome to St. Mary's Primary

On behalf of the staff, parents, carers and pupils of St. Mary's Primary, I am delighted to welcome you to St. Mary's Primary.

In St. Mary's Primary we grow and learn together. We create a positive, caring, learning environment, nurture respect and responsibility and encourage everyone to be the best they can be. We have high expectations not only with regard to pupil learning but also regarding behaviour and respect for one another. We believe in equality of opportunity, a caring community, sharing experience, an attitude of respect and achievement for all.

In St. Mary's we ensure that all children achieve their potential in every area of a broad curriculum and leave primary school with those necessary skills to transfer and use in their secondary education. The Scottish Government has provided additional funding to support pupil attainment and the impact of this in staff development and teaching and learning is evident particularly in our numeracy attainment last session. We have also seen improvement in pupils' reading ability and understanding of texts. We will continue to build on the success in numeracy and reading and plan to develop attainment in writing this session. We will also continue to plan for many parental partnerships across the year that will help support pupil progress and achievements.

All members of staff are dedicated to providing an ethos of motivation, inspiration and achievement. Children learn to be independent and responsible whilst promoting the necessary skills to work collaboratively and with respect for each others' views and opinions. Pupils are encouraged to be courteous, mannerly and responsible in their actions and treatment of others.

It is our belief that the school is an integral part of the community and by creating a very welcoming environment, working in partnership with parents, carers, the Parish and the wider community, we will achieve successful outcomes.

We value your opinions and views and hope that together we can journey towards a very positive outcome for your child here in St. Mary's and beyond.

Yours sincerely,

Madeline McGeachie
Head Teacher

SCHOOL VISION & VALUES

In St. Mary's Primary 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.

Our Values are:

- Respect
- Resilience
- Achievement
- Active
- Friendship
- Responsibility



Our Aims in St. Mary's are:

- *To develop effective teaching and learning based on research to meet the needs of all learners*
- *To promote high expectations within our pupils and school, community*
- *To foster respectful, appropriate and confident attitudes amongst everyone and at all times.*
- *To develop a personal faith in God and to respect the faiths and beliefs of all people*
- *To operate within a culture of self evaluation and continuous improvement.*
- *To continue to sustain a language and communication friendly school to meet the needs of all pupils*
- *To provide opportunities for pupils to develop resilience, self esteem and confidence*

SCHOOL INFORMATION

Background information:

- Co-educational school
- Denominational
- Stages taught: P1-P7
- Current roll: 285
- Working capacity*: 350

Contact Details:

St. Mary's Primary School
2 Kilmun Street
Maryhill
Glasgow, G20 0EL
Phone: 0141 946 6766

Fax: 0141 946 6766

E-mail:
headteacher@st-marys-
pri.glasgow.sch.uk

Present Roll: **285**

P1A	23
P1B	22
P2	28
P3/2	24
P3	28
P4	27
P5/4	23
P5	29
P6	29
P7/6	24
P7	28

* Please 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.

Denominational Status: Roman Catholic, Co-educational

Community Education: MUGA, Hall (Available through letting procedure)

Parent Council: Parents: Mary McKeown (Chairperson)
Ann Sheldon (Treasurer)
Lorna Brennan (Secretary)
Church Rep: Carolanne McKelvie
Staff Rep: Mrs M McGeachie

Pupil Council: Elected representatives P3 - P7

Learning Community: John Paul Academy

ST. MARY'S PRIMARY STAFF

Head Teacher:	Mrs Madeline McGeachie
Depute Head Teacher:	Mrs Caroline Jardine
Principal Teacher:	Ms Coyle
Principal Teacher:	Miss Mackin
Acting Principal Teacher:	Mr La Combre
Primary 1A:	Mrs McGinn
Primary 1B:	Mrs Fulton
Primary 2:	Miss Brady
Primary 3/2:	Miss McNeil
Primary 3:	Miss McGurn
Primary 4:	Mr Donnelly
Primary 5/4:	Mr Kelly
Primary 5:	Miss Thompson
Primary 6:	Miss McGuire
Primary 7/6:	Mrs Wallace
Primary 7:	Mr La Combre & Miss Coyle
Nurture Teacher:	Miss Carty
NCCT & Art Teacher:	Ms Woolfries
Spanish Teacher:	Senora Devine
Music Specialist:	Ms Mitchell
EAL Teacher:	Mrs McManus
Pupil Support Assistants:	Mrs Hartley Miss Greenhorn Mrs McMurray Mrs McVeigh Ms Richardson Ms Ross Ms Williams 1 FTE Vacant
Janitor:	Mr McMahan
Clerical Assistants:	Mrs Buchanan & Mrs Shergill
Kitchen Staff:	Mrs Millar, Mrs Rooney & Mrs Mitchell

ENROLMENT

Registration of Primary 1 children takes place in November and is advertised widely in the local press etc. Prospective parents/carers are very welcome to visit the school and should contact the school office. Parents/carers are requested to **complete the registration online** at the following website:

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

Families living outwith the catchment area are welcome to make a placing request to attend St. Mary's but must enrol their child online at their local school as a first step.

ORGANISATION OF CLASSES

The following guidelines set by Scottish Government apply.

P1	Maximum 25
P2 & P3	Maximum 30
P4 - P7	Maximum 33
Composite classes	Maximum 25 and have pupils from more than one stage.

THE SCHOOL DAY

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

PUPIL ABSENCE

Within St. Mary's Primary good attendance is encouraged at all times and children rewarded accordingly. Parents/carers are asked to inform the school if their child is going to be absent. **The numbers to call are 0141 287 0039 or 0141 471 3710.**

This should be done before 9.30am on the first day of absence. Parents/carers are also able to notify the school of absence online at the following website:

<https://www.glasgow.gov.uk/index.aspx?articleid=18832>

If the child 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/carers of their child's absence if no contact is made. All unexplained absence is investigated by the school Education Liaison Officer.

SCHOOL HOLIDAYS 2019-2020

August

- Monday 12 August 2019 (Return date for Teachers)
- Tuesday 13 August 2019 (In-Service day)
- Wednesday 14 August 2019 (Return date for Pupils)

September

- Friday 27 September 2019
- Monday 30 September 2019

October

- Friday 11 October 2019 (In-Service day)
- Monday 14 to Friday 18 October 2019 (October Week)

November

- Friday 29 November 2019 (In-Service day)

December

- Schools close at 2.30pm on Thursday 19 December 2019

January

- Schools return on Monday 6 January 2020

February

- Friday 7 February 2020 (In-Service day)
- Monday 10 February 2020
- Tuesday 11 February 2020
- Wednesday 12 February 2020 (In-Service day)

April

- Schools close at 2.30pm on Friday 3 April 2020
- Good Friday 10 April 2020
- Easter Monday 13 April 2020
- Schools return on Monday 20 April 2020

May

- Friday 8 May 2020 (May holiday)
- Monday 11 May 2020 (In-Service day)
- Friday 22 and Monday 25 May 2020 (May Weekend)

June

- Schools close at 1pm on Wednesday 24 June 2020

MEDICAL & HEALTHCARE

The school nurse visits at various times during the year for routine health checks, vaccinations and medical examinations. Parents/carers are kept informed by letter. All pupils are entitled to receive the flu vaccination before the end of the calendar year and parents/carers are informed in advance of this.

Parents/carers should inform the school of any medical requirements relating to their child. If a child requires medication during the school day, parents/carers must complete the appropriate medical form. This is available on request from the school office. Parents/carers must ensure that medical details are up to date, particularly allergies. If a child requires medication, **it is the responsibility of parents/carers to ensure this is in date and renewed annually.**

If a child becomes ill during the course of the school day, he/she may require to be sent home. Please ensure that all emergency and contact details are up to date at all times.

SCHOOL UNIFORM

The school uniform is:

- *Blue shirt*
- *Red school tie*
- *Grey/black trousers*
- *Grey/black skirt*
- *Grey cardigan/jumper*
- *Blue sweatshirt/red polo shirt*



Sweatshirts, cardigans, polo shirts and PE kits with the school logo are available for purchase at **BE Schoolwear, 35 Argyle Street, Glasgow, G2 8AH.**

Our uniform was agreed in consultation with pupils and parents/carers. It is expected that all children attending St. Mary's Primary will adhere to this dress code. Children are also expected to wear indoor shoes to maintain the cleanliness of the school premises. **Please ensure all clothing is labelled with your child's name.**

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, 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.

PE KIT

It is important that pupils come prepared to learn and for PE this requires appropriate clothing. This is the St. Mary's PE kit or a plain white t-shirt and shorts. **All jewellery must 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 and 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 of children receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit, Housing Benefit or Council Tax Benefit will normally be entitled to monetary grants for footwear and clothing for their child or young person. Approval of any request for such grants made by parents/carers in different circumstances is at the discretion of the Service Director of Education. Information and application forms may be obtained from the following website:

<https://www.glasgow.gov.uk/index.aspx?articleid=17885>

SCHOOL MEALS

Our school provides a lunch service which offers a rotating variety of healthy food in a bright and informal environment where children can enjoy lunch.



Three meal choices are available daily; main meal, vegetarian or snack meal. Children can select from soup and bread, fruit and vegetables, yoghurt or jelly and milk to accompany their meal. Medical diets for children can be catered for. Further information can be found on the website below:

http://www.fuelzoneprimary.co.uk/UserFiles/files/Medical_Diet_Leaflet%20-%20June%202017%20WEB.pdf

Children who prefer to bring packed lunches are accommodated in the dining hall. **All children in Primaries 1 to 4 receive free school meals.** Children are also able to attend the breakfast club. This is available from 8am to 8.50am at a cost of £2 (£1 for siblings) but free to those children in Primaries 1 to 4. Please inform the breakfast club staff of any medical or dietary requirements.

Children and young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit, Child Tax Credit and income-related Employment and Support Allowance are entitled to a free mid-day meal. Information and application forms may be obtained from the following website:

<https://www.glasgow.gov.uk/index.aspx?articleid=17885>

TRANSPORT

The education authority has a policy of providing free transport to all pupils who live outwith a certain radius from their local school by the recognised shortest walking route. Information and application forms may be obtained from the following website: <https://www.glasgow.gov.uk/index.aspx?articleid=17882>

TRANSITION ARRANGEMENTS FROM NURSERY TO PRIMARY SCHOOL

A transition programme is in place to help support pupils transferring from nursery to primary. Visits to and from nursery ensure that the transition is effective and supportive, P6 buddies are allocated to the new P1 pupils and support the pupils in their early days of P1. Some children may require an enhanced transition to support the move into primary and this would be arranged through meetings with the parent/carers and nursery in advance of the transition.

TRANSFER FROM PRIMARY TO SECONDARY SCHOOL

Children and young people normally transfer between the ages of 11 and 12, so that they will have the opportunity to complete at least 4 years of secondary education. Parents/carers will be informed of the school arrangements no later than December of Primary 7. Children from our school normally transfer to:

John Paul Academy, 2 Arrochar Street, Glasgow, G23 5LY. Tel 0141 582 0140

Information on choosing a school and the placing request system can be obtained from the following: <https://www.glasgow.gov.uk/index.aspx?articleid=18205>

COMMUNICATION WITH PARENTS/CARERS

At St. Mary's Primary we use a variety of ways to keep in touch:

Open Door Policy. The senior leadership team are available for all parents/carers at most times unless in class or in a meeting. Please contact the school office for an appointment.

Class Newsletters & Shared Homework: This will let parents/carers know what homework has been set and is also used to communicate between the class teacher and parents/carers.

Newsletters: These will be sent out at the beginning of the term and thereafter posted on the school app on a regular basis to keep parents/carers informed about the work of the school.

Letters: Further information which requires a response may be sent out in letter form.

Twitter account: The school has a Twitter account containing information regarding school events, our successes and photos: **Twitter@stmarysmarhill**

Text messaging: You may receive text reminders from the school.

Piota App: This is available on the following link:

Parents/carers are requested to complete registrations online at the following website: <https://itunes.apple.com/gb/app/piota-scoted/id1363926439?mt=8> or https://play.google.com/store/apps/details?id=uk.co.piota.scoted&hl=en_GB

Meetings: Parents/carers are welcome in the school to discuss any aspect of their child's development and progress. There are various opportunities throughout the year when parents/carers can discuss their child's progress with the



class teacher and view the child's work. These are usually in October and March of the school session.

Parents/carers are welcome at other events throughout the school year such as workshops, meet the teacher, information evenings, class performances, class workshops, religious and other assemblies. The school newsletter will keep you informed and this is available now on the school App and from the school office.

EMERGENCY CONTACT INFORMATION

At the start of each school session, parents/carers will be issued with the annual data check form. Please ensure that this is completed and returned to the school. **It is important that you let us know if there are changes to your telephone numbers 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 the websites below:

<https://www.glasgow.gov.uk/index.aspx?articleid=18010>

<https://www.glasgow.gov.uk/index.aspx?articleid=22069>

APPOINTMENTS DURING SCHOOL HOURS

If your child has an unavoidable appointment during school hours, please give them a letter for their class teacher or contact the school office.

HOLIDAYS

Families are discouraged to book holidays during term time. This can significantly impact on the child's learning development and progress.

CURRICULUM

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. Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.

Through the experiences we provide at St. Mary's Primary School 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: 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. Pupils are given opportunities to be responsible in a number of ways, for example Fairtrade committee and playground pals and we continue to meet the demands of retaining our Green Flag through eco-promotion.

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.

Numeracy and 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.

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

COMMENTS & COMPLAINTS

In St. Mary's Primary, 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 at the website below:

<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 or education.customercare@glasgow.gov.uk

RELIGIOUS OBSERVANCE

Religious Education is provided in accordance with the teachings of the Roman Catholic Church and is delivered by class teachers. Teachers are supported and guided in this important part of the child's education by our School Chaplain, Father Lawlor, of the Parish of the Immaculate Conception. The Scottish Catholic Education Service's resource "This is Our Faith" supports the teaching and learning of Catholic religious education. More information can be found at the following website: <http://www.sces.uk.com/this-is-our-faith.html>

Planning is created as a whole school featuring prominent liturgical celebrations whilst more in depth knowledge and understanding is provided in class. Apart from the normal daily lesson, children are prepared for those very special occasions in their lives, namely, reception of the Sacraments of Reconciliation, Holy Eucharist and Confirmation. **Children prepare for Confession at P3, First Communion at P4 and Confirmation at P7.**

On Holy days, when attendance at Mass is obligatory, children attend Mass in the Church of the Immaculate Conception. Children attend Mass Church each term to help with their spiritual formation. At every Mass, children are involved by preparing readings and contributing to the service. It is the policy of St. Mary's to strive to develop strong home/school/parish links, and this is fostered with parents/carers invited to escort the children to Church and joining with us in the celebration of Mass.



in

Relationships and Moral Education is delivered to children as a planned programme and includes sex education lessons for older children, which are provided after meeting with parents/carers. In St Mary's we use the "This is our Faith" Programme. We also teach the resource "God's Loving Plan" to ensure correct teaching of Catholic Faith around relationships. Although taught through the Religious Education Programme, there is an interdisciplinary aspect to Health and Wellbeing.

Note: If parents/carers/ wish to have their child exempt from Religious Education or Observance they should make an appointment with the Head Teacher to discuss this. In registering in a Catholic school there should be an understanding that a Christian/Catholic religion is being promoted and fostered and this permeates our ethos. St. Mary's is a Catholic school and our Catholic values include demonstrating our faith by attending Church on certain days of the year. We would welcome all children to join in the school Community of Faith.

Parents/carers from religions other than Christianity may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Requests should be sent to the office detailing the proposed arrangements.

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/carers about the progress of their child. Assessment records are kept by the class teacher and form the basis of discussion at Parents' Evenings in **October and March**. Learning Journals are shared with parent/carers and this evidences children's progress. An annual report is sent to parents/carers 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 website: <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>

CHILD SAFETY / CHILD PROTECTION POLICY

All educational establishments and services must take positive steps to help children protect themselves by ensuring that programmes of health and personal safety are central to the curriculum and should have in place a curriculum that ensures that children have a clear understanding of the difference between appropriate and inappropriate behaviour on the part of another person, no matter who.

As with other areas of the curriculum, you will be kept informed of the health and personal safety programme for your child's establishment.

Schools, establishments and services must create and maintain a positive ethos and climate which actively promotes child welfare and a safe environment by:

- Ensuring that children are respected and listened to
- Ensuring that programmes of health and personal safety are central to the curriculum
- Ensuring that staff are aware of child protection issues and procedures
- Establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children

Should any member of staff have concerns regarding the welfare or safety of any child they must report these concerns to the head of establishment. The head, or the person deputising for the head, after judging that there may be grounds for concern regarding the welfare or safety of any pupil must then immediately advise social work of concerns.



GETTING IT RIGHT FOR EVERY CHILD (GIRFEC) & 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. GIRFEC is 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 GIRFEC 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 co-ordinated response from practitioners

What GIRFEC Means 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.

EQUAL OPPORTUNITIES AND SOCIAL INCLUSION

This school is committed to a policy of Equal Opportunity for all. The Head Teacher is responsible for ensuring equal opportunities for all, irrespective of socio-economic circumstances, educational and physical abilities, race or religion.



Across the curriculum, we educate our children towards greater understanding, tolerance and respect, and help realise informed opinions and attitudes, which will combat inequality, injustice and racism. We develop personal and social skills, encouraging personal search in acquiring positive attitudes towards minority groups and in raising awareness of the needs of others in countering deprivation and forming social consciences.

We are a very inclusive school recognising the needs of pupils and adapting to meet their needs. Adaptations may be required for pupils in their learning or school environment to enable them to access the curriculum. This also applies to meeting the needs of parents/carers any additional needs, to ensure that parents/carers with a disability have equal access to information about their children. This will involve, for example, relocating the venue for parent/carer meetings to facilitate physical access, provision of an interpreter for where hearing impairments or language barriers exist or agreeing to a phone contact system to provide direct feedback to parents/carers.

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

https://www.google.co.uk/?gws_rd=ssl#safe=active&q=enquire.org.uk

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

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

Those pupils with additional support needs are identified and supported through the staged intervention process. This may result in an additional support plan being created with clear, specific targets. Parental involvement is essential in ensuring pupils' needs are being met.

Physical Access: Ramps are installed at the front and back entrances platform lifts are on the stairways leading from the main hall to teaching areas. There is also a disabled toilet situated in the main hall.

Communication: Interpreters can be accessed if necessary to assist parents/carers at parent meetings. Meetings will be arranged in an appropriate location within the school, or by telephone, where necessary, to ensure equal access for all.

Curriculum: There are always some children, who for various reasons, experience difficulties in learning. Every effort is made, from the earliest possible moment, to recognise these children and attempt to discover the reason for their lack of success. Parents/carers are informed if difficulties exist, and, where possible, are invited to assist in overcoming them. Use is made of parental information, and also from assessment/reports from nursery school and other agencies. This knowledge is then used to plan a unique learning programme, which will enable the child to develop as fully as possible through our Staged Intervention Process. For some children, an additional support plan will be drawn up, in consultation with parents/carers and other professionals, where appropriate.

In some instances, it may be necessary to enlist the help of other professionals who will liaise with the class teacher and Mrs Jardine, (DHT) and the support for learning co-ordinator, in arranging a programme of work. This will enable the child to benefit as fully as possible from the education provided. On some occasions we may seek support from the Joint Support Teams (JST) and/or the Staged Intervention and Inclusion Meetings. (SIIM) This is a group of representatives from different agencies within the learning community to discuss the needs of pupils referred to them and establish an appropriate support system to enable the child's needs to be met.

A nurture class is present in St. Mary's; this allows children with social, emotional or behavioural needs to receive specific guidance and attention appropriate to their needs. Invariably these children will be from P1 - P2 classes. Following a full time or part time placement in the nurture class, the children will then be supported to

reintegrate into their mainstream class. This is an early intervention support and parents/carers/carers are closely involved in the success of this programme.

Glasgow City Council has a duty, as outlined in the Standards in Scotland's Schools 2000 Act, to ensure that your child achieves their potential. Glasgow's Education Services is committed to the inclusion of all children with additional support needs, where possible, within mainstream schools. This is in accordance with the statutory requirement in the 2000 Act. It is also part of Glasgow's policy to maintain a range of special educational establishments. This recognises the key role to be played by specialist provisions in addressing severe low incidence disabilities. The authority recognises that there are a wide range of factors, which may act as a barrier to your child's learning. We are committed to working closely with parents/carers to ensure that you are fully involved in overcoming barriers to learning. Additional support needs may be linked to a learning difficulty or disability but could also apply to a child suffering from bereavement who requires pastoral support, a more able child person or those with a particular talent, which needs to be fully developed. The policy requires all establishments to provide an environment where children and young people with additional support needs are actively encouraged to be effective learners and benefit from their school education.

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

Further information relating to Additional Support Needs is also available on the Glasgow City Council website. www.glasgow.gov.uk/index.aspx?articleid=8627

SCHOOL IMPROVEMENT

On an annual basis, a copy of our Standards and Quality report will be available for any parent/carer from the office. 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.

Our priorities for this session 2019-20 are:

- To increase attainment in Writing (Literacy for All) through professional development for all staff and to embed the reading approaches in teaching and learning.
- To provide STEM training for all staff and provide planned opportunities for pupils to develop the core skills.

- To develop pupil voice and leadership through pupils self evaluation and whole school approaches.
- To develop playful pedagogy in the early years as a means of improving learning and attainment.

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 St. Mary's Primary 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. There are a number of positive incentives and good behaviour rewarded consistently. This is celebrated through house rewards, awards at assemblies and certificates sent home to parents/carers etc.

The highest standards of behaviour are expected of pupils at all times. We wish to work in partnership with parents/carers to ensure good behaviour. We recognise that all behaviour is communication and need to work cooperatively with parents/carers to identify the reason for behaviours welcome the support of parents/carers in encouraging a sense of responsibility and good behaviour in their children.



BULLYING

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).

If an incident occurs and staff are aware, this will be fully investigated and parents/carers informed if necessary. Parents/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/carers of their children. Regular assemblies address the area of bullying and what this means as well as what children should do.

In our more socially media friendly society, there is a risk of bullying. **It is essential that parent/carers monitor children's communications online as there can be a risk for children in various ways.** Children are regularly reminded of online safety at assemblies and parent workshops are planned annually. All bullying incidents and outcomes of this are recorded on the school SEEMIS system.

Very rarely does racist behaviour occur due to our positive ethos. However, if racism is reported, the incident is fully investigated and if it is found that racism has occurred appropriate action will be taken through investigation of all involved in the incident. All racist incidents and outcomes are recorded on the school SEEMIS system.

HOME LEARNING

Continuing to learn at home helps children to achieve more and is a vital part of our partnership with parents/carers/carers. Please check your child's schoolbag for communication about shared home learning, homework and research tasks.

Homework is issued on a daily basis for the younger pupils and for the older pupils it can be issued on a Monday for return on Thursday. This fosters independence in the children in

preparation for secondary school. A homework agreement is shared at the "Meet the Teacher" event and this provides accurate information about homework and what is required.



PARENT COUNCIL

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

We are very fortunate to have a number of volunteer parents/carers who come into school to assist us in a variety of ways. Parent/carer helpers assist with supervision of outings, fund raising events, extra-curricular activities and numerous other tasks. Any parent/carer who would like to become involved in any way, should speak to a member of staff or the Parent Council. Please note that we rely on parent/carer helpers to take children on outings with the school.

PARENTAL PARTNERSHIPS

Parents/carers' views and opinions are important and are gathered at various times of the year through the parent council, questionnaires and other forms of self evaluation to influence our developments and aims for improvement.

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. The group takes forward aspects of school improvement and develops links with the community. There are a number other committees in the school such as fair trade, eco and pastoral. This provides children with a voice and the opportunity to contribute to school development and success.



EXTRA CURRICULAR ACTIVITIES

We have a wide range of activities that run after school to extend the learning experience. Some examples of these can include football, arts and crafts, dance and athletics, rugby and enterprise. We also have curricular after school classes to support children and parents/carers in their learning. Please check your child's schoolbag for information about these classes. Places are limited in these classes however we note all children who attend and endeavour to provide all children with the opportunity to participate.

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 is a national organisation that provides advice and resources for parents and carers. www.connect.scot

Enquire Scotland is a national advice service for families with additional support needs. www.enquire.org.uk

Scottish Independent Advocacy Alliance is a membership organisation that has the overall aim of ensuring that Independent Advocacy is available to any vulnerable person in Scotland. <https://www.siaa.org.uk>

The Scottish Child Law Centre is a dedicated providers of free information on matters of law concerning young people in Scotland. <http://www.sclc.org.uk/>

Glasgow City Council

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Although the information is correct at the time of printing, there could be changes affecting any of the matters dealt with in this document, before the commencement or during the course of the school session.

If you have any further questions, please get in touch and we would be delighted to speak to you.

Mrs M McGeachie

Head Teacher