

GRANDTULLY PRIMARY SCHOOL



School Handbook Academic Session 2021/2022

School information

1. Welcome from the Headteacher
2. Delineated Area
3. Contact Details
4. School Ethos
5. Parental Involvement
6. Transitions
7. The Curriculum
 - a) Language
 - b) Maths
 - c) Environmental Studies
 - d) Expressive Arts
 - e) Religious Observance
8. Assessment & Reporting
9. Support for Pupils
10. School Improvement
11. School Policies and Practical Information
12. Name of Child Protection Officer
13. Nursery

Welcome from the Headteacher

Dear Parent/Carer,

Welcome to Grandtully Primary School. This handbook has been produced to both welcome you to our school community and to give you the information you need - we hope the following is both interesting and helpful.

Grandtully Primary is a small school with BIG ideas. Staff, pupils and parents work hard to ensure the school is a motivating, inspiring and creative place to work and learn. We place much emphasis on our inclusive and nurturing ethos where pupils are supported and encouraged to do their best both in and out of school.

We know that you as parents are committed to ensuring your children get the best possible start in life. At Grandtully we enjoy close relationships with all families, working in partnership with parents to ensure all pupils are successful, happy and safe.

Please contact me if you have any questions about anything in our Handbook.

I look forward to meeting you.

Headteacher

Isabel Forrest

The information contained in this booklet is correct at December 2020. There may be subsequent changes of which you will be notified.

Delineated Area

Grandtully is a small village in the beautiful Tay Valley. The pupils come from the village and neighbouring countryside. Catchment stretches from Edradynate and Grandtully Castle in the West to Ballyalnoch on the north side of the River Tay and Kinnaird on the south side of the River Tay.

Contact Details

School Name	Grandtully Primary School
Address	Grandtully, Pitlochry, Perthshire PH9 0PL
Telephone Number	01887 822499
Email	Grandtully@pkc.gov.uk
Present Roll	27
Stages Covered	P1-7
Denominational Status	Non-Denominational
Head Teacher	Mrs Isabel Forrest (Non-Teaching)
Class teacher	Mrs Ciara Gibson (P5-7 Monday to Thursday)
Class teacher	Mrs Gillian Griffiths (P1-4)
Teacher	Mrs Claire Edwards (P5-7 Friday)
Principal Teacher	Miss Jodi Oliver (based at Kenmore)
Visiting Specialist Teachers	Woodwind – Mrs Laura Young (Tues.am)
Auxiliary / Clerk	Miss Zoe Scott
Classroom Assistant	Mrs Vivian Robertson
Support for Pupils Assistant	Mrs Brenda Davys
Cleaner	Mr Alan Meldrum

How / When to Contact the School

The most suitable time to contact the school by telephone is between 1.30pm – 3.30pm. This is when our Auxiliary is in the office. To make an appointment to see either the Head Teacher or other member of staff please call to arrange a suitable time.

In case of an emergency the school may be contacted at any time during the day. Parents are asked to leave a message in the afternoon if necessary and this will be picked up before 3.10pm.

There is a drop-in for parents every Monday between 3.10 and 3.50pm when teachers are available to answer any questions about children's work.

The complaints procedure.

The school deals with complaints as part of Perth & Kinross Council's Complaints Handling Procedure. More information is available on the Council's website as follows:

<http://www.pkc.gov.uk/complaints>

Attendance

It is the legal requirement of every parent that their children attend regularly and arrive at school punctually by 9:00am to ensure pupil safety.

We place value on regular attendance and punctuality. We ask parents to inform the school if their child is absent by phoning the school between 8:45am and 9:00am. If we have had no information about a pupil by 9:15am, the school office will contact you. For this reason, we ask that any contact details are up to date. If the child is to be absent for some time, please inform us by letter outlining the reasons for non attendance. If you have phoned, a note is still required on his / her return to school explaining the absence. Unexplained absences will be recorded as unauthorised. When the school has concerns about absence, support services may become involved.

It is policy of the Education Services to discourage occasional holidays during term time for a number of reasons.

- a) Such arrangements are generally disruptive of children's learning and education and the cumulative effects can be considerable.
- b) When children are placed in such a position, they are immediately faced with the task of catching up and this not only impacts on their own individual learning but also their place within their peer group.
- c) Continuity, consistency and progression will be disrupted and have a detrimental effect on pupil performance.

Where a planned absence is unavoidable please notify the Headteacher in writing with dates. Please note that in line with Perth and Kinross guidance pupils will not be given work to take with them on holiday. Extended leave for periods of more than 4 weeks can be authorised as it is recognised that families may have to visit family overseas for blocks of time. If you are unsure, please discuss with the Headteacher who will give more guidance and information.

School Ethos

Our vision is to create a school where staff, families and the wider community work together to create a safe, happy, healthy environment where everyone is motivated and inspired to learn and achieve their potential.

We aim to work in close partnership with pupils, parents and the wider community to provide quality learning opportunities for all learners to investigate, challenge, appreciate and develop themselves, their society and their environment allowing each member of the school community to feel fulfilled and equipped to be confident individuals, successful learners, effective contributors and responsible citizens.

In greater detail, our aims should help each child acquire and develop the following: -

- Knowledge, skills and understanding in literacy and communication, numeracy and mathematical thinking.
- Knowledge, understanding and appreciation of themselves, others and the world around them.
- The capacity for independent thought through enquiry, problem solving, information handling and reasoning.
- Positive attitudes to healthy living and physical fitness.
- Positive attitudes to learning and personal fulfilment.
- The capacity to make creative and practical use of a variety of media to express feelings.
- Knowledge of religion and its role in shaping society as well as developing moral and social values.

It is also our aim within the school to foster a spirit of co-operation, sharing and understanding between school and the wider community within which the pupils live and will one day work.

School & Community Links

The school is very much part of the local community. Events held in the school are advertised in the village and villagers are warmly invited to attend. Strong links between the church and school exist. End of term services are held there, and the minister regularly visits the school.

The school has many links with the community, the Police, District Nurse, Library Service, Recreation Association, the Church and has made contact, through annual outings, with such organisations as the National Trust, Fire Service, S.N.H., Museums, etc.

The school fundraises each year contributing to local, national and international charities.

Positive Behaviour Management

Grandtully Primary School is committed to creating a nurturing environment where positive relationships and respect are at the heart of productive learning. Everyone is expected to accept responsibility for their behaviour and encourage others to do the same. Our Relationships Policy echoes our core values with a heavy emphasis on respectful behaviour. Our values are respect, kindness, cooperation, responsibility, fairness, honesty and accepting difference.

School Rules

Our school rules are be Ready, be Respectful, be Safe, and an important part of our work in school is to share these rules, model positive behaviours and build relationships.

In our school community, learners are held responsible for their behaviour. Staff will deal with behaviour without delegating, for pupils who are not following school rules. Staff will use these steps:

- Step One Redirection - Gentle encouragement and a nudge in the right direction
- Step Two- Reminder A reminder of the expectations ready, respectful, safe delivered privately whenever possible. Repeat reminders if necessary. Deescalate and take the initiative to keep things at this stage.
- Step Three - Caution A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Offer a positive choice.
- Step Four - Internal Referral At this point the learner will be referred internally to another room in the school for the remainder of the lesson. At playtime they will be referred to the GP room/Bench.
- Step Five - Reparation A restorative meeting will take place before the next lesson. A restorative plan is made between the child and the staff member. Consequences are discussed and actions are agreed. This will be recorded by the member of staff. The restorative conversation will include these key questions: What happened? How did it make you feel? How did it make the other person feel? What can I do to fix things? What help do I need?
- Step Six - Formal Meeting Should a pattern emerge, a meeting with parents and will be arranged. Targets will be agreed, and these will be monitored over the course of two weeks.

In more serious cases, parents will be informed and asked to attend the school to discuss the incident or incidents. Any serious indiscipline and punishments are recorded. In very serious cases the Head Teacher will formally exclude a pupil.

In line with Perth and Kinross guidelines, a serious breach may lead to a fixed term exclusion. Specific behaviour protocols may be required for individuals with complex additional support needs.

The Education Authority's statement of exclusion is as follows: -

Head Teachers have the power to exclude where:

- a) They are of the opinion that the parent of the pupil refuses to, or fails to comply or allow the pupil to comply with the rules, regulations or disciplinary requirements of the school; or
- b) They consider that, in all the circumstances, to allow the pupil to continue his / her attendance at the school would be likely to be seriously detrimental to the order and discipline in the school or the educational well-being of the pupils there.

Parental Involvement and communication

At Grandtully Primary we welcome new pupils and their families warmly and invite parents to an individual meeting with your child's teacher in the first few weeks of term. This allows you to give us all the information that you feel we need to meet the needs of your child and you as parents. There are formal meetings twice a year in March and November to review your child's progress and development. We send home homework sheets weekly and regular posts are put up on-line using SeeSaw.

The Parent Council and Forum is very active in promoting the school and contributing to the very positive ethos in the school community. The Parent Council meets regularly in the school, and all parents are welcome to attend the meetings. Agendas and minutes of meetings are emailed out to all parents. Opinions are regularly sought through Parent Council meetings and through questionnaires and consultation events. At the end of each learning and teaching block the school hosts a Showcase evening to demonstrate the learning. These informative and creative events are led by our pupils.

We encourage parents to discuss concern or queries as soon as they crop up and e-mail can be a quick way to find out something without feeling the need for a meeting. We aim to respond to emails within 24 hours.

The school is grateful to any parents who may wish to help on a regular basis in the following areas: -

- Helping within the classroom e.g. art work, cutting paper, filing
- Sharing their expertise in areas linked to the classroom contexts and themes
- Giving talks or demonstrations
- Helping with trips and events
- Encouraging children to enjoy books e.g. reading stories to children, listening to children read, helping them to use the school library.

Parent helpers are required to be Disclosure checked unless their involvement is of a one-off nature. Parent helpers will not work with children in an unsupervised situation. Risk assessments will be completed where appropriate. Parents interested in helping in school should, in the first instance, speak to the Head Teacher.

The school is keen that parents feel welcome in school especially when they are supporting class activities. We try to include grandparents and older members of the community in some of our school events and often find that they can contribute useful information and memories for some of the class topics.

Transitions

New Entrants

1. Notification to prospective parents is given as follows:
A notice is placed in all usual newspapers providing the following information:
 - a) Commencement of Primary Education
 - b) Placing Requests
 - c) Information available to parents
2. Following enrolment the Head Teacher will contact parents of new entrants and arrange for them to visit the school and to give details of their child.

Transfer from Primary to Secondary School

Pupils are normally transferred between the ages of 11 and 12 years.
Parents will be informed of transfer arrangements in the Spring Term.

School to which pupils normally transfer is:	Breadalbane Academy Aberfeldy Perthshire PH15 2DV Telephone - 01887 822300
Rector - Mr. John Devine	

An evening is arranged in Breadalbane Academy for the new First Year intake in September, to which parents from the feeder schools are invited. There is a two night residential at Comrie Croft for all the P7s from the cluster, in May.

In June, all pupils in the new intake make a two day visit to the school, during which they are introduced to senior members of staff and the guidance staff who will be responsible for them. They are also given a tour of the school.

Where pupils need additional or enhanced transition this will be arranged in consultation with the Support Team at Breadalbane Academy or another school involved in transition. The specific arrangements will be tailored to the needs of the individual children and will be in consultation with parents.

The Curriculum

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18.

The curriculum includes the **totality of experiences** which are planned for children and young people through their education, wherever they are being educated.

It is underpinned by the values inscribed on the mace of the Scottish Parliament – wisdom, justice, compassion and integrity.

The purpose of the Curriculum for Excellence is encapsulated in **the four capacities** - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

The Principles of our Curriculum

Challenge and Enjoyment

Children and young people should find their learning challenging, engaging and motivating. The curriculum should encourage high inspirations and ambitions in all.

At all stages, learners of all aptitudes and abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. They should be supported to enable children and young people to sustain their effort.

Breadth

All children and young people should have opportunities for a broad, suitably weighted range of experiences. The curriculum should be organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life.

Progression

Children and young people should experience continuous progression in their learning from 3 to 18 within a single curriculum framework.

Each stage should build upon earlier knowledge and achievements. Children should be able to progress at a rate which meets their needs and aptitudes and keep options open so that routes are not closed off too early.

Depth

There should be opportunities for children to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual rigour, drawing different strands of learning together and exploring and achieving more advanced levels of understanding.

Personalisation and Choice

The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each child and young person increasing opportunities for exercising responsible personal choice as they move through their school career.

Once they have achieved suitable levels of attainment across a wide range of areas of learning, the choice should become as open as possible. There should be safeguards to ensure that choices are soundly based and lead to successful outcomes.

Coherence

Taken as a whole, children and young people's learning activities should combine to form a coherent experience. There should be clear links between the different aspects of children and young people's learning, including opportunities for extended activities which draw different strands of learning together.

Relevance

Children and young people should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.

Content

Health and wellbeing, literacy, and numeracy skills span across all curriculum areas and are the responsibility of all.

The eight curriculum areas covered will be:

Expressive arts
Health and wellbeing
Languages
Mathematics
Religious and moral education
Sciences
Social studies
Technologies

The totality of experiences

The curriculum includes all the experiences which are planned for children and young people through their education, wherever they are being educated. These experiences are grouped into four categories.

Curriculum areas and subjects

The curriculum areas are the organisers for setting out the experiences and outcomes. Each area contributes to the four capacities.

Interdisciplinary learning

How the curriculum should include space for learning beyond subject boundaries.

Ethos and life of the school

The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community.

Opportunities for personal achievement

Pupils need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and building motivation, resilience and confidence. Added to this, because children learn through all of their experiences - in the family and community, pre-school centre, nursery and school - the curriculum aims to recognise and complement the contributions that these experiences can make.

For more information on the Curriculum for Excellence

<https://education.gov.scot>

Religious/Moral Education

School Chaplain - Mr Neil Glover

In accordance with Scottish Educational law, we plan for a minimum of 6 Christian observances and work closely with our school chaplain to deliver Religious and Moral educational experiences for the pupils.

Homework

Homework is given out on a weekly basis –an explanation sheet is enclosed with comment boxes for parents, pupils and teachers. There will be basic maths, reading and spelling as well as other topical activities. Homework is not usually given on short weeks or weeks with parent meetings in the evenings.

Pupils are expected to organise their homework around other social / sport activities but no more than half an hour on any one night. If they are struggling, they lack understanding or are reluctant to make a reasonable attempt, please advise the class teacher in the first instance.

Homework should not be a stressful situation for either parent or child. If you are in any way concerned please speak to your child's teacher.

Pupils with Additional Support Needs

Authority Policy

Children with additional support needs are catered for in the school within the terms of Perth & Kinross Council Education Department Policy on "Additional Support Needs". This policy sets out the procedure by which an individual child's needs are identified and addressed, the central element of the process being a case conference involving parents, child, school and Education Department staff and where appropriate, other specialist agencies.

School Policy

Pupils with additional learning needs are identified by the class teacher and the Learning Support Teacher and through discussion with parents. Regular meetings between the staff and parents are encouraged. Pupils with particular learning needs, which may well be of a temporary nature, are given work to suit these needs by the class teacher / Learning Support Teacher. This work, although individually targeted, will follow the normal class work as much as possible.

Parents with children of Additional Support Needs can obtain further information from the school or from Education & Children's Services, Pullar House, Perth.

Children with special aptitudes will be given help and encouragement to develop these areas. The work within each class is organised to ensure that each pupil is given work appropriate to his or her ability. The Authority may make special arrangements for pupils with particular gifts in specialised areas such as music.

Occasionally a child may experience severe learning, social or behavioural difficulties. Should this happen, we discuss the issue with the parents in the first instance. We would then consult the Educational Psychology Services and any relevant agency that would be able to offer advice and guidance.

Health Care

Grandtully Primary is a Health Promoting School and we are delighted to have been awarded this standard in February 2010. This involves having a clear focus on healthy eating in school and in delivering a wide-ranging Health Programme for all learners from P1 through to Primary 7. We work in partnership with health agencies to provide the best healthcare for our pupils. Both Speech and Language Therapy and Occupational Therapy can be accessed (within their limited resources) for pupils in need of this service. The School Health Service supports the school in ensuring our children's health needs are met. All P1 children have a 5-year-old vision, height and weight check. We also screen pupils in P.1 for gross and fine motor skills. At other stages throughout school hearing and vision tests are carried out if concern is expressed by parents or teachers. Parents will be notified if there is a need for the school doctor to examine their child and will be invited to be present. Occasional dental checks are carried out, with parental approval, usually in Primary 1 and Primary 7.

Parents should ensure that the school is informed of any specific medical conditions their child may have or medications he/she is currently receiving. A form for recording this information is available from the school office. Parents should let the Head Teacher know whether this information should be shared with relevant school staff or whether they wish it to be held in confidence.

Where there is a need for medication to be administered during the school day, parents should fill in the appropriate form, also available from the office. Medication will be kept safely in the school and each dose administered will be recorded.

For safety reasons, children should not wear earrings at gym time. If, however, you prefer that your child keeps his/her earrings in, please tape over them so that they cannot be caught on gym equipment.

GIRFEC

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people. Wellbeing is described by 8 'indicators':

Safe Healthy Achieving Nurtured Active Respected Responsible
Included

These eight words help everyone to understand wellbeing in the same way and use the same language to talk about it. Sometimes the initials of the words are used, and the wellbeing indicators are referred to as SHANARRI.

The vast majority of Scotland's children and young people get all the help and support they need from within their families and their wider, local communities. But at times a child, young person or family might need extra help or support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get the help or support that they need. Within schools, key staff are available to children, young people and their parents/carers to provide help, advice or support should they choose to make use of it.

The Child or Young Person's Plan is one single plan which coordinates all the services and agencies involved in supporting a child/young person, will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.

If, at any time, you have a concern for your child or another child relating to the protection of the child, you have a duty to discuss your concerns with the Child Protection Officer, who is Mrs Isabel Forrest.

Assessment & Reporting

Assessment

We consider that the most valuable form of assessment is the continuous process of observation by the teacher of the pupil's daily work. When it is obvious that the pupil is having difficulty or is requiring more advanced work then the appropriate adjustments can be implemented immediately.

Principles

- Assessment, Formative and Summative is an integral part of the learning and teaching process.
- The assessment process should allow children opportunities to demonstrate what they know, understand and can do.
- The aims of learning activities should be made clear to children.
- Assessment should positively encourage a child's learning and progress.
- Assessment should provide a basis for planning next steps in a child's learning.
- Assessment opportunities should be considered across all learning experiences in the curriculum.
- Assessment decisions should be accurate, fair and consistent.

Purposes

- to ascertain a child's progress
- to indicate strengths and development needs (to identify next steps in learning)
- to help the teacher evaluate the effectiveness of learning and teaching
- to provide information on children's progress which allows teachers to report to parents

Pupils best and latest work is regularly shared with parents via SeeSaw, and this also provides a record of progress across the year.

Progress reports are issued in June. Copies of these reports are kept by the school and are passed to the appropriate secondary school or any other primary school, which the child might subsequently attend. Parent's Nights are held twice per session, in November and March. Details are sent out before each evening. All matters concerning the progress and welfare of each pupil can be discussed and parents have the opportunity of viewing their own child's work, plus any National Assessment results.

It must be emphasised here that parents are welcome to contact the Head Teacher at the times previously indicated and arrange an interview to discuss any area of their child's progress and welfare at any time during the year.

Reporting- In the curriculum progress is reported as follows:

LEVELS OF ATTAINMENT

<u>Level</u>	<u>Stage</u>
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some. S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.
Third and Fourth	The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

The school uses many ways to report to parents about the learning and progress of their child/ren and the effectiveness of the school: each term there is a showcase of learning, weekly drop-ins for parents, regular use of SeeSaw to share learning, initial meetings with parents at the beginning of the session, parent contact meetings in November and March and a summative report written at the end of the session in June to summarise the learning from the whole session.

Support for Pupils

It is a central aim of the school to provide a curriculum which is appropriate to the needs of every child and we seek to do this by making the very best use of available resources and support services. A significant proportion of children will receive learning support at some point in their school careers. This is frequently of a short-term and very specific nature although for some children, support will be required for a longer period. Parents whose children begin a spell of additional support for learning will always be contacted by the school.

It is important to understand that the initial responsibility for support for learning lies with the class teacher. By tailoring the work and the learning and teaching approach to the needs of the individual child he/she can address difficulties and help the child maintain steady progress. Our classroom assistants also make an important contribution in pupil support.

At present, we have a visiting Pupil Support Teacher for consultation assisting the class

teacher with the diagnostic assessment of children and the planning of individual work programmes.

Where a child is identified as having additional support needs of a more long-term nature, the class teacher prepares and implements a suitably differentiated programme of work, drawing as appropriate on the range of support services such as Educational Psychology, Speech and Language Therapy, Occupational Therapy etc. This plan is called a Child/Young Person's Plan (CYPP). Where outside agencies are involved it is called a Coordinated Support Plan (a CSP). Where specialised equipment or facilities are identified as being necessary to support a child's progress, the school and Education Service will take action to provide this, wherever possible. If your child requires individual planning, you will be invited to an Additional Support Meeting and will be involved in the setting up of targets. These targets are regularly reviewed and shared in further meetings.

Supporting children with additional support needs – from PKC website:

- “Additional support needs is a broader, more inclusive term and includes significant numbers of children and young people
- All children and young people need support in order to learn, but some require support which is additional to, or different from, what is normally provided
- For most of these children, their needs will be planned for through normal school planning processes e.g. Personal Learning Planning or Individualised Educational Programmes (IEP).

Additional support needs can be short or long term. For instance, additional support may be needed for a child or young person who is being bullied, has behavioural or learning difficulties, is deaf or blind, is particularly gifted, is bereaved, is not a regular attender, is living with parents who are abusing substances, is looked after. These are just some examples.

It is the impact upon the individual of any particular factor which will be critical in determining whether the child or young person requires additional support.

The Education (Additional Support for Learning) (Scotland) Act came into effect in November 2005 and introduced new rights for parents and new duties on Education Authorities.

Education and Children's Services within Perth and Kinross Council has a duty to make adequate and efficient provision for the additional support of each child and young person with additional support needs for whose education they are responsible.

All children and young people with additional support needs are supported wherever possible within mainstream education or within a range of specialist provisions. There is one all-through special school (Fairview School) (2 - 18 years). This is located on a mainstream campus between Perth Academy and Viewlands Primary School.

Where a child has been recorded as having Additional Support Needs which cannot be met within the Authority, consideration may be given to placement in a special school (either within or out with Perth & Kinross) for which a successful placing request has been made.

Where a child has been recorded as having additional support needs for which suitable provision cannot be made in a day school, the Authority may provide residential special education at either a special school, within or out with Perth & Kinross Council, nominated by the Authority or a special school for which a successful placing request has been made.

Looked After Children, in line with Education (ASL) (Scotland) Act 2004 “are considered to have additional support needs, unless it is otherwise determined at a relevant education planning meeting.” Perth and Kinross Council website

More information may be obtained in the following ways

- Contacting the Perth and Kinross Council ASL Co-ordinator, at Pullar House on
- 01738 476390
- <http://www.pkc.gov.uk/Educationandlearning/Schools/Schools-additionalsupportneeds/>
- <http://www.scotland-legislation.hmso.gov.uk/legislation/Scotland/>
- Enquire Helpline on 0845 123 2303 and e-mail: info@enquire.org.uk

The following leaflets are available on the Perth and Kinross Council website

- Sheet 1 - Introducing the Act
- Sheet 2 - Rights of Parents and Young People
- Sheet 3 - Providing Additional Support
- Sheet 4 - Identifying, Monitoring and Reviewing
- Sheet 5 - Educational Plans
- Sheet 6 - Additional Support Meetings
- Sheet 7 - Resolving Disagreements
- Sheet 8 - Sources of Support and Advice
- Sheet 9 - Providing Additional Support for children under the age 5
- Sheet 10 - Individualised Educational Programmes (IEP)
- Sheet 11 - Planning for Changes in Education - Transitions
- Sheet 12 - Preparing for Adulthood - Post School Transitions

(a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527;

Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0845 123 2303
 Email Enquiry service: info@enquire.org.uk
 Advice and information is also available at www.enquire.org.uk

Enquire provides a range of clear and easy-to-read guides and factsheets including the parents’ guide to additional support for learning.

(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.”

As specified by Scottish Ministers, further information and support to parents of children and young people with ASN can be found under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

(a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527;

(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.”

If you think your child has additional support needs, that you feel aren’t being addressed in class, please contact Mrs Forrest to arrange a meeting to discuss this.

For further information see:

School Improvement

Grandtully Primary has implemented a Quality Improvement Framework which ensures that there is a Quality Improvement Plan in place to take forward all developments being addressed each year. The School reports on the progress made in a Standards and Quality Annual Report which is made available to all parents.

Improvement Priorities for session 2020/2021

Practitioners will develop their knowledge and understanding of good practice in numeracy teaching. This will lead to enhanced learning and teaching experiences for all learners increasing their motivation and skills in mental maths. Parents will have an increased understanding of our numeracy curriculum.

Practitioners will develop their knowledge of, and confidence in best practice in Outdoor Learning across the curriculum. They will be able to plan and lead a range of high-quality effective learning opportunities. Learners will develop their skills as independent learners and their confidence to collaborate creatively and imaginatively in our 'Creating Space' project.

A more detailed plan is available from the office on request.

Useful links to information on how well we are doing and how our success is measured:

Standards and Quality Reports
Extended Learning and Achievement Visit 2016
HMI Report 2017
HMI Follow Up 2018

Available at:

<http://www.pkc.gov.uk/article/4297/Grandtully-Primary-School>

Practical Information

School uniform

School uniform is black/navy or grey skirt or trousers with a white polo top and a blue school sweat shirt. Sweat shirts etc can be ordered through www.grandtullylogos.com

Severe Weather

We have a Severe Weather policy that will be sent out to you in November detailing how you will be contacted should there be a reason to close the school for any reason. Information is always available from the PKC website.

Pupil Council

Once per term the P5-7 class has a Pupil Council Meeting with the Headteacher. All pupils can be involved with improving the school and planning developments.

Free school meals and clothing grants

If you are receiving benefit payments, you may be eligible to claim for free school meals and/or a clothing grant. Forms can be found in the office. Please see Mrs Stirling who will help.

There are free school meals for all P.1-3 pupils from January 2015.

Medically prescribed diets and Nut and Peanut allergy

School lunches can be provided for children in primary schools either requiring a medically prescribed diet or who have a nut and/or peanut allergy. Please download the [information leaflet \[312Kb\]](#) and [application form \[161Kb\]](#). Parents can also self-manage simple dietary requirements for their children by using the interactive menu and carbohydrate menu available at [Tayside Contracts](#).

Medically prescribed diets can usually be accommodated within the school lunch service. A medically prescribed diet is one which has been prescribed by your GP or a hospital doctor. This does not include pupils who simply dislike certain foods. Written evidence from a doctor or registered dietician will be required prior to making special arrangements.

For more information on school meals including menus, meal photos and forms, please visit the website

<http://www.pkc.gov.uk/schoolmeals>

School Policies

We have many policies relating to how the school operates. If you are interested in any, please contact the office and we can arrange for you to receive a copy or to discuss with the Headteacher.

Organisation of School Day

School Hours

Primary 1-7	9:00am –10:40am	11:00am - 12:20pm	1:10pm - 3:10pm
-------------	-----------------	-------------------	-----------------

During inclement weather the pupils are permitted to stay in school during intervals. Whenever possible pupils are outside playing, please ensure pupils are suitable dressed.

Currently the school operates a free healthy tuck shop which pupils receive a healthy snack during morning break. As we are a health promoting school, we would encourage you to allow your child to do this.

School Term Dates for Session 2020/2021

Autumn Term starts	Wednesday	12 th	August	2020
First Part Autumn Term ends	Friday	2 nd	October	2020
Second Part Autumn Term Starts	Monday	19 th	October	2020
Autumn Term ends	Wednesday	23 rd	December	2020
Spring Term begins	Thursday	7 th	January	2021
Spring Term ends	Thursday	1 st	April	2021
Summer Term begins	Monday	19 th	April	2021
Summer Term ends	Thursday	24 th	June	2021

Name of Child Protection Officer

Given on-going public concern on the subject of child abuse, schools are now required to report if we think any child has come to harm as a consequence of possible abuse.

A member of staff in each school has been trained to be responsible for Child Protection.

In our school that person is: Mrs Isabel Forrest
(Designated Officer, Child Protection)

Should you wish to talk further about Child Protection and the safety of children, please feel free to contact the school.

As a school we have good contacts with the School Medical Officers, Social Workers and the Police, any or all of whom may become involved if abuse is suspected.

We will always ensure that you are informed and participate in any action, which may be initiated regarding your child.

GIRFEC

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people. Wellbeing is described by 8 'indicators':

Safe Healthy Achieving Nurtured Active Respected Responsible
Included

These eight words help everyone to understand wellbeing in the same way and use the same language to talk about it. Sometimes the initials of the words are used, and the wellbeing indicators are referred to as SHANARRI.

The vast majority of Scotland's children and young people get all the help and support they need from within their families and their wider, local communities. But at times a child, young person or family might need extra help or support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get the help or support that they need. Within schools, key staff are available to children, young people and their parents/carers to provide help, advice or support should they choose to make use of it.

The Child or Young Person's Plan is one single plan which coordinates all the services and agencies involved in supporting a child/young person, will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.

Nursery

Each nursery provision will have a defined locality which may not be the same as the primary school catchment area. Localities are agreed and registered with the Education Services within Education & Children's Services. Parents of children attending nursery should be aware that a place in a local authority managed nursery class does not give children priority in gaining a place in the same school when enrolling for primary school. Entitlement to primary school is determined by the child's home address. The designated nursery provision for this school is Breadalbane Academy.

Further details of nursery provision in Perth and Kinross are available in the Council's "Policy & Guidelines for Admission to Nursery Schools and Classes for School", which can be accessed on the Council's website at the following address:

<https://www.pkc.gov.uk/families>

