

Highpark Primary and LCR



School Hand Book



Highpark Primary and LCR
School Handbook

Welcome to Highpark Primary and LCR

Last updated October 2021

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School Vision & Values

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

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

Values:

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

School Information

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

Contact Details:

Highpark Primary School and LCR
100 Bilsland Avenue
Ruchill
Glasgow
G20 9NY
Phone: 0141 946 7073
Email: headteacher@highpark-pri.glasgow.sch.uk
wodonovan@highpark-pri.glasgow.sch.uk
Twitter: @HighparkPS

Background information:

- Co-educational school
- Non-denominational
- Stages taught: P1-P7
- Current Roll: **241 (228 Mainstream, 30 LCR)**
- Capacity: **302 (272 Mainstream, 30 LCR)**

Learning Community: Cleveden Secondary School

School staff

The Leadership Team is as follows:

Head Teacher:	Mrs Wilma O'Donovan
Depute Head Teacher:	Ms Moira Rarity
Depute Head Teacher LCR:	Ms Elaine Easton
Principal Teacher:	Miss Hannah Beveridge

Teaching Staff

Primary 1a	Miss Hannah Beveridge
Primary 1b	Mrs Lauren Christie
Primary 2	Miss Rebecca Marsden
Primary 3/2	Mr David Glen
Primary 4/3	Mrs Kerry MacDowell
Primary 5/4	Mrs Emma-Jo Irvine
Primary 5	Mrs MacKenzie/Mrs Van der Flier
Primary 6	Miss Rebekah Chapman
Primary 7/6	Miss Emily Colley
Primary 7	Mr Calum MacLean
NCCT	Mr Mike Stanfield & Mrs Ailie Mowat
Nurture Connections (HWB)	Mrs Hazel Cunningham
CLOL and Curriculum Level Leader	Mrs Claire King
Intervention Teacher/Curriculum Level Leader	Mrs Katie Gaughan

Support for Learning Workers

Mrs Janice Allan
Mrs Leanne Easdon
Mrs Maureen Elder
Ms Liz Paterson
Mrs Sharon McGregor
Mrs Leighann Cunningham

Senior Clerical Officer

Mrs Amanda Mortimer

Language and Communication Resource (LCR)

Oak	Miss Nicole Waters
Pine	Mrs Ella Brady/Mr Jamie Bolland/Miss Michelle McIntyre
Rowan	Mr Neilson
Birch	Mr Allan Scott
Elm	Miss Jenna Low
NCCT/Inclusion	Miss Pamela Cowan

Pupil Support Assistants

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

Miss Samira Campoy

Janitors

Mr T McGuiness & Ms Dianne Kay

Enrolment

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

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

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

Organisation of Classes

The following guidelines set by Scottish Government apply.

P1	maximum 25
P2&3	maximum 30
P4-7	maximum 33
Composite classes'	maximum 25

Composite classes have pupils from more than one stage.

The School Day

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

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

School Term Dates

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

Pupil Absence

Within Highpark Primary and LCR good attendance is encouraged at all times and children rewarded accordingly. Parents are asked to advise if their son or daughter is going to be absent. This should be done as early as possible on the first day of absence. If the young person is going to be absent for some time, it would be helpful to know at the earliest opportunity. The school uses daily text messaging to inform parents and carers of absence if no contact is made. All unexplained absences are investigated by the school and

appropriate action taken. All calls must be made to the Pupil Absence Reporting Line on 0141 287 0039. The line is open between 08:00 – 15:30 Monday to Friday. Alternatively, you can use the online form on the Glasgow City Council website: <https://www.glasgow.gov.uk/index.aspx?articleid=18832>.

Medical & Healthcare

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

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

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

Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, and temporary interruption of transport, power failures or difficulties of fuel supply.

In such cases, we shall do all we can to let you know about the details of our closure or re-opening by using letters, texts and the local media etc.

School Uniform

The school uniform is:

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

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

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

PE Kit

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

in some way in the work of the class and do not miss out on the knowledge and understanding of the course.

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

- Potentially encourage factions (such as football colours)
- Could cause offence (such as anti-religious symbolism or political slogans)
- Could cause health and safety difficulties (such as loose fitting clothing, jewellery)
- Could cause damage to flooring
- Carry advertising particularly for alcohol or tobacco
- Could be used to inflict damage on other pupils

Clothing & Footwear Grants

Parents/Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (check link below for thresholds), Housing Benefit, Council Tax Benefit or Universal Credit (check link below for thresholds) will normally be entitled to monetary grants for footwear and clothing for their children. Information and application forms may be obtained from schools and at

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

School meals

Our school provides a lunch service which offers a variety of meals and snacks. Medical diets for children can be provided. Further information can be found here:

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

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

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

Children and young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (check link below for thresholds), Child Tax Credit only (check link below for thresholds), Universal Credit (check link below for thresholds) and income-related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained at

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

Breakfast Club

The campus has a Breakfast Club that is open from 8.00am-8.45am.

The children receive a healthy breakfast and are supervised by Cordia staff.

This service costs £2.00 or is free to children in receipt of free school meals. Additional siblings are at a cost of £1. These are payable on a daily basis.

Transport

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

Transfer from Primary to Secondary School

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

Head Teacher: Miss Claire Wilson
Cleveden Secondary School
42 Cleveden Road
Glasgow
G12 0JW
Tel: 0141 582 0060
www.clevedensecondary.com

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

Communication with Parents

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

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

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

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

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

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

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

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

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

Emergency Contact Information

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

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

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

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

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

Appointments during school hours

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

Comments & Complaints

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

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

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

Tel: 0141 287 0900

e-mail: customercare@glasgow.gov.uk or education.customercare@glasgow.gov.uk

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

Curriculum

Curriculum for Excellence 3-18

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Child Protection Procedures

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

GIRFEC and the Named Person

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

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

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

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

What Getting it Right for Every Child means:

For children, young people and their families:

- They understand what is happening and why·

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

- They will feel confident about the help they are getting

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

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

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

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

Useful websites

Education Scotland www.education.gov.scot

National Parent Forum of Scotland www.npfs.org.uk

Religious Observance

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

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

Assessment & Reporting

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

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

Support for Pupils

The school has a duty to ensure that all pupils have equal access to the curriculum, with appropriate support for their needs if required. This applies to the content of lessons, teaching strategies and minor adaptations to the school environment. There are a wide range of factors which may act as a barrier to learning. We are committed to working

closely with parents and carers to ensure that they are fully involved in any decisions about support for their children's needs.

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

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

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

Nurturing City

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

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

School Improvement

On an annual basis, you will receive a copy of our Standards and Quality report. The Standards and Quality report highlights progress in key curricular areas such as literacy, numeracy and health & wellbeing. Our priorities for improvement are detailed in our School Improvement Plan which is discussed with our Parent Council. Any parent or carer seeking a copy of the plan can contact the school office or check out our website.

Promoting Positive Behaviour

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

In August 2021, we became a PATHS Model School. PATHS is our social and emotional learning programme which aims to help children manage their behaviour, understands their emotions and work well with others. If you would like additional information surrounding this please contact Moira Rarity (DHT) or Hannah Beveridge (PT).

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

Anti-Bullying Policy

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

Definition of bullying

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

Every class also has a "Let's Talk" which can be used for children to request private, personal teacher time to discuss any concerns they may have.

The Friendship Groupings provide a platform for children anxious over bullying and actively instil school values.

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

Supervision of Playgrounds

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

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

Home Learning

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

Parent Council

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

Pupil Council

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

Extra-Curricular Activities

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

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

Language and Communication Resource

Our Language and Communication Resource is a specialist provision catering for P1-7 children from areas all over the city although predominantly the North West. The resource has a present roll of 30 pupils and is both co-educated and non-denominational. We currently have five full time, two part time teaching staff and 6 pupil support assistants. Within the LCR children are supported in small classes with a teacher and one support for learning worker.

There is an expectation that all LCR pupil are expected to join the mainstream class for some aspects of their learning with the aim that they will move into the primary on a full-time basis at some stage within their primary education. Staff are skilled with knowledge and understanding to meet the needs of and Autistic learner.

Curriculum Delivery

Pupil learning is planned through Curriculum for Excellence experiences and outcomes. Pupils are provided with the specific individualised support they require in order to engage meaningfully with the curriculum. We aim to provide children with opportunities in order to consolidate and generalise their learning within the wider school and community. Children's learning is understood in terms of strengths and development needs in relation to the Wellbeing Indicators with targets addressing specific barriers to learning. Pupils in the LCR consistently receive the support they require to develop the behaviours and strategies required for learning.

Accommodation

There are currently 5 classrooms within the LCR incorporating a small regulation zone. This space is utilised to suit the needs of the learners in class. In addition to the classrooms there is a teaching talking space, a small soft play | outdoor space.

Catchment

Children predominately come from the North East of the city

Accessibility

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

Transport

Children are provided with transport to school. All children travel to and from school in a taxi. Each taxi has an escort. Parents are asked to escort their children to the taxi and meet their child from the taxi at the end of the day.

Who We Work With

We work collaboratively with colleagues within Education Services as well as colleagues from a variety of agencies. These include Educational Psychologist, Speech and Language

Therapists, Glasgow Dyslexia Support Service, English as an Additional Language Support Service, Child and Adolescent Mental Health team (CAMHS) and Occupational Therapist. We work with colleagues from our Learning Community in relation to the SIIM and Joint Support Team (JST). Most importantly we seek to work collaboratively with parents to meet the needs of the children.

We do this through

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

Enhanced Transitions

Transitions into and out of the LCR is carefully planned and responsive to individual children. Secondary transitions are considered in primary 6 and are planned collaboratively with pupils, parents and the designated school.

There is a transition programme in place for children transitioning from Pre 5 establishments into the LCR. This is adapted for children who transition into the LCR at other stages. Transition plans are drawn up collaboratively with staff from schools/ nurseries, involving Educational Psychologists (if allocated) and parents.

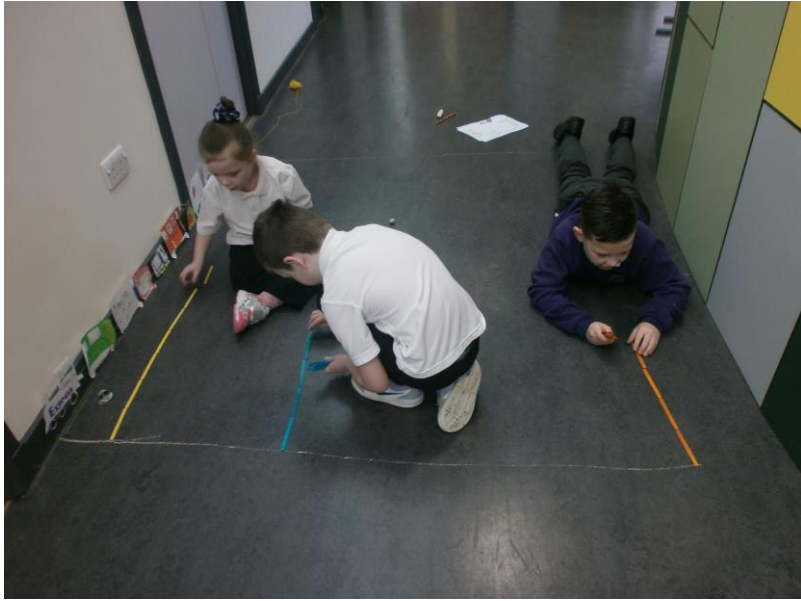
Access to ASL Co-located Primary

Each pupil has an two reviews per year at which time the appropriateness of the child's placement/ pathway is reviewed formally.

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

Partnerships with Parents

We encourage all our parents to engage with our 'LCR parent group.' This provides a solution focused environment for parents to meet on a regular basis in order to share experiences discuss effective strategies receive support. Parents are very much felt to be integral to the success of the child and we work alongside our parents to ensure that all children in the LCR receive the highest standard of education – both academic and social, in order that they grow into confident, happy and successful members of the community working to the best of their capacity and achieving their full potential.



How to Contact Us

Highpark LCR
01419480307

Useful Contacts

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

Connect

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

Enquire Scotland

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

Glasgow City Council

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

Tel: 0141 287 2000

www.glasgow.gov.uk

Conclusion

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

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

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

I look forward to meeting you.

Wilma O'Donovan
(Head Teacher)

Equality Act 2010 Statement

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

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

Data Protection Act 1998

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

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

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

Freedom of Information (Scotland) Act 2002

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

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

Public authorities have to allow access to the following information:

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

The legal right of access includes all types of “recorded” information of any data held by the Scottish public authorities. From 1st 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

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