

# Fintry Primary School

2023-2024



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## Section 1: Welcome and Vision

Dear Parents,

I hope you will find our handbook useful and informative and that it will encourage and enhance the liaison that already exists between home and school. Partnership with parents and carers is at the heart of our school ethos and is vitally important to us. Working within a strong partnership creates the best opportunities for our children and is a major feature of our work.

There is a positive and caring ethos at Fintry Primary School and Early Years Centre, creating a safe environment where all children are valued and feel they belong.

We strive to create a nurturing, secure and happy atmosphere within which the interests and needs of every pupil can be addressed. This is a continuation and extension from home and the pre-school education setting. Our goal based on our vision, aims and values, is for all children to achieve their highest potential in their academic, emotional, physical, spiritual and social development.

We welcome parents and carers into school as our philosophy is that - it is your school too - and at all times, strong partnerships are fostered between school, parents and carers.

Any parent or prospective parent can make an appointment to discuss any matter by telephoning the school office.

Telephone 01382 307840

Barbara Smith  
Head Teacher

## Section 2: School Ethos

Having a core of values which we can all relate to is very important for our school. Our values were chosen through discussion and consultation with pupils, parents, staff and the wider community. These values are shared at assemblies, celebrations of achievement, in class and should be evident in staff and pupils and the wider work of the school.

**F** Friendship and fairness

**I** inclusion

**N** nurture (caring for others, ourselves and the environment)

**T** trust, truth and teamwork

**R** respect and responsibility

**Y** you – we need everyone to work together to show our values

Our beautiful 'Values' windows which are incorporated into the front entrance of our school were designed and made by the children. They are a constant reminder of what we believe and how we want to behave as a school society.

### **OUR AIMS**

At Fintry Primary, to enable us to be

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

## Section 2: School Ethos (continued)

Aims:

1. To empower our learners to meet new challenges with confidence, enthusiasm, resilience and success.
2. To provide a welcoming, safe, nurturing, supportive and stimulating learning environment which will enable each child to achieve his/her full potential.
3. Encourage and support each child to develop in a climate of co-operation, trust and respect.
4. Establish, develop and maintain effective partnerships with parents, support agencies, and the wider community, and together, help each child realise his/her full potential irrespective of gender, race, belief or disability
5. Achieve this through the continuing lifelong learning of a committed, caring staff, high quality leadership and management, and the recognition and promotion of achievement and excellence of all.

*(Staff know the children and their families very well. There are strong and positive relationships between children and staff which are respectful and supportive. HMIE Feb. 2020)*

Useful link – Journey to Excellence – provides guidance and advice about culture and ethos.

<http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

## Section 3: School Information

**School Address:** ..... Fintry Primary School  
Findcastle Terrace Dundee DD4 9EL

**Telephone:** ..... 01382 307840

**Fax:** ..... N/A

**Email Address:** ..... [fintryprimary@dundeecity.gov.uk](mailto:fintryprimary@dundeecity.gov.uk)

**Website:** ..... <http://fintry.ea.dundeecity.sch.uk>

**Head Teacher:** ..... Mrs B Smith

**Depute Head Teacher:** ..... Ms B Webster

**Principal Teacher:** ..... Mr A Munro / Mrs S Falconer

**School Status:** ..... Primary School P 1 - 7 and Early Years  
Centre 2-5 (Non-Denominational)

**Early Years Centre Manager:** .... Dot McDonald

**School Roll:** ..... 370

**School Hours:** ..... 9am -12.15pm and 1.15pm - 3.15pm

**Parent Council Contact Info:** .... Lisa Adams, contact via School Office

**Parish Priest or Minister:** ..... Ross Clarke, Community Worker

**Parish Address:** ..... Fintry Parish Church  
Fintry Drive  
Fintry  
Dundee

## Section 3: School Information

### Office Hours

The school office is open from 8.30am - 3.30pm.

Please help us by making routine telephone calls within office hours. The answering machine is switched on for your convenience when the school office is unmanned. Please do leave a message and we will return your call as quickly as possible.

Please ensure you keep the school updated with new contact details in order to be able to contact you if a child is unwell or in an emergency. In addition we use text messaging to convey important pieces of information which you may miss if we don't have up to date contact numbers.

### Class Organisation

The organisation of classes may vary from year to year dependent upon certain factors such as the school roll and the number of teachers allocated to the school that session.

At any stage of the school, pupils may be in a straight class which comprises of pupils from the same stage e.g. all Primary 2 pupils or they may be part of a composite class which comprises of pupils from more than one stage, for instance a class with some Primary 2 and some Primary 3 pupils.

You should be confident that the professionalism of the staff in the school will ensure that your child will always work within a programme appropriate for his/her age, ability and aptitude.

# Section 4: School Policies & Practical Information

## School Terms and Holidays

### AUTUMN TERM

Monday 14 August 2023 - Staff resume

Tuesday 15 August 2023 - Pupils resume

Friday 6 October 2023 - Term ends

### AUTUMN HOLIDAY

Monday 9 October 2023 - Holiday starts

Friday 20 October 2023 - Holiday ends

### WINTER TERM

Monday 23 October 2023 - All resume

Thursday 9 November 2023 - In service day, schools closed

Friday 10 November 2023 - In service day, schools closed

Friday 22 December 2023 - Term ends

### CHRISTMAS HOLIDAY

Monday 25 December 2023 - Holiday starts

Friday 5 January 2024 - Holiday ends

### SPRING TERM

Monday 8 January 2024 - All resume

Friday 16 February 2024 - Mid term, All break

Monday 19 February 2024 - Mid term, All break

Tuesday 20 February 2024 - In service day, schools closed

Thursday 28 March 2024 - Term ends

### SPRING HOLIDAY

Friday 29 March 2024 - Holiday starts

Friday 12 April 2024 - Holiday ends

### SUMMER TERM

Monday 15 April 2024 - All resume

Thursday 2 May 2024 - In service day, schools closed

Monday 6 May 2024 - May Day, schools closed

Monday 27 May 2024 - Victoria Day, schools closed

Friday 28 June 2024 - Term ends



## Section 4: School Policies & Practical Information

### School Uniform

There is an expectation for all pupils to wear the correct school uniform. This helps us in our aim of encouraging children to take a pride in their appearance and to have respect for their school.

<b>BOYS</b>	<b>GIRLS</b>
Black Trousers Purple Polo and Sweatshirt or White shirt and school tie	Black skirt, trousers or pinafore Purple polo and sweatshirt or White shirt and school tie
Please note that football strips are not to be worn. All items of clothing should be labelled. This assists greatly in recovering lost property.	

### School Clothing Grants

School Clothing Grants If you are in receipt of Income Support, Job Seekers Allowance - Income Based, Income Related Employment and Support Allowance, Universal Credit (where take home pay is less than £610 per month), Support under Part VI of the Immigration and Asylum Act 1999, Housing Benefit, Council Tax Reduction or Child Tax Credit with an income of less than £16,105 (as assessed by HMRC), you may be entitled to receive a grant towards the cost of buying essential clothing to enable children up to the age of 16 to attend school.

Grants are paid directly into the applicant's bank account.

The current value of a Clothing Grant is £120 per child.

Applications forms can be submitted online:

[www.dundee.gov.uk/eduforms](http://www.dundee.gov.uk/eduforms)

## Section 4: School Policies & Practical Information

### School Meals

School lunches are provided for all P1-5 Children free of charge.

All children staying for lunches within school will eat in the dining hall. Safety flasks containing hot food may be brought to school, but not the glass vacuum type, which may be dangerous, as they are liable to break. Glass bottles should not be brought to school.

Please inform us in writing if your child has any special dietary needs so that arrangements can be put in place to accommodate their needs.

The dining room is supervised by support staff at all times. Please note that the school does not approve of pupils going out of school to buy their lunch due to safety reasons.

### Free School Meals

Free School Meals Free school meals are available to all pupils whose parents receive Income Support, Job Seekers Allowance - Income Based, Income Related Employment and Support Allowance, Universal Credit (where take home pay is less than £610 per month), Support under Part VI of the Immigration and Asylum Act 1999, Child Tax Credit ONLY with an income of less than £16,105, or BOTH Child Tax Credit and Working Tax Credit with an income less than £7,330 (as assessed by HMRC).

Applications forms can be submitted online:

[www.dundee.gov.uk/eduforms](http://www.dundee.gov.uk/eduforms)

### Instrumental Tuition

Tuition fees are currently free and instrument hire is £85.00 per year.

## Section 4: School Policies & Practical Information

### **Payments to Schools**

The school currently accepts payments online, using a secure website called ParentPay, for items such as school meals, trips and uniforms. The ParentPay system is easy to use and offers parents the freedom to make payments by debit or credit card, whenever they like, ensuring that monies reach schools safely and securely.

The system helps to remove the costs associated with having to manage cash securely on school premises and it frees up time to better support the smooth running of the school. We will of course continue to accept cash and cheque payments as necessary but we do hope that parents will use the new online facility. The more parents use the service, the greater the benefit to the school, the parents and the pupils alike.

If you already have a ParentPay account you don't have to do anything. If you haven't yet activated your ParentPay Account, please contact the school office who will reprint your activation letter to enable you to set up your ParentPay account ready for the start of the new term.

### **Emergency School Closure Procedures**

In exceptional circumstances the school may be unable to function normally. The school may be affected by severe weather or power failures. We shall do all we can to let you know about the details of closure and re-opening through the local radio, press, seesaw, text messages and letters home. You can be assured that we will never send a child home without first checking that there is an adult at home.

### **Enrolment & Placing Requests**

If you wish to apply for a school place, whether you are moving into Dundee or moving between two Dundee schools, you are required to complete a placing request form. To do this, you

## Section 4: School Policies & Practical Information

should go direct to the school you wish your child to attend and apply there. The child's full birth certificate and a proof of address, in the form of a Tenancy Agreement, Council Tax book or recent (within two months) utilities account must be shown. If you are moving into the area, applications can be made 4 weeks prior to your arrival. Applications are dealt with in date order and the process may take up to 60 days.

Parents of prospective Primary 1 pupils who reside in the school's catchment area are asked to register their child's name at the school office between December and the February of the year the child starts school. The child's full birth certificate and a proof of address, in the form of a Tenancy Agreement, Council Tax book or recent (within two months) utilities account must be shown.

Parents of children living outwith the school's catchment area, who wish their child to attend the school, are asked to make a placing request. Forms can be obtained from Customer Services, 50 North Lindsay Street, Dundee.

Prospective parents who wish to come to see the school are invited to telephone the school office to make an appointment to visit.

### **School Absence procedures**

Please contact the school as soon as possible if your child is absent. Please send a note to school with your child on their return explaining the reason for the absence.

If your child is absent and no contact is made by you, a text message will be sent from the school. If three days pass without explanation for an absence a School and Family Development Worker will arrange to visit you and your child at home.

## Section 4: School Policies & Practical Information

The following points are included in the Education Authority's Attendance Initiative

- If your child is ill and cannot attend school please contact the school before, or as soon as possible after 9.00am on the first day of absence.
- If the absence is planned, e.g. a hospital appointment, we ask you to let us know prior to the absence.
- If your child is absent for more than three days please call again or write to tell us.
- If you have not contacted the school to say your child is absent and have received a text message please contact us as soon as possible.

Regular attendance at school ensures your child is receiving the continuous education they are entitled to. Dundee City Council asks that, where possible, parents do not take children out of school for family holidays during term time. In accordance with Scottish Executive guidelines for pupil attendance, most holidays are recorded as unauthorised unless there is proof from an employer that this is the only time when holidays could be taken.

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school – <http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

### Appointments

If your child has an appointment during the school day or needs to leave school for any other reason, please put this in writing. We would appreciate it if routine appointments could be made outwith school hours but understand that this isn't always possible.

If your child does need to leave school during the school day they must be collected by a parent/carer at the main reception. In the interest of safety we cannot allow children to leave the school unaccompanied.

## Section 4: School Policies & Practical Information

### **Accidents/Illness at School**

In the event of a child having an accident or becoming ill at school we will attempt to contact the parents so that they can collect the child from school. However, if we cannot contact the parents, we will contact the Emergency Contact whose name and telephone number should be given to us by the parents.

**Therefore it is very important that parents inform the school of the name, address and telephone number of the Emergency Contact and advise the school immediately of any changes that occur.**

### **General Safety**

1. Pupils are not allowed to leave the school grounds during interval
2. Pupils staying for school lunches or packed lunches must not leave the grounds during lunch time
3. To ensure the safety of all children, children should behave responsibly both in the playground and within the school
4. Jewellery is not permitted to be worn during contact sports and taping over piercings is not recommended. False nails are not permitted during P.E. as they are a risk to the safety of children.

### **Promoting Positive Behaviour**

We have a behaviour management policy which exists to promote positive behaviour and ensure a happy and safe environment both outwith and within the school.

### **Restorative Approach**

We take a restorative approach to behaviour with children often leading restorative conversations in order to find a resolution to any conflict which may have occurred. In addition, we have Peer Mediators who are on duty in the playground during playtimes.

## Section 4: School Policies & Practical Information

These mediators have been trained to assist pupils in resolving minor issues and who can call upon playground assistants to support where needed.

### **Good to be Green**

Positive behaviour and good citizenship is rewarded using our rewards in school which are built around the Good to be Green ethos. This card system rewards pupils for making positive choices and this is shared with parents on a daily basis through the homelink diaries. Good behaviour is rewarded with House Time on Friday afternoon for those who have earned it. In addition, three times a year a Head Teacher's Treat is given to those pupils who have been predominantly on green for a period of time.

### **House Time**

We have organised our pupils into a House System named after the Nine Trades of Dundee: Flesher, Hammerman, Weaver, Tailor, Cordiner, Baxter, Dyer & Glover. Pupils have been assigned a House by family and are encouraged to work co-operatively with other pupils in the same House. House Time is part of our reward / incentive system and is timetabled for part of every Friday afternoon. Pupils are grouped in their Houses from P1-7 and work together co-operatively on a range of activities and problem solving activities to foster an ethos of partnership working in a friendly supportive atmosphere.

### **Consequences**

Consequences are given in a very fair, structured system within PBM for pupils who break the rules. In any event, parents will be involved at an early stage and we would urge you to co-operate fully with us in those circumstances for the benefit of your child. If you would like to speak to the member of the management team who has dealt with your child please contact school. We are happy to work with you to support your child.

## Section 4: School Policies & Practical Information

### **Individual Rewards**

Many of our pupils never have any consequences and we want to recognise and acknowledge this excellent behaviour. There is a system of stickers, rewards, letters and certificates and at the end of the year the possibility of being nominated as Citizen of the Year.

### **Circle Time**

We use circle time as a group listening system which enhances self-esteem, promotes moral values and builds a sense of team and social skills.

### **Personal and Social Development Programme**

We have a progressive programme which builds on pupils' self-esteem and helps to support pupils working together. We enlist the support of partner agencies to provide input e.g. Barnardo's, Children 1st, Active Play and Finmill Centre. We work collaboratively on Growthmindset across school to promote wellbeing and to develop resilience in all pupils. The use of Kitbags in school has helped pupils to talk about their feelings and to talk about what strategies can help to support them.

### **School Concerns and Complaints Procedures**

If you want to talk to your child's teacher or a member of the senior staff it is generally better to make an appointment. This ensures that the member of staff is available, that classes are not disturbed and that pupils' lessons are not affected.

If you have made a complaint to the school and you are not satisfied with the outcome, you can have your complaint reviewed by a senior officer in the Education Department.

Education Department publications can be found at:

<http://www.dundee.gov.uk/departments/publications/Education>



## Section 5: Parental Involvement

As stated in our aims, we always endeavour to develop and maintain the partnerships which exist between parents and school. The support of parents is vital to the life of the school and we depend on parents to make sure that children come to school each day ready to learn.

We want your child to be the best that he or she can be in life, just as you do. Let us be ambitious for every child.

'Be the best we can be'

Every parent with a child enrolled in school automatically becomes a member of the Parent Council. Our Parent Council is very active in school, they hold regular meetings and participate fully in the running of the school and organise fund raising activities. If you feel you do not wish to attend Council meetings, you can still support by giving your time to help at fundraising activities.

We welcome parents supporting in school and this can be done in a number of ways. Some provide supervision on school trips others provide support with preparation of resources. We are always seeking new ways to engage parents in school life and welcome suggestions and offers of help from parents, grandparents and carers.

All parents have access to Seesaw which is a communication tool and direct link with the class teacher. You will receive updates regarding your child's progress and information items from school via Seesaw. You can message the teacher directly between the hours of 8.30 – 4pm. The teacher may not be able to respond straight away, especially between 9am – 3.15pm but will endeavour to get back to you as soon as is possible.

## Section 6: The Curriculum

### Curriculum for Excellence 3-18

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

Through the experiences we provide 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.

<b>Expressive Arts</b>	<b>Health &amp; Wellbeing</b>	<b>Languages</b>	<b>Mathematics</b>
<b>Religious &amp; Moral</b>	<b>Sciences</b>	<b>Social Studies</b>	<b>Technologies</b>

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

<b>Level</b>	<b>Stage</b>
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.

## Section 6: The Curriculum

**STEM (Science, Technology, Engineering and Maths)**, plays a huge role within society and the economy due to it being one of the fastest growing sectors. Through the exposure to STEM subjects and its skill set, our learners are preparing for life in the 21st Century in any career path. In addition to STEM, we focus on digital literacy, help learners gain an understanding of how to conduct themselves appropriately online, their digital wellbeing, keeping safe online, data science and cyber security.

**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.

**Outdoor Learning:** we encourage all classes to make use of the outdoor learning environment so pupils should come prepared for outdoor weather all year round.

Further curricular information can be found at:

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

[www.educationscotland.gov.uk/parentzone/index.asp](http://www.educationscotland.gov.uk/parentzone/index.asp)

## Section 6: The Curriculum

### **Getting it Right for Every Child (GIRFEC)**

The GIRFEC approach is about how staff in all children's services meet their needs by working together to ensure that children reach their full potential.

[www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

### **Religious Observance**

Through the ethos and curriculum, we provide opportunities for pupils to explore morals and values. We help learners develop their own beliefs, values and a responsible attitude to others. Pupils are encouraged to develop an understanding of Christianity and other religions. Pupils develop skills of reflection, critical thinking and how to act when making moral decisions. The school welcomes diversity and individuality while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of the school that all who are involved in the life of the school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

Under the terms of the Education (Scotland) Act 1980 "any pupils may be withdrawn by his/her parents from instruction in religious subjects and from religious observance" Parents wishing to exercise this right should discuss with the Head Teacher.

### **Sensitive Issues**

Part of our curriculum involves teaching the children about issues which could be considered sensitive i.e. sexual health and relationships education or drugs and alcohol awareness. Parents should be assured that whenever these topics arise, we will communicate as appropriate with home. On some occasions we may send a letter just to raise awareness that specific issues are to be covered, on other occasions we will actively seek permission to include your child/ children in a series of lessons. If any parent is concerned about what is being covered within the curriculum however, they should feel free to speak to a member of staff about this.

## Section 6: The Curriculum

### Assessment

Assessment takes place continuously in every classroom within a process known as formative assessment. Teachers observe and talk to children and look at their written work to build up a picture of where each child is in their learning. Assessment tasks are planned and built into day to day learning activities.

From this, teachers help children to see how they can improve and what they need to practise. Self and peer assessment are important parts of this - pupils assess their own learning and help each other to improve.

Within the area of assessment, pupils' learning progress is also measured using standardised assessments which allow the school to develop diagnostic profiles of pupils' strengths and development needs. These assessments also allow comparisons with national levels of attainment. Currently, Scottish National Standardised Assessments (a series of computer-based adaptive tasks) are used to support teachers' judgements of progress in P1, P4 and P7.

The progress of every pupil is tracked throughout their school career. Individual Folios of work, learning journals and other profiles are started in Primary 1 and built upon throughout each child's school experience. These provide evidence of learning progress and aid reporting to parents/carers.

### Reporting to parents

Throughout the year, teachers report to parents in a number of ways relating to the progress of the children. This takes the form of Parents Evenings, Open Afternoons, Use of Seesaw, Golden Ticket inviting parents to attend school with child, formal reports at the end of the school year and opportunities for further meetings with staff throughout the year if required.

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework –

[http://www.educationscotland.gov.uk/Images/BtC5Framework\\_tcm4-653230.pdf](http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf)

## Section 6: The Curriculum

Information about Curriculum for Excellence levels and how progress is assessed <http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Information on recognising achievement, reporting and profiling – <http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

### **Transition to Primary 1**

Whether your child is transferring from nursery to Primary 1 or from Primary 7 to secondary school or indeed transferring stage through school they will be entitled to support during this process. School staff make every effort to ensure that important information about your child, their learning and progress and any additional support they require is communicated to the teacher at the next stage of learning.

The school encourages parents to discuss these changes and the senior management team will be happy to meet with you to allay any concerns you may have over the new arrangements for your child.

### **Transfer to secondary school**

When your child is due to leave the school at the end of Primary 7, he/she will be allocated a place at their catchment school. The move from primary to secondary school can be a daunting step for pupils and parents. To make this time in the pupils' school career more comfortable, we work closely with secondary schools to provide a range of transitional activities throughout Primary 7. These include Primary School visits from secondary school staff and also a 2 day visit to the secondary school where pupils follow a secondary school timetable. Around this time, secondary staff meet with the Primary 7 teachers to discuss the needs of the children.

## Section 7: Support for Pupils

Most children make satisfactory progress in school and their education can be fully supported by their class teacher. Some children may, however, need additional support to help them access learning in the classroom. Assessment and planning for their needs will be done through a Child's Plan which identifies their strengths, barriers to learning and what action or support required to meet their additional needs. A very small number of children with significant and long-term additional support needs may meet the criteria for a Co-ordinated Support Plan. These will be children who receive a lot of support from people outside education; for example, from health and social work staff.

Support for learning takes place in every class and is the responsibility of all staff in the school. All of our pupils are encouraged to work to the highest level of their ability and extra help is available for children who may require it to help them achieve their potential. The Head Teacher, teachers and other staff work closely to ensure that children and young people's individual learning needs are met.

The work of Support for Learning staff is co-ordinated by the Head Teacher, is regularly reviewed and is based upon pupil need. Support may be given within the class or within another setting, and may be within a group although it is always based upon the needs of the individual child.

The procedures and processes by which an individual child's needs are identified and addressed are set out in Dundee City Council's Children and Families Service policy on Supporting Learners. Central to this is the assessment of need using a staged intervention model and the involvement of parents. We also maintain very valuable partnerships within education and with agencies beyond to support pupils who have additional needs of any kind.

To help assess the specific needs of any pupil who may require extra help the school is able to call upon the services an Educational Psychologist from Dundee Educational Psychology Service. Before such a step is taken, parents are always contacted and the reason for such a referral is fully explained and parental co-operation sought.

## Section 7: Support for Pupils

As a parent/carer you can access a wide range of information with regard to additional support needs. The information is available both at your local school and on the Dundee City Council website on this internet page <http://www.dundee.gov.uk/education/support/>

The following are available for you at the above internet page.

- Assessing Additional Support Needs
- Attending Pupil Support Planning Meetings
- Co-ordinated Support Plan
- Dispute Resolution
- Dispute Resolution Referral Form
- Mediation - Parent to Parent leaflet
- Supporting Learning (Dundee City Council Education Department, Support for Learning Policy)
- Supporting Learning in Dundee

This internet page also has many other leaflets on related topics which might be of interest to you.

If you cannot access the internet, please ask the School Office if you would like a copy of any of these documents.

The Additional Support for Learning (Scotland) Act 2004 as amended by the 2009 Act came into force on 15 November 2010. The recommendations of the Children and Young People's Act (2014), in particular the Child's Plan and the responsibility of the Named Person, also affects how we assess and plan for all children and young people.



## Section 7: Support for Pupils

Information on additional support needs is also available to you from outside Dundee City Council:

### **Enquire - The Scottish Advice Service for Additional Support for Learning**

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

a telephone helpline - 0845 123 2303

an email enquiry service - [info@enquire.org.uk](mailto:info@enquire.org.uk)

an online enquiry service

two websites - [www.enquire.org.uk](http://www.enquire.org.uk) (for parents/carers and practitioners) and [www.enquire.org.uk/yp](http://www.enquire.org.uk/yp) (for children and young people)  
Enquire also provide a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

### **Let's Talk ASN**

Let's Talk ASN is a free service for the parents of children with additional support needs who may require support in relation to a dispute or potential dispute with an education authority. It is a joint initiative of Govan Law Centre (Charity No. SC030193) and Kindred Advocacy (Charity No. SC000264). It provides support for parents and young people from the time they have grounds to make a reference to the Additional Support Needs Tribunal for Scotland (ASNTS).

Advice and information regarding this service can be obtained by email or phone-call:

[letstalkasn@edlaw.org.uk](mailto:letstalkasn@edlaw.org.uk)    0141 445 1955

### **Scottish Child Law Centre**

The Scottish Child Law Centre is a charitable body registered in Scotland under registration number SCO12741." It offers advice and support for families in regard of additional support needs.

## Section 7: Support for Pupils

The Scottish Government website's Additional Support for Learning page also provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs: <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

The 'Supporting Children's Learning Code of Practice (Revised edition)' - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended: <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

'Getting It Right For Every Child and Young Person', is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers. Find it at <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

'Supporting Learners - guidance on the identification, planning and provision of support' is at <http://www.educationscotland.gov.uk/supportinglearners/>

## Section 8: School Improvement

Our Improvement plan reflects our targets for the forthcoming year. A very successful HMle Report (February 2020) acknowledges the improving standards throughout our school and the quality learning and teaching within and across the school. The school's strong focus on equity ensures all children are included well in all school activities, both within and outwith the school day. We promote a strong sense of community and belonging in the school which is impacting positively on children's attendance and engagement in their learning. Staff know children and their families very well and are adept at identifying children at risk of missing out through socio-economic deprivation. Staff take effective action to ensure all children can access activities which will develop their skills.

Learning and teaching continues to be developed throughout the school ensuring that the children experience a relevant and coherent curriculum. Children are encouraged to take responsibility and are becoming more confident in discussions. They engage in a broad range of opportunities and experiences to develop these skills for learning, life and work with a continuous focus on Literacy, Numeracy and Health & Wellbeing.

In planning for improvement we have provided school based training opportunities on literacy, assessment, additional support needs and behaviour management which are on-going throughout the year. Staff are leaders of learning and have responsibility for projects and working groups within the school. Leadership for pupils has been developed through a number of roles they are encouraged to participate in including; House and Vice Captains, members of the Junior Leadership Team, STEM Leaders, Digi-Dynamos, Eco-Committee, Rights Respecting Committee, Peer Readers, Buddies, Peer Mediators, Lunchtime Helpers

## Section 8: School Improvement

Staff continually work to develop their skills through citywide, cluster and in house professional development. Members of staff have been involved in leading change and are fully committed to the delivery of quality learning across all stages utilising a number of strategies and proven pedagogies.

Staff have attended courses and share their practice with colleagues both in Fintry and across the cluster to ensure a consistent approach is in place and children transitioning to Braeview Academy do so with a shared understanding and learning base.

## Section 8: School Improvement

### Attainment Over Time:

		Numeracy			Reading			Writing			Listening & Talking		
Stage	Level	20/21	21/22	22/23	20/21	21/22	22/23	20/21	21/22	22/23	20/21	21/22	22/23
P1	Early	77%	78%	90%	81%	78%	96%	75%	70%	71%	98%	97%	98%
P4	First	74%	46%	80%	69%	74%	80%	74%	59%	77%	84%	59%	87%
P7	Second	71%	60%	88%	74%	65%	86%	72%	59%	78%	83%	65%	96%
Overall		74%	60%	87%	74%	72%	87%	74%	61%	75%	88%	71%	94%

## Section 9: Extra Curricular Activities

We encourage all pupils to participate in extra curricular activities. With the help of the pupils giving suggestions, we aim to provide a variety of activities which would interest the children and prompt them to opt into a club.

At present we have a range of clubs on offer: STEM, Coding, Dance, Sewing and Community Garden.

We work closely with Gareth Dailly, Our Active Sports Co-ordinator and Mr Feret our resident Active Sports Assistant who helps provide Football, Netball, Athletics, Basic Moves, Tennis, Street Dance and Hockey.

Fintry Primary encourage Primary 7 pupils to participate in a residential experience to Douglaswood where children are involved in team building exercises and outdoor learning. The children have the opportunity to work in the outdoor classroom and to learn about nature and wildlife in a very unique setting. Children are given challenges and problem solving activities which require them to work both individually and in groups to find solutions. Children build confidence and life skills throughout the week which can be built upon in years to come. Children are encouraged to become successful learners, confident individuals, responsible citizens and effective learners.

## Section 10: ScotXed Education Statistics Privacy Notice for Pupil and Teacher Data

These notices are intended to provide information to pupils, teachers and parents about data collected through Scottish Government Statistical Surveys including why it is needed, data policy and individuals' data protection rights. The changes in the latest version are intended to:

- Clarify that the information collected is about pupils/teachers in schools rather than solely related to the Pupil or Teacher Census.
- Continue to inform pupils, teachers and parents that the data may be shared with partners for statistics and research purposes and clarify that this could include linkage to other sources in line with the National Data Linkage Guiding Principles.
- Confirm that pupil/teacher names and address (other than postcode) are never collected.

Local authorities are responsible for ensuring pupils, teachers and parents are kept informed about how data will be used and that such information provided is reviewed regularly to ensure it is in line with best practice.

You can access the updated notices at the following links:

- Education Statistics Privacy Notice – Pupils – <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/SchoolPupilCensus/SchoolHandbookInsertpupils>
- Education Statistics Privacy Notice – Teachers – <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/StaffCensus/SchoolHandbookInsertstaff>



...you can do so much more **ONLINE** at...  
**dundeecity.gov.uk**