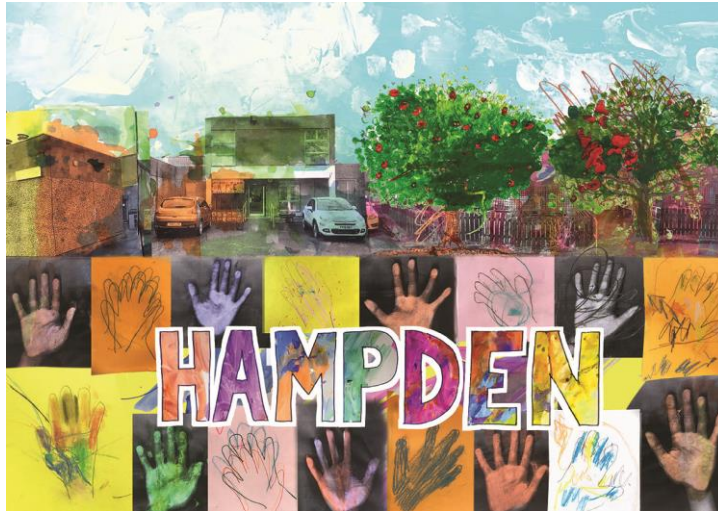


Hampden School



School Handbook

Last updated January 2021



Contents

Contact details	Page 3
Organisation of the school day	Page 4
School holidays and INSET days	Page 5
If a parent or child has a concern	Page 6
Pupil absence	Page 6
Complaints procedure	Page 7
Arrangements for parents/carers who are offered or are seeking a place for their child	Page 7
How the school communicates with parents	Page 8
Parental Involvement	Page 9
School Ethos	Page 10-13
The Curriculum	Page 14-19
Transitions	Page 19
Support for pupils	Page 20-23
Organisations which provide advice, further information and support to parents of children and young people with ASN.	Page 23
School improvement	Page 24
Practical information: Clothing, meals, transport, information in emergencies Data Protection Act 1998 The Freedom of Information (Scotland) Act 2002 Equality Act 2010 Dealing with Racial Harassment Bullying	Page 25-29
Staff List	Page 28-29

Contact Details

Hampden School
18 Logan Gardens
Glasgow G5 0LJ

Tel: 0141 429 6095



Head Teacher: Miss Seana Moore
Currently on maternity leave

Email: headteacher@hampden-pri.glasgow.sch.uk

Depute Head Teacher: Virginia Smith
(Acting Head Teacher)



Principal Teachers: Pamela Diatta
(Acting Depute Head Teacher)



and Lyn Shine



Acting Principal Teachers: Rhona O'Malley



Katie Roche



Craig McConnell



Website: www.hampden-pri.glasgow.sch.uk

Twitter: @hampden_school (we would encourage all our parents to follow us on twitter. Our twitter feed is updated daily and a closed account which means you need to click on link to ask to follow us and privacy settings are high)



Parent/Staff Association Chairperson: Marie Macrae & Claire Thomson

Clerical Assistants: Amanda Doherty and Lesley McFarlane

Tel: 429 6095

Educational Psychologist: Psychological Services South Area

Tel: 276 3270

School nurse: Alison Nimmo

Tel: 429 7124

Continence Nurse Specialist: Jacqui McConville

Tel: 531 8615

Speech and Language Therapist: Fiona Falsey

Tel: 300 6361

Physiotherapist: Katrina McGurk Tel: 201 0919

Occupational Therapist: Contact Southbank OT department Tel: 201 0938

Social Work, Children and Families: Social Care Direct Switchboard Tel: 287 0555

LDCAMHS
(Learning Disability, Child and Adolescent Mental Health Service) Tel: 201 0108

Education Transport: Tel: 287 7477 (lines open at 8am)

Transport Co-ordination Centre
(24 hours) 0800 032 4444

Hampden School provides education for children with Complex Learning Needs.

It is an inter-denominational school.

The school roll in 2019-2020 was: 53

Our school roll for session 2020-2021 is 58 pupils from P1-P7

The School Day

In common with mainstream schools, teachers have 22.5 hours class contact per week.

Learning and teaching (class contact) starts at 9.30

Lunch is taken in two sittings, from 11.30-12.00 and 12.00-12.30

Lunchtime with the class teacher is a valuable context for learning and teaching.

Children have free and structured playtime from 12.30-1.15 which involves active, outdoor learning with Support for Learning Workers.

Learning and teaching resumes from 1.15-3.00

**School Holidays and INSET days for all Glasgow schools
(dates set prior to COVID 10 emergency)**

School Holidays for 2020 - 2021

Return date for teachers	Monday 10th August 2020
Return date for pupils	TBC
September weekend	Friday 25 September 2020 and Monday 28 September 2020
First mid-term	Monday 12 to Friday 16 October 2020 (inclusive)
Christmas/New Year	Wednesday 23 December 2020 to Tuesday 5 January 2021 (inclusive)

*** Please note that schools will close at 2.30pm on the last school day before the holiday**

In-service days - all schools Tuesday 11 August 2020, Wednesday 12 August 2020, Friday 9 October 2020.

School holidays 2021

Return to school	Wednesday 6 January 2021
Second mid-term	Monday 8 February and Tuesday 9 February 2021
In-service days	Wednesday 10 February 2021
Spring Holiday (Easter)	School closes at 2.30pm Thursday 1 April Return on Monday 19 April 2021 Friday 2 April 2021 (Good Friday) and Monday 5 April 2021 (Easter Monday)

*** Please note that schools will close at 2.30pm on the last school day before the holiday**

May Day	Monday 3 May 2021
In-service	Monday 6 May 2021
May Weekend	Friday 28 May and Monday 31 May 2021
School closes	Thursday 24 June 2021 at 1pm

If a parent or carer has a concern:

This should be addressed to the Head Teacher or Depute Head.
Any concern will be dealt with timeously, courteously and effectively.

If a child has a concern:

It can be difficult for our children to express a concern, as a result of their communication difficulties. As a school we have Bronze level Rights Respecting Schools Accreditation. We are currently working towards the Silver Awards. We aim to ensure that children are heard. However, staff and many pupils can use Alternative and Augmentative Communication methods, such as switches and Makaton signing to make their needs known. Staff act promptly and sensitively to address pupils' concerns.

Pupil Absence:

Section 30 of the 1980 Education Act lays a duty on every parent/carer of a child or young person 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, e.g. approved by the authority, or unauthorised, e.g. unexplained by the parent/carer (truancy) or excluded from school.

Parents/Carers do not have an automatic right to take their child out of school without permission during term-time. The Head of Establishment can only authorise time off during term-time in **exceptional circumstances**.

Exceptional circumstances include:

- Short-term parental/carer placement abroad
- Family returning to its country of origin for family reasons
- The period immediately after an illness or accident
- 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

***Please ensure you seek permission from Head Teacher if you are planning to take your child on holiday during term-time. We appreciate that many of our families are granted holidays from organisations such as The Family Fund during term-time. This is okay but we need to record dates and alert transport.**

Clearly with no explanation from the parent or carer, the absence is unauthorised.

If your child is unwell and you do not want him to be picked up on the school bus, please phone the school around 8.15 am, and tell a member of the management team.

When you feel s/he is well enough to return, please follow the same procedure, calling before the end of the school day, so that transport can be organised for your child's return.

Complaints procedure:

At Hampden Primary School, we aim to work with parents and carers in a spirit of partnership and consultation. However, there may be times when parents or carers have concerns regarding their child's education. In this case, it is the school's aim to find a solution which is in the best interests of the child.

We would aim to respond satisfactorily to any complaint at the point of initial contact with the Head Teacher or Depute Head teacher.

In the unlikely event that a parent is not happy with the initial response, or if the complaint is in writing, it will be regarded as a formal complaint.

Formal complaints received by Education Services' Customer Liaison Unit, will be referred to the school for action. If however, the complaint is against the Head Teacher, The Customer Liaison Unit will investigate, and respond within the necessary timescales.

Education Services' Customer Liaison Unit: Tel 0141 287 5384

Arrangements for parents/carers who are offered or are seeking a place for their child:

Arrangements are made in cooperation with Psychological Services. An opportunity to visit the school is available to all parents prior to any decisions being made about their child's education. Children are admitted under the same criteria for admission to any of the Glasgow schools whose designation is that for children with Complex Learning Needs. The criteria for entrance are:

- The child has Complex Learning Needs
- The child lives within the South East catchments area
- The parents and Psychologists agree on the suitability of the placement.

Entry to school is through a recommendation by the child's referring psychologist and subject to the *'Planning Pathways for Young People with Additional Support Needs'* assessment process. The school does not make a decision about placement so it is therefore important to contact your child's Educational Psychologist who will advise you on the process.

A visit is arranged for the parents and a review date is set to discuss the suitability of placement. The review panel may have in attendance, the Head Teacher the Nursery or Class Teacher, the referring Psychologist and the parents. On occasion other specialists or agencies involved with the child may be invited. If everyone is in agreement with the placement then the child is given a start date.

Out of Authority Placement:

All out of authority placements are made at the discretion of the Head of Service.

Over subscription of places:

Priority for placement is given to children who reside in the catchments area—South East Glasgow. If the numbers or capacity is at maximum, then the child may be offered an alternative place in another Glasgow school for children with Complex Learning Needs.

Placing requests for Hampden, from within the authority are at the discretion of the Head of Service.

How the school communicates with parents:



Staff take active steps to encourage parents/carers to engage with the school. Each child has a home/school diary in which the child, through the use of Boardmaker symbols, tells the parent about what s/he has been learning in school that day. Similarly, parents are encouraged to use this method, to help the child communicate at school what he has been doing at home.

Many class teachers also use a big point button to communicate with parents. This allows for a short message to be recorded and sent home with the child. We encourage messages to be recorded by parents/carers and sent back to school the following day.

The school has an open door policy. Parents are encouraged where possible, to make an appointment to drop in and discuss with the Head teacher or Depute, any concerns they may have regarding their child's education or health and wellbeing.

The Head Teacher and Depute Head are also happy to discuss issues on the phone.



As well as meeting at regular Parents' Evenings, parents/carers are also invited to discuss their child's progress at meetings to discuss the appropriateness of the placement, as well as the content of the child's learning plan or Co-ordinated Support Plan.

Parents also meet to discuss their child's transition within and between schools. For example, in preparation for the child's move to secondary school.

The school invites parents to visit and contribute to our website and twitter. The school twitter account will keep you up to date with school and wider relevant events. This is a private page, so please request to follow.



In addition to regular letters from the Head teacher, a monthly newsletter and parents' calendar is sent home.



Parental Involvement:

In line with Glasgow's Parental Involvement Strategy, Hampden School is committed to enabling all parents/carers to:

- Play a full part in their child's education
- Be fully informed about their child's learning
- Be welcomed and involved as active participants in the life of the school
- Express their views on their child's education, and have these views taken into account

For more information, visit: <http://www.glasgow.gov.uk/CHttpHandler.ashx?id=12489&p=0>

The school has a small but very active Parent Council which would be delighted to welcome new parent members. Our Parent Council meets usually on the first Tuesday of each month at 10am. All parents are welcome to attend meetings.

Your child's teacher will be happy to discuss a range of issues. For example, your child's individual learning targets and approaches to learning and teaching.

The school organises visits from guest speakers on subjects such as autism and workshops on subjects such as parenting or Makaton signing, massage classes and yoga.

Following such events, or as part of a Parents' Evening, the school seeks the views of parents via questionnaires which help us to evaluate our performance and improve our practice.

For example, in a recent questionnaire which looked at how nurturing our school is, a parent answered a question with, "My son loves coming to school. I myself, feel very welcome. I feel I can phone the school at any time and someone will be on the other end to give me advice and help."

Similarly, a visiting professional commented, "Great school, great staff and happy students."



School Ethos:

Our Vision, Values and Aims

Vision

We will work together in partnership to create an inspirational community of learners where our primary concern is to secure the best possible outcomes for each child.

We aspire to work cooperatively, to create a challenging learning experience which creates a happy, enjoyable, safe, secure, supportive and nurturing environment for every child.

We will provide a curriculum which is stimulating, challenging and relevant for the needs of our learners

We are committed to self-evaluation and are constantly building capacity for improvement.

In an inspection in November 2011, Her Majesty's Inspectors of Education rated the school's improvement through self evaluation as Very Good.

Improvements in performance were also graded as Very Good.

You can read the full report at:

http://www.educationscotland.gov.uk/Images/HampdenPrimarySchoolIns20111114_tcm4-704764.pdf

Values

Children - their opinions of their learning experiences which shape 'next steps'

Parents - we promise to make time, be approachable and worthy of their trust

Each other - everyone's opinion should be heard, respected and considered in the spirit of mutual respect

Professionalism - keep confidences, be non-judgemental, work in true partnership.

Flexibility - we will continue to show flexibility in working practices in response to our children's needs

Diversity - we recognise and celebrate the differences amongst us

Wider community - we value the expertise of other schools and agencies which support us and our children. We actively reach out to enrich the lives of those around us in Oatlands

H - HAPPY

A - ACHIEVING

M - MOTIVATING

P - PROFESSIONAL

D - DIVERSITY

E - EMPOWERMENT

N - NURTURING

Aims

We aim to:

- work and evaluate all that we plan, both collaboratively with other professionals and as a class team

- make the curriculum challenging, enjoyable and relevant across the 8 curricular areas (CfEx).
- listen to and respect the views of all stakeholders.
- work in partnership with parents, ensuring they are consulted, informed and involved in their child's learning experiences
- celebrate success and achievements each day
- Get It Right for Every Child by becoming a Rights Respecting School- Silver Award

We are a school that recognises the rich learning context of Eco Schools and citizenship. In October 2013, the school was awarded its first Green Flag. This is a highly prestigious, internationally recognised award and is part of Glasgow's Eco-Schools Initiative. It celebrated the children's achievements, as amongst other things, they worked with a range of community partners to improve the school grounds for active, outdoor learning and improved the environment in the local community as they learned to "Think global and act local"

The main aims of Eco Schools are to:

- Tackle the problems of waste, including litter and recycling
- Reduce our use of energy and water
- Improve the school grounds for both our young people and biodiversity
- Encourage healthy lifestyles, food growing and the use of sustainable travel
- Empower our young people and communities
- Improve the local environment
- Understand the effect of our actions on both the global environment and society.

As a school we enrich learning through International Education. We have strong links with schools in Spain, Pakistan and Senegal. We also have links with an orphanage in Peru. The school seizes every opportunity to include parents, volunteers and students in our International activities: from cooking to story-telling to raising flags and attending awards events. We have benefitted from a Spanish Erasmus+ plus student who introduced Spanish to our curriculum and during session 2018-2019 we welcomed a German Erasmus+ student to the school.

The school has been recognised for our achievements: We are 1 of a handful of British schools to have been awarded eTwinning school status. In Sept 2018 we were awarded an International Education Excellence award and we have the European Quality Award, awarded through Erasmus +.

We were also in the wonderful position of being able to send a couple of members of staff to Madrid in session 2018-2019 to work on some joint planning with our International partners. This partnership continued in session 2019-2020 two more members of staff were to travel again to Spain for joint planning. (This was cancelled due to COVID-19)

Our Learning Community

Where we continue to train and learn in response to children's needs.

Aims:

1. We aim to work and self-evaluate together to plan for challenging and enjoyable learning experiences as we deliver a Curriculum for Excellence
2. We aim to listen to and respect the views of all stakeholders.
3. We aim to work in partnership with parents, ensuring that they are consulted, informed and involved in their child's learning journey and that we all understand their needs.
4. We aim to celebrate success and achievements every day.

The school does not currently have a formal pastoral link with any denomination. However, we have close links with Rev Neil Galbraith of Cathcart Old Parish Church and through this, with Glasgow the Caring City.

The school plans joint activities with other establishments, such as St Francis and Blackfriars Primary and Task Nursery. We enjoy strong partnerships with local businesses such as Martec Engineering, and provide training for students on school work experiences programmes and college students undertaking study in Additional Support Needs at HNC and HND level and in recent years for some University Students.

Through experiencing regular success, our pupils become confident individuals. Staff encourage pupils to develop self respect. By knowing the children well, they aim to identify and meet the children's physical and emotional needs.

Through the religious and moral education outcomes from Curriculum for Excellence and through the ethos in each class and the behaviour modelled by adults, the children learn to show tolerance and respect for others.

Health and Wellbeing is at the heart of the curriculum, is taught as a discrete subject and is also embedded in the life and work of the school.

We enjoy very good support from our Active Schools Coordinator, Ivonne Iser, who has organised lunchtime sessions in dance and football. The children also have the opportunity to take part in karate and boccia lessons.

Glasgow's aim is to be a Nurturing City.

We want to ensure that all Glasgow schools and nurseries are places in which children feel welcomed, nurtured and secure.

The ethos of Hampden School is based on the nurturing principles below:

- We understand that our children don't learn in the same way as typically developing children, and we meet them where they are with an accepting attitude
- Our classrooms are places where children feel safe and supported, where reliable staff provide the children with structure and routine, and provide good role models and clear consistent expectations for behaviour.
- All adults in the school and wider multi disciplinary team work together to help develop our pupils' self esteem, by recognizing and celebrating the smallest learning step.
- The multi-disciplinary school team within the school and between schools, works together to provide seamless transitions in our pupils' education. Clear verbal and visual structure helps children manage transition within the school day, reducing their anxiety.
- Staff and parents work with Speech and Language Therapy colleagues to develop skills in Alternative and Augmentative Communication which will help our children express their wants, needs and feelings.
- Staff and parents work with colleagues from Educational Psychology and LDCAMHS (Learning Disability, Child and Adolescent Mental Health Service) to develop our understanding of what a child is telling us through his behaviour.

The Curriculum

For more information on Scotland's Curriculum For Excellence, visit:

<http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/>

'One day it will not matter how much I have in the bank, the car I drive or the house I live in, but that once I was important in the life of a child'

Dietrich Bonhoeffer

In an inspection in November 2011, Her Majesty's Inspectors of Education rated both the curriculum, and learners' experiences at Hampden School as **Very Good**.

Meeting learners' needs was graded as Excellent.

The Rationale and Design of the Curriculum

Our pupils have complex learning needs and have their own learning plan. In some cases, a child may also have a Co-ordinated Support Plan (CSP). In the first instance our learning targets will be drawn from these identified individual needs.

Our Curriculum Design

The children's learning is organised into a series of stimulating and enjoyable learning contexts, corresponding to the 8 curriculum areas. The curriculum areas are:

Mathematics and Numeracy

Health and Wellbeing

Sciences

Expressive Arts

Literacy and English

Social Studies

Religious and Moral Education/ Religious Education

Technologies

The children's interdisciplinary learning is organised into topics such as Food, Glorious Food or Toys or Water. We ensure that learning in Mathematics, Literacy and Health and Wellbeing permeate all our learning contexts.

In Health and Wellbeing, subjects such as Relationships, Sexual Health and Parenthood are taught at a developmentally appropriate level, in accordance with the annual curriculum plan which is issued to parents at the start of the session.

The 7 Principles of Curriculum Design we refer to when planning learning are -

- Challenge and Enjoyment
- Coherence

- Breadth
- Progression
- Depth
- Personalisation and Choice
- Relevance

We aim to deliver an education which makes the best possible use of ICT (Information and Communication Technology) to engage and support pupils. We expect our curriculum to be delivered in exciting, innovative and interactive ways. We want our pupils to be actively experiencing a wide variety of environments in the wider community, learning through play, sensory activities and enjoying learning experiences outdoors as well as within a conventional classroom setting. We plan to offer opportunities for pupils of different ages and developmental stages to come together and share learning, eg enterprise. We offer regular opportunities for the whole school to come together to enjoy celebrations, achievements and religious observances.

Parents are invited to attend eight religious observances each year.

A timetable of observances and the name of the class leading the observance is circulated to parents at the start of each session.

Religious Observance takes a respectful approach and does not seek to compromise the beliefs of any children or their families.

Parents have a legal right to withdraw their children from religious observances.

The Head Teacher will be happy to talk to any parent who would like to withdraw their child, and arrangements will be made for the child to take part in a worthwhile learning activity.

Whilst Literacy, Numeracy and Health and Wellbeing flow across all our learning, our learning contexts are planned using cross-curricular themes where there is specific focus on selected experiences and outcomes. These learning contexts are used to deepen learning as the child makes planned progress through the school.

Teachers will regularly revisit long and short term targets to ensure that pupil needs are addressed within the plan. Parents and all appropriate partners are also regularly consulted.

Applying The Principles of Curriculum Design

The environment for learning in our complex needs setting promotes a high degree of challenge and enjoyment, and personalisation and choice through planned opportunities to experience different activities, materials and contexts and make imaginative use of both indoor and outdoor learning environments. Learning within any particular activity will prompt different aspects of learning in individual ways for children. Approaches which involve children in planning, and respond flexibly to their interests and needs, eg Talking Mats, also contribute to personalisation and choice. We try hard to find ways to "hear the learner's voice" and, using what the learner communicates to us, we can plan the most relevant next steps in learning.

Learning activities provide rich opportunities for progression and depth of learning. The learning activities and environment are planned and organised to offer opportunities to extend skills (for example language skills) and deepen understanding. Active learning will

promote the development of logical and creative thinking and encourage a problem-solving approach, where possible.

The adult role in supporting progression is very important. It will vary, sometimes observing and supporting, other times facilitating and skilfully intervening in, or extending, the activities and experiences to promote progression and learning in depth. Direct teaching and focused work with groups or individual children will help to develop specific skills and knowledge in particular areas of learning or will take account of additional support needs. We are mindful that the balance between self-directed and adult-initiated learning opportunities needs to be carefully considered and monitored.

Learning through a wide range of well designed activities will also offer relevance, coherence and breadth. Activities will often build directly on what is familiar to the child, and the local environment and events can be used to provide interesting, real-life contexts for learning. Learning in a variety of contexts supports and reinforces the development of numeracy, literacy and health and wellbeing across the curriculum.

The experiences and outcomes at the Early Level of A Curriculum For Excellence are used to plan motivating and challenging activities. Taken together, as appropriate to the stage of development of each child, these activities provide breadth of learning across all curriculum areas. Activities planned in this way, which build on what is familiar, should enable children to make connections, give coherence to their learning and enable them to understand the relevance of what they are learning.

We are committed to broadening every child's experience of local, national and global contexts eg, gaining a Green Flag for the school, St Andrew's Day celebrations and, to recently gaining awards for our international education eg e-twinning awards. To this end there is a busy schedule of visits and excursions planned every term. Our Milap (brotherhood) party aims to ensure that all pupils have the opportunity to connect with their cultural heritage, celebrated every other year. The school has developed strong International links with Spain, Pakistan, Senegal and Peru. All children in the school have the opportunity to experience modern languages.

To ensure relevance for learners with complex additional needs, many of our learning contexts remain 'close to home' in order to ensure that the child can see relevance and engage in the learning.

We regularly share our curriculum content ideas with parents and carers, through our Standards and Quality Report and parents' evenings. There is a year plan provided in the home-school diary which details the topic titles and curricular focus of each planned learning outcome. Teachers make suggestions in the diary of how parents can become more involved in their children's learning.

Senior Managers monitor the quality of learning and teaching through a series of four, focused classroom visits each session.

The Development of the Curriculum

"How we teach is as important as what we teach"

All of our pupils experience some difficulties in communication. We must therefore engage them in active and experiential styles of learning that are not overly reliant on verbal and written learning alone. We make considerable use of ICT to enhance communication. We expect the iPad roll out for every child in the school to commence in 2020.

Value Adding our Curriculum - Wider Achievements

At weekly school assemblies and in classes, we embrace every opportunity to celebrate the achievements of individuals. Through eco-schools and charity related activities, we prepare our children to participate for citizenship eg through our Eco Schools work.

We have a long established and highly successful tradition of enterprise education where our pupils can see and experience the world of work eg through The Dentist topic.

We have devised an annual programme for religious observances to ensure that we celebrate several cultural and religious events.

The curriculum, then, is not an inflexible fixed list. It is a carefully constructed framework of experiences in context where outcomes are planned from Early and First stages material and tailored to meet the evolving needs of our very individual learners.

Therapeutic Activities: Hampden pupils also benefit from visiting specialists which include: Massage Therapy, Music Therapy, Yoga, Dance, Music experts, Play Therapy, Environmental Art Therapy to name a few.

Planned Learning, Including Programmes and Courses

The Planning process

Interdisciplinary learning topic plans are written six times per year, using the Experiences and Outcomes at the Early/ First levels of Curriculum For Excellence.

Topic plans will be read by a member of the Senior Management Team who is the teacher's appointed mentor for the session. Mentors provide timely written feedback and also offer verbal guidance and support at the mentor meetings which are also scheduled throughout the school year. The mentors will have a particular focus on the self evaluation comments

from the previous topic and discussion will seek to ensure that the next steps, where they are identified for each child, are the most appropriate. These discussions will also ensure a focus on appropriate levels of differentiation. Mentors also encourage teachers to reflect on and self evaluate learning and teaching in their classrooms.

Mentor meetings, written feedback and guidance are complemented with monitoring visits, which are scheduled four times a year. Here, the mentor will work alongside the teacher and offer further observations or guidance on learning and teaching. The visits will have a pre-agreed focus, for example, "active outdoor learning" or "hearing the learner's voice".

Planning is based on a clear picture of what the child has accomplished so far, informed by careful evaluations of learning and teaching, leading to appropriate next steps. Class teachers refer regularly to the long term targets established for each child. Children have a programme of individualised learning activities. These activities provide opportunities for individualised teaching of new skills. They also allow the child to consolidate existing skills with the help of a Support for Learning Worker.

Teachers consult with the other professionals who support the child eg Medical staff at The Children's Hospital, Physiotherapist, Speech and Language Therapist. There will also be an ongoing dialogue with parents who can deepen our knowledge and understanding of the child. Parents/carers are encouraged to seek the advice of the Head Teacher or Depute Head during the course of the planning block as required. On some occasions, it may be necessary to change or augment plans in response to children's needs, or issues the parent has identified.

At Hampden School, all staff are expected to be familiar with Glasgow's Learning and Teaching Strategy.

For more information on learning in Glasgow, go to:

http://www.goglasgow.org.uk/content/UserGenerated/file/Learning_Teaching/LearningTogether%20MAY%202013%20published.pdf

Assessment and Reporting

Since many of our pupils cannot be assessed using standardised tests, we continue to make considerable use of photography and video recording to 'capture' the sometimes small steps towards this progress. We are also currently looking at the milestones that Education Scotland have recently published and each child will have an individual record of the milestones achieved. Each term, short term targets, drawn from agreed long term targets, are updated and sent home for Parent's information. Staff offer opportunities for daily contact with parents in our Home/School Diaries. We schedule regular reviews to include all the agencies which support a child where we share progress and concerns with each other and the child's parents. Formal reports are sent to parents, with a page inviting their

comment, at the end of every school year. These again utilise ICT wherever possible to help the documents come alive for the reader. The documents are intended to be celebrations of achievement.

The school is working towards the creation of a profile for each child which:

- Outlines the child's best achievements, in and out of school
- Contains information on progress and achievement across all curricular areas
- Contains a record of any awards the child has received

Transitions

It is recognised that whilst all children are vulnerable at times of change, our pupils may need even more support at these times. Therefore, time is allocated in every school year to ensure that for class to class transitions, all our receiving teachers have the best possible assessment information on each child.

A published timetable ensures that the child is prepared for the move and given every opportunity to become accustomed to their new learning environment and personnel.

We offer an induction procedure for children who join us from other establishments and work closely with parents to ensure a successful start with us.

When a child leaves our school, we prepare a transition passport document which includes all the personal and assessment information to support a smooth move. All who have supported the child are involved in drawing up this document.

For information on placing requests, visit:

www.glasgow.gov.uk/en/Residents/.../SchoolPlacingRequest/

Support for pupils

Vision

'We are committed to self-evaluation and constantly building capacity for improvement'

Aims

To ensure that the additional support needs of every individual child are correctly identified and addressed, with the collaboration of parents, staff and all the agencies who support each child.

To ensure that regular review meetings and evaluations of learning and teaching produce a challenging and enjoyable learning experience for every individual.

To ensure that our provision for each child at all times complies with the Education (Additional Support for Learning) (Scotland) Act 2004 (updated 2010) and the Code of Practice 2005 and that everyone's rights under the law are fully met.

To implement the Staged Intervention Approach to meeting additional support needs.

The Identification of Needs

All our pupils have been identified as having complex learning needs prior to admission by CIG (City Inclusion Group). They will bring with them a variety of previous assessments. Pupils over 3 years who have attended nursery school or pre-five assessment centres may already have their own learning plan or Co-ordinated Support Plan.

Some months after being enrolled, a post placement review will be convened. Parents and all relevant agencies will be invited to confirm that the school is indeed the best placement for each individual child.

Class teachers will then set long term annual learning targets, drawing from any available existing baseline data such as nursery or school records, Speech and Language therapy records, diagnostic assessment profiles and medical records.

These targets will be formally monitored by the Senior Management Team (SMT) and amended as necessary. These provisional plans are now sent to parents for comments. Parents are then invited to another meeting where any final adjustments are agreed and parents 'sign off' the targets.

Whenever possible, the views of the child will be sought and their learning targets for the year explained to them.

From these agreed long term targets, short term learning targets will be identified for each planning block. Outcomes will be reviewed on a termly basis and shared with parents.

At the end of each session, long term targets will be re-visited and progress towards them will form the basis of the school report. Photographic evidence and children's work will be used to complement written evaluations.

Meeting the Needs

Each class team will formally and informally evaluate the quality of learning experiences they provide for each planning block. Within their planning formats, they will receive feedback from their mentor and work together to decide next steps.

It is in the very nature of pupils with complex needs that much of their learning will be active since for many of our learners an experiential, tactile or exploratory activity will be the main way in which they can access learning.

Whilst many of our children experience communication difficulties and find it hard to 'share' their learning or express preferences in learning, we remain committed to giving them every opportunity to do so.

We strive to ensure that a full and varied range of life enriching experiences are provided for them, where they can celebrate their culture, experience the world of work and enjoy the outdoors and the wider environment.

ICT is extensively used to help pupils communicate their opinions and express their preferences.

For some pupils with a wide range of support needs and multi-agency involvement, the education authority will decide in collaboration with the school that a CSP (Co-ordinated Support Plan) is required.

For further information on Co-ordinated Support Plans (CSP) see:

<http://enquire.org.uk/publications/parents-guide/chapter-7-co-ordinated-support-plans>

Glasgow City Council Policy Additional Support Needs

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 and young people 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 and 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 or young person suffering from bereavement who requires pastoral support, a more able child/young 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 Head Teacher in the first instance.

If a parent is unhappy with the support their child is getting they must first discuss this with the school in order to seek a resolution at that very local level.

Further information relating to Additional Support Needs is also available on Glasgow City Council's website -

<http://www.glasgow.gov.uk/index.aspx?articleid=8627>

Organisations which provide advice, further information and support to parents of children and young people with Complex Learning Needs.

Children in Scotland: Working for Children and Their Families, trading as "Enquire - the Scottish advice and information service for additional support for learning"

enquire.org.uk

Tel: 0845 123 2303

Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576

Independent Advocacy safeguards people who are vulnerable and discriminated against or whom services find difficult to serve, empowering people who need a stronger voice by enabling them to express their own needs and make their own decisions.

www.siaa.org.uk

Tel: 0131 556 6443

Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741

Free legal advice for and about children - can help you with any questions about the law.

www.sclc.org.uk

Tel: 0131 667 6333

Contact a Family Scotland, Craigmillar Social Enterprise & Arts Centre, 11/9 Harewood Road, Edinburgh, EH16 4NT

Contact a Family provides support, advice and information for families with disabled children, no matter what their condition or disability.

www.cafamily.org.uk/scotland

Tel : 0131 659 2930

School improvement

In their inspection report of Nov 2011, Her Majesty's Inspectors of Education asked:

"How well does Hampden School improve the quality of its work?" They reported to parents:

"We are confident the school will continue to improve the quality of its work. The staff are committed to providing high-quality learning experiences for children. The Head Teacher and senior managers are showing excellent leadership in establishing the school in its new building and in the community. All senior managers support, observe and monitor the quality of learning and teaching. They regularly work alongside staff and model best practice. All staff are clear about the school's strengths and what needs to be improved. To improve further, they should focus on ensuring consistently high-quality teaching and learning across the school."

The inspection of the school found the following key strengths.

- Motivated children who clearly enjoy their learning.
- The leadership of the Head Teacher, together with the Depute Head Teacher and the Principal Teacher.
- The commitment of staff and their success in working together to improve the quality of children's experiences and learning activities.

Session 2020-21 Improvement Priorities include:

- 1: Reconnection, recovery and resilience: in response to COVID-19 school closure. Largely based on Nurture, Health and Wellbeing and Communication.
- 2: Digital Learning - Roll out of iPads and CPD for staff to ensure confidence with technology for best outcomes for children.
- 3: Rights Respecting School - Silver award, Emphasis on UNCRC - The right to Play.

Practical information:

All Glasgow City Council and Hampden School policies are available from the Head Teacher on request

Council Policies are available by visiting:

Clothing

It is the policy of Glasgow City Council to encourage schools to develop an appropriate dress code policy.

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

- Potentially, encourage faction (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, dangling earrings
- Are made from flammable material, e.g. shell suits in practical classes
- Could cause damage to flooring
- Carry advertising, particularly for alcohol or tobacco, and
- Could be used to inflict damage on other children or be used by others to do so

Under no circumstances will children be deprived of any educational benefit as a result of not wearing clothing conforming to the school's dress code policy.

Parents/Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (limits to this), Housing Benefit, or Council Tax Benefit will normally be entitled to monetary grants for footwear and clothing for their child. Approval of any requests for such grants made by parents/carers in different circumstances is at the discretion of the Executive Director of Education. Information and application forms may be obtained from schools and from Grants Section at Education Services headquarters.

Glasgow City Council is concerned at the level of claims being received regarding the loss of children's and young people's clothing and/or personal belongings. Parents/Carers are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents/Carers should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

Meals

All children with Additional Support Needs are entitled to a free school meal.

The catering staff provide health promoting meals from a menu which changes weekly.

Children are offered a choice each day and there is always a halal and vegetarian option on the menu.

The menu is sent home for parents to indicate their child's preferences.

Parents of children, who require a special diet for medical reasons, require written information from their dietician which will be passed to our catering service, Cordia.

Transport

The Education Authority has a policy of providing free transport for all primary aged children who have Complex Learning Needs.

Pick-up/drop off information

Your child will usually be transported on a school bus, accompanied by an escort. In exceptional cases a taxi and escort may be provided.

In order to provide an adequate and efficient service for all children and their families, it is the parents' responsibility to ensure that the child is ready for school when the bus arrives in the morning. The driver is only allowed to wait for three minutes at each address. It will not normally be possible for the bus to return to collect a child who was not ready for school at the agreed pick up time.

We would ask you to appreciate that school transport can sometimes be delayed by adverse weather or by unexpected traffic conditions.

The bus escort must stay with the children at all times, and therefore cannot leave the bus to help a child move from the house to the bus.

When the bus arrives to drop off your child at the end of the school day, a parent or responsible adult who is known to the escort must be there to collect the child.

If your child is unwell and you do not want him or her to be picked up by the school bus, please phone the school around 8.30 am, and tell a member of the management team.

When you feel s/he is well enough to return, please follow the same procedure, calling before the end of the school day, so that transport can be organised.

** Please note that, except in the case of genuine emergency, any request for a change to transport arrangements must be made to the school no less than 5 days in advance.*

Placing Requests (Transport)

The Education Authority does not provide transport for those children in receipt of a placing request other than in individual exceptional circumstances and where appropriate legislation applies.

Information in 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, e.g. severe weather, temporary interruption of transport, power failures or difficulties of fuel supply.

In such cases we will do all we can to let you know about the details of school closure or re-opening. We will keep you informed by some or all of the following methods: phone calls, letters and announcements in the newspapers as well as on local radio and Twitter.

Data Protection Act 1998

Information on children and young people, parents and carers is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the Codes of Practice. For further information please contact the school.

The 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: The Scottish Government 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 to access includes all types of 'recorded' information of any data held by the Scottish public authorities. From 1 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

Equality Act 2010

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:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Equality Act 2010;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Dealing with Racial Harassment

The Race Relations Act of 1976 makes it unlawful to discriminate against someone because of his/her colour, race, nationality, ethnic or national background. The Act makes it the duty of Glasgow City Council to eliminate unlawful racial discrimination.

In 1999 the guidelines, 'Dealing with Racial Harassment' were issued to assist all teaching staff in dealing with such incidents.

The adoption of an anti-racist approach is seen as one part of the continuing attempt to improve the quality of education.

Glasgow City Council recognises that support from the home is essential if these aims are to be achieved. Every child in Glasgow has the right to be happy and secure at school.

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 learn in an 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 and report all discriminatory behaviours within educational establishments. Parents and carers have a significant role to play in helping to address this problem.

Staffing for the year from April 2020

Seana Moore, Head Teacher (maternity leave)
 Virginia Smith, Acting Head Teacher
 Pamela Diatta, Acting Depute Head Teacher
 Lyn Shinie, Principal Teacher
 Rhona O'Malley - Acting Principal Teacher (Wed-Fri)
 Katie Roche - Acting Principal Teacher - (Mon- Wed)
 Craig McConnell, Acting Principal Teacher

Adrienne McCance, Support for Learning Worker
Ainsley McLean Teacher (M, T,W)
Ann Lawrie, Support for Learning Worker (Grade 4)
Berenice Lloyd, Teacher
Caroline Smith, Teacher (M,T,Th,F)
Catherine Galbraith, Instructor (M,T,W,Th)
Dorothy Shea, Instructor (M,T, W)
Emma Birrell, Support for Learning Worker
Findlay Wilson, Support for Learning Worker
Georgia Buchan, Teacher
Gillian Ferguson, Support for Learning Worker
Graham Moffat, Support for Learning Worker
Jackie Christie, Support for Learning Worker
Jeremy Hannah, Teacher
Kami Wright, Support for Learning Worker
Lesley McFarlane, Support for Learning Worker (W AM, Th, Fri)
Lewis Short, Teacher (M,T,W)
Lisbeth Galbraith, Teacher Part (T,Th,F)
Lorraine Stevenson, Support for Learning Worker
Lynn Wood, Support for Learning Worker
Mairi Cumming Teacher
Margaret McGuinness, Support for Learning Worker
Margaret McConville, Support for Learning Worker
May Crilley, Support for Learning Worker
Maureen McGhie, Teacher (,W,Th,F)
Maureen Taylor, Support for Learning Worker
Michelle Molloy, Support for Learning Worker (W, Th, F)
Mohammed Arshad, Support for Learning Worker
Morag Reoch, Support for Learning Worker
Nicole Scott, Support for Learning Worker
Pamela Tait, Instructor
Sam Murray, Teacher
Sammi - Jo Miller, Support for Learning Worker (Th, F)
Sandra McGillivray, Support for Learning Worker
Sarah Mackintosh, Teacher
Sharon Muir, Support for Learning Worker
Sharon Murphy, Support for Learning Worker
Toni-Marie Brown, Support for Learning Worker (M, T, W)
Tony Hamilton, Support for Learning Worker
Tricia Sweeney, Support for Learning Worker (M, T,W)

Health and Wellbeing Workers

Laura McConnachie
Nicole Meldrum

School Secretary: Amanda Doherty
Janitor : Ted Dempsey
Kitchen Staff: Stephanie and Johanna

Although the foregoing information is correct at the time of printing, there could be changes affecting any of the matters dealt with in this handbook.

- a. before the commencement or during the course of the school year in question
- b. in relation to subsequent school years