**Windsor Park School**

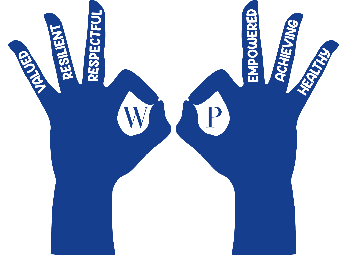
**and**

**Sensory Services**

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**School Brochure**

**2024 - 2025**



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# A Foreword from the Director of Children’s Services

Session 2024-25

This handbook contains a range of information about your child’s school which will be of interest to you and your child. It offers an insight into the life and ethos of school and also offers advice and assistance which you may find helpful in supporting and getting involved in your child’s education.

Falkirk Council is keen to work with parents, not only to allow you a greater opportunity to contribute to your child’s education, but also to encourage you to play a greater role in the life of the school as a whole. We offer several opportunities when you will be able to make your voice hear in relation to your own child’s education, your local school, and Children’s Services as a whole.

Throughout each school year there will be opportunities for you to discuss you child’s progress with his/her teacher. There will also be Council-wide events for parents organised by Children’s Services. These events are spread across the school year, and each will focus on a particular theme. The events are open to all parents, and they are also attended, wherever possible, by the Education Portfolio Holder as well as members of the Service’s Management Team. Each session offers parents an opportunity to ask questions about aspects of their child’s education. Dates for these events will be issued by your child’s school and we hope you will be able to come along and hear about, and contribute to, our plans for Education in Falkirk.

We are pleased to introduce this handbook for session 2024/25 and trust it will provide you with all the relevant information you may need concerning your child’s school. If you have any questions regarding the contents of the handbook, please contact the Head Teacher of your child’s school in the first instance who will be happy to offer any clarification required.

Robert Naylor  
Director of Children’s Service  
Falkirk Council

**Footnote:** If you want a printed copy of this handbook, please ask the school

It may be possible to offer some assistance in helping to translate all or part of this handbook to parents whose first language is not English. Enquiries should be directed in to the Communications Officer for Children’s Services (tel: 01324 506657).

Disclaimer:  
The information in this school handbook is considered to be correct at the time of publication (Dec 2023), however, it is possible that there may be some inaccuracy by the start of the school term in August 2024.

# Curriculum for Excellence – Learning to Achieve

**Learning Entitlements**

**In addition to the entitlements of Curriculum for Excellence our education provisions will reflect local needs and circumstances. Therefore, at different stages of their education, our learners will have opportunities to:**

* Link aspects of their learning to the local environment and its heritage
* Participate on a residential experience where possible
* Participate in arts, sports and cultural events
* Participate in environmental projects
* Participate in a community project
* Participate in outdoor learning experiences
* Access appropriate technology
* Be consulted on and contribute to the decision-making process in school
* Experience work-based learning
* Develop collaborative, social, leadership and other life skills
* Access academic and vocational learning experiences
* Access learning experiences designed and/or delivered by relevant partners
* Reflect upon and be proactive and planning and making choices about their own learning
* Engage with learners in other countries and demonstrate knowledge of their culture.

**How can you help?**By law, you must ensure your child receives education.  
As a parent, you can help your child by:

* making sure your child goes to school regularly;
* encouraging and supporting your child with any homework given;
* showing that you are interested in how your child is getting on at school;
* encouraging your child to respect the school and the whole school community and
* being involved in the life and work of the school.

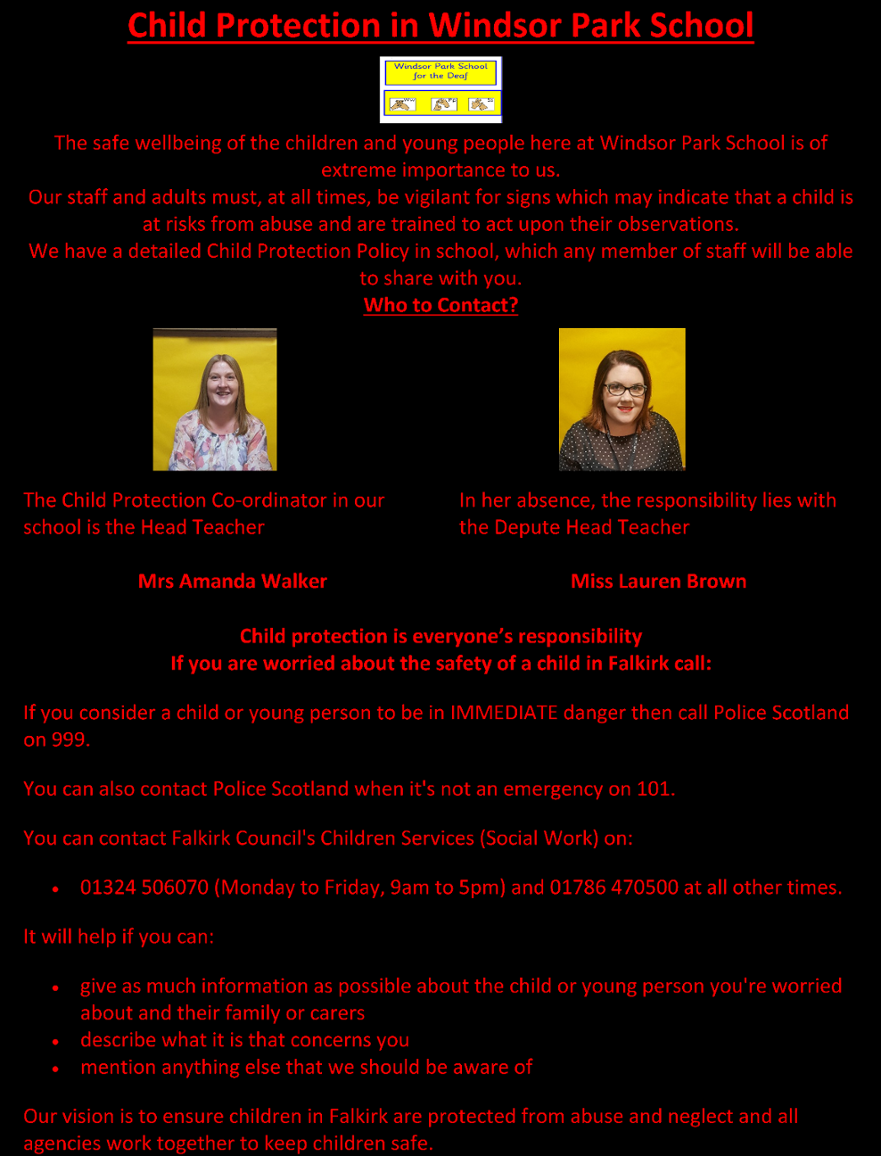
Throughout this handbook the term ‘parent’ has the meaning attributed in the Standards in Scotland’s Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

# Welcome from the Head Teacher

Welcome to Windsor Park School and Sensory Service.

As Head Teacher, it is a privilege to write this introduction to our school and service Handbook. This Handbook offers a summary of our school and service and a general overview of the bespoke educational experience that is Windsor park School. It cannot however describe the nurturing, happy, caring, child and family centred environment that the Windsor Park staff have created. I do hope that this is something you can experience and evaluate when you visit Windsor Park. Additional information can be found on our school website and Twitter feed, or you may wish to contact the school directly. Appointments can be arranged by telephone or email. BSL interpreters can be arranged on request.

It is my desire that every pupil, staff member, Parent and Carer linked to Windsor Park has a positive, quality experience of our school. We cherish our close relationships with parents and carers and enjoy positive interactions with a wide variety of agencies to best meet the needs of each and every one of our learners. If you would like to know more about life here at Windsor Park, or if you have any questions regarding your child’s education, please do not hesitate to contact me at school where an appointment will be made as soon as possible.



Mrs Amanda Walker  
Head Teacher/Educational Audiologist  
Windsor Park School and Sensory Service

# Section One – Practical Information about the School

**Contact Details**

**School Address: Bantaskine Road, Falkirk. FK1 5HT  
School Telephone Number: 01324 508640  
Visiting Teacher of Deaf Children and Young People Service: 01324 508641  
Visual Impairment Service: 01324 508644  
Fax Number: 01324 508647  
E-mail address:** [**windsorparkschool@falkirk.gov.uk**](mailto:windsorparkschool@falkirk.gov.uk) **Website:** [**www.windsorpark.falkirk.sch.uk**](http://www.windsorpark.falkirk.sch.uk) **Twitter/X: @WindsorParkFalk**

**Head Teacher: Mrs Amanda Walker  
Depute Headteacher (Secondary Dept)**: Mrs Susan McIntosh  
**Principal Teacher (Primary Dept)**: Ms Maureen White  
**Principal Teacher (Visual Impairment Service)**: Mrs Averil Boyne & Mrs Allison Tolland

**Teachers of Deaf Children and Young People in Primary/Secondary Department**

Mrs Elizabeth Barlow (P)  
Mrs Jill Dickson (S)  
Miss Lesley Haston (P)  
Miss Anna Morson (S)  
Mrs Caitlyn Patterson (P)  
Mr John Reilly (S)  
Mr Adrian Young (S)

**Support for Learning Assistants**

|  |  |
| --- | --- |
| Primary  Mr Scott Bird  Mrs Georgia Koumanta | Secondary  Mrs Denise Crawford  Mrs Pauline Grant  Mrs Lynn Notley |

**Visiting Teacher of Deaf Children and Young People Service**:   
Mrs Gillian Bennie  
Miss Arlene Livie

**Visual Impairment Service**:   
Mrs Averil Boyne  
Mrs Audrey Hutchison  
Mrs Allison Toland

**Clerical Assistant**: Miss Elizabeth Devine  
**Speech & Language Therapist**: Miss Iona Smith  
**Music Specialist**: Mr Ken Whitelaw  
**Sign Language Tutor**: Mr Alan Sanders  
**Caretaker/Cleaner**: Mr Niel McGill

General Information

Windsor Park School is a purpose-built school for deaf children and young people, situated in west central Falkirk, approximately one mile from the centre of town.

Our school provides services for pupils who have a significant hearing loss at pre-school, primary and secondary stages.

As one of only three schools for deaf children and young people in Scotland, we are uniquely placed on the campus of a primary and a secondary school. Our nursery and primary pupils integrate with Bantaskin Nursery and Primary. Our secondary pupils integrate with Falkirk High School.

You an access the mainstream school websites here:

[Bantaskin Primary School Falkirk](https://www.bantaskin.falkirk.sch.uk/) [Falkirk High School Falkirk](https://www.falkirk.falkirk.sch.uk/)



Pupils from other authorities, who require a high level of support, are also able to attend Windsor Park. Falkirk Council provides details on making a [Placing Request](https://www.falkirk.gov.uk/services/schools-education/school-admissions/placing-requests.aspx) on their website.

Our teachers and support for learning assistants support pupils to access learning in the mainstream schools. The level of support provided varies, depending on individual pupil needs.

Our primary department has recently achieved ‘Gold Level Communication Environment’.

National qualifications are delivered through Total Communication incorporating speech, audition, lip reading, British Sign Language and Sign Supported English. British Sign Language is also introduced at an early stage to facilitate communication variations and needs.

Our teachers have additional specialist qualifications and work co-operatively with mainstream colleagues, parents and pupils to provide a supportive, relaxed and happy teaching and learning environment.

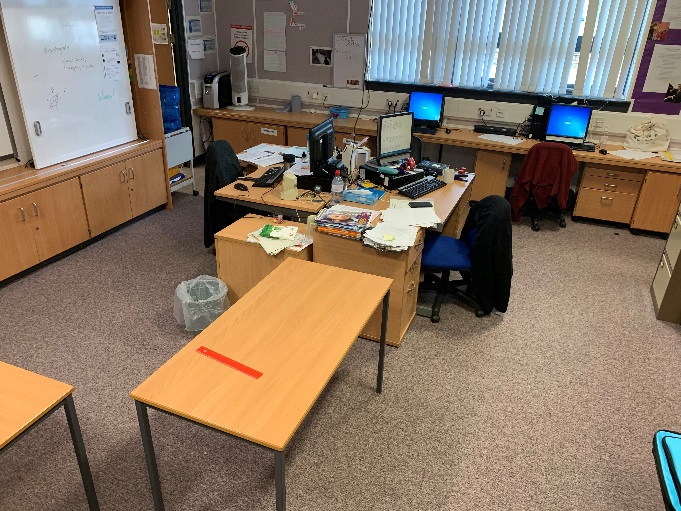
The school also works closely with:

* Audiologists
* Speech and Language Therapists
* ENT departments of local hospitals
* other appropriate agencies

to establish the best multi-agency provision for deaf pupils.

Our Sign Language Tutor provides classes for all associated staff, families and pupils. We also provide British Sign Language classes to the local community. Some mainstream primary and secondary schools seek our services in providing taster British Sign Language and Deaf Awareness sessions.

The school is organised into primary and secondary departments which are housed in [Windsor Park](https://www.windsorpark.falkirk.sch.uk/) and [Falkirk High School](https://www.falkirk.falkirk.sch.uk/index.html) respectively.

**Image showing one of the Windsor Park primary classrooms.
**

Disabled Access/Modifications

From the car park there is a path to the side of the building which leads into Room 1 and 2 classrooms. There is also a centre ramp which allows access to the extended building. It also provides direct access to the Bantaskin Primary playground.

Throughout the school, fire alarms are fitted with flashing lights to alert pupils and staff in the event of fire. A security system from Windsor Park to Bantaskin Primary is installed to ensure the safety of our pupils when moving between buildings.

Sensory Impairment Service (SIS)

Visiting Teacher of Deaf Children and Young People Service (VToDs)

This is based in Windsor Park School.

Visiting teachers support children from diagnosis through to school leaving age making home, nursery, primary and secondary school visits.

They also offer support and advice to families and associated personnel. Ante-pre and pre-school children, who require a high level of support and/or alternative communication, may attend Bantaskin Nursery where they will be fully supported for up to five morning sessions per week. Depending on the degree of deafness and general progress, children are integrated gradually into Windsor Park School or into their local mainstream school as appropriate.

The Visiting Teacher of Deaf Children and Young People Service provide annual in-service training for mainstream staff working with deaf children and this is well attended.

Visual Impairment Service (VIS)

This is also based at Windsor Park School.

Visiting teachers support children from diagnosis through to school leaving age making home, nursery, primary and secondary visits.

They also offer support and advice to families and associated personnel. Most pupils who have a visual impairment attend their local mainstream nursery and school. Staff and pupils are supported by the visiting teachers. When possible, pupils will be given the opportunity to meet socially and take part in a variety of activities, organised and supported by the V.I. teachers. The Visual Impairment Service staff provide annual in-service training for mainstream staff working with visually impaired children and this is well attended.

|  |  |
| --- | --- |
| ***Stages of Education Provided For*** | Primary and Secondary Departments  **Sensory Service**  0-18 |
| ***Present School Roll*** | 14 |
| ***Denominational Status of the School*** | Multidenominational |
| ***Gaelic Medium Education?*** | No |
| ***Single sex school?*** | No |

Organisation of the School Day

|  |  |
| --- | --- |
| **Primary School: P1-7** |  |
| School starts  Break  Lunch  End of day | 09:00  10:30 - 10:45  12:15 - 13:00  15:00 |
| **Secondary School: S1-S6** |  |
| Period 1  Period 2  Break  Period 3  Period 4  Lunch  Period 5  Period 6  Period 7 | 08:50 - 09:40  09:40 - 10:30  10:30 - 10:45  10:45 - 11:35  11:35 - 12:25  12:25 - 13:05  13:05 - 1355  13:55 - 14:45  14:45 - 15:35 (Tuesday and Thursday) |

Our secondary pupils must report to Windsor Park classrooms at 08:35 for registration and daily audiology/listening checks.

**FALKIRK COUNCIL: CHILDREN’S SERVICES**

**Agreed Term Dates for Session 2024-2025**

**School year**

Autumn Term begins (for pupils) Wednesday 14 August 2024  
Autumn Term ends Friday 11 October 2024

Winter Term begins Monday 28 October 2024  
Winter Term ends Friday 20 December 2024

Spring Term begins Monday 06 January 2025  
Spring Term ends Friday 04 April 2025

Summer Term begins Tuesday 22 April 2025  
Summer Term ends Friday 27 June 2025

**Term Time Public Holidays**

* Monday 9 September 2024
* Friday 14 February 2025
* Monday 17 February 2025
* Monday 05 May 2025

**Staff Development Days**

* Monday 12 August 2024
* Tuesday 13 August 2024
* Friday 29 November 2024
* Tuesday 18 February 2025
* Friday 4th April 2025

Click on the link below for the most up to date information.

[**Falkirk Council School Term/Holiday Dates**](https://www.falkirk.gov.uk/services/schools-education/school-life/school-holiday-dates.aspx)

Registration and Enrolment

The date for registration of new P1 school entrants is advertised in all local nurseries, schools, the local press and on the council’s website [www.falkirk.gov.uk](http://www.falkirk.gov.uk). Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

Pupils who are baptised Roman Catholic are automatically entitled to enrol at the denominational catchment school. All other pupils must make a placing request to attend a denominational school.

Parents who want to send their child to a school other than the catchment school must make a placing request in addition to enrolling their child at their catchment school. Please refer to section four of this handbook for more information on placing requests.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

Parents who want to send their deaf child to Windsor Park School must apply through a Pupil Resource Support Group (PSRG) and have the application agreed by all associates.

Attendance and Absence

It is the responsibility of parents of a child of school age to make sure that their child is educated. Most do this by sending their child to school regularly. Attendance is recorded twice a day, morning and afternoon.

|  |  |  |
| --- | --- | --- |
| **Percentage** | **Number of School Days Annually** | **Number of days missed** |
| 100% | 190 | 0 |
| 95% | 180.5 | 10 days (2 weeks) |
| 90% | 171 days | 19 days (3 weeks, 4 days) |
| 85% | 161 days | 28 days (5 weeks, 3 days) |

Absence from school is recorded as ‘authorised’ i.e. it has been approved by the education authority, or as ‘unauthorised’ i.e. the absence remaining unexplained by the parent.

Please let the school know by letter, email to the school’s generic address or phone if your child is likely to be absent. If there is no explanation from a child’s parents / carers, the absence will be regarded as unauthorised.

Please make every effort to avoid family holidays during term time as this disrupts your child’s education and reduces learning time. In certain extreme situations, the head teacher can approve absence from school for a family holiday for example, in exceptional circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the head teacher before the holiday. If the head teacher does not give permission before the holiday, it will be recorded as unauthorised absence. The head teacher may also exercise discretion when a parent can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the head teacher on this basis is regarded as authorised absence.

Parents from minority ethnic and/or religious communities may request that their children be permitted to be absent from school to celebrate recognised religious and/or cultural events. Absence approved by the head teacher on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

A supportive approach is taken to unexplained absence. However, the education authority has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children’s Panel.

School Dress Code

[](https://www.google.co.uk/url?sa=i&url=https://www.border-embroideries.co.uk/falkirk-high-knitted-v-neck-105402.html&psig=AOvVaw2suMt2KiG2BMyWfIBdJ5Le&ust=1619081386264000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCPjxqqn6jvACFQAAAAAdAAAAABAE)At Windsor Park, pupils are encouraged to wear the **Windsor Park** **Primary School** or **Falkirk High School** uniforms which have been agreed in consultation with parents, pupils and staff. This consultation ensures that the dress code meets the needs of the school community, allows pupils to participate in all aspects of school life and is age appropriate.

Parents are asked to co-operate with the school in encouraging their child to follow the school’s dress code.

All schools have a dress code, which includes the school’s policy on uniform. The wearing of uniform is encouraged as it helps to:

* develop a school community spirit
* improves school security by making non-pupils more easily identifiable
* allows pupils to be easily identified when out of the school, e.g. on trips
* enhances the school’s reputation within the community; and
* minimises rivalry and bullying amongst pupils that can arise from, for example, the wearing of designer clothing.

Windsor Park uses PEF funding to support the purchase of uniform for both primary and secondary pupils. Please contact the school for more information.

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweatshirts and PE equipment, which are often lost. School will provide an apron for messy or art and craft activities. Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school.

In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, science laboratories and technical workshops; this extends to the wearing of suitable footwear and even, on occasion, to the length of pupils’ hair and the wearing of jewellery and earrings.

Offensive clothing such as T-shirts or other items featuring inappropriate language or illustrations is not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

If you have any queries regarding the school’s dress code, please contact the Head Teacher.

**Windsor Park (Primary) School Uniform**

All items of clothing should be clearly labelled, particularly ties, sweat shirts and polo shirts.

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Blue Sweatshirt** | **White Polo Shirt** | **Grey trousers/skirt** |
|  |  |  |
| **White/blue/grey shirt/blouse** | **Tie** | **PE Kit(black shorts, House T-shirt and gym shoes)** |

**Windsor Park (Secondary) and Falkirk High School Uniform**

All items of clothing should be clearly labelled, particularly ties, jumpers, cardigans and blazers.

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Black Jumper/Cardigan** | **Tie** | **Black trousers/skirt** |
|  | Photo of School Uniform |  |
| **White shirt/blouse** | **Blazer** | **PE Kit(black shorts, white T-shirt and trainers)** |

Clothing Grants

Falkirk Council can also provide assistance with the cost of school clothing and footwear. Clothing grants are available for children who live in the Falkirk Council area and who are in compulsory education at any of our primary, special or secondary schools. Pupils attending some special schools outside the area may also be eligible for this grant. School clothing grants are not available to children attending nursery schools, nursery classes or other pre-5 centres.

The School Clothing Grant is means tested. To be eligible, parents or guardians must meet one of the following criteria:

* In receipt of Income Support, or In receipt of Income-based Job Seekers Allowance, or
* In receipt of Income-related Employment and Support Allowance, or
* In receipt of Child Tax Credit only with a gross annual income below £16,105, or
* In receipt of Child Tax Credit and Working Tax Credit with a gross annual income below £16,105

Payments are paid directly into the parent or guardian’s bank account.

School Meals

Primary and Secondary Menus offer healthy and tasty meal options whilst reflecting the Scottish Government food and drink legal requirements for School Lunches. Special diets and allergies are usually accommodated subject to consultation with the parent/guardian and the regional dietician.

Primary School Menus provide 3 daily choices with 2 portions of veg and 1 portion of fruit included with every meal choice.

High Schools providing a range of plated meals, pasta, meal deals and salad boxes. 2 portions of veg and 1 portion of fruit are included with every meal choice within the balanced core High School menu.

Windsor Park pupils are all currently provided with free school meals.

Medically Prescribed Diets

Parents/Carers with a child on a medically prescribed diet should contact the Headteacher in order to obtain and complete a prescribed diet referral form.

The Schools Meals Service will only accommodate a child/ren with a medical referral supplied by their G.P.

Travel to and from School

Parents should remind their child(ren) that, in the interests of safety, good behaviour is expected from all pupils travelling on school transport.

Children should be reminded by parents that, wherever possible, they should only cross the road where there is a crossing patrol and should exercise care on walking to and from school.

Parents are requested, when dropping off/collecting children from school that they do not park near the pedestrian exit or in any location which causes an obstruction. We ask all adults to use the pathway in front of the school to bring their children into the playground and do not climb or go underneath the gate or barriers.

**Transport for Primary and Secondary School Children**

Requests for Transport are made by the Head Teacher/Manager of the pupil’s school/nursery following advice from an Educational Psychologist, Social Worker or Health Care Worker. Once the request has been made, approval must be given by an ASL Advisor from the Council.

If approved, the transport provided can be a taxi, minibus or local bus where the pupil may be issued with a pass to travel. Generally, parents are not permitted to accompany their children on contract vehicles.

The Council does not normally provide pupils with transport where they do not attend the nominated school.

**Pupil Transport Assistants (PTA’s)**

When a pupil’s needs are such that a PTA is required, the PTA will be employed by the Council.

All PTA’s are vetted by Disclosure Scotland and must wear their official Falkirk Council identification badge.

PTA’s are responsible for helping pupils on/off the vehicle, using specialist equipment if necessary and ensuring pupil’s safety, dignity and comfort during the journey.

PTA’s can also relay information between home and the school if required.

**PTA’s are not responsible for taking pupils to/from their home to/from the transport vehicle - this is the responsibility of the parent/carer.**

**Parent/Carer Responsibility**

Parents/Carers are responsible by law for the safety of their child.

Parent/Carers should make sure that their child is ready to join the transport vehicle when it arrives in the morning. The vehicle will only be able to wait for a few minutes before moving to the next pick-up point. Similarly, in the afternoon parents/carers **must** meet their child when the contract vehicle arrives. If the parent is not at home, the child will be placed into the care of the emergency contact person. If this is not possible, the child will be returned to the school or placed into the care of Social Work Services.

If your child misses the transport vehicle in the morning, you should get them to the school as soon as possible. If he/she misses the transport vehicle in the afternoon, he/she should tell the school.

Falkirk Council **will not** pay for alternative transport to/from school when a child misses the transport vehicle through his/her (or his/her parent’s/carer’s) fault.

Parent/Carers should advise their children to wear seatbelts where they are fitted to school transport vehicles.

Parent/Carers **must** notify the school and Transport Planning Unit of any changes in their circumstances, especially any change of address, so that transport can be altered accordingly. Please note that transport operators will only take instructions from Transport Planning staff.

If your child becomes ill during the school day you may be required to provide or pay for alternative transport home. If your child soils the transport in any way, you will be responsible to pay the current soilage change as detailed by Falkirk Council, Licensing Section.

For more information on Transport, please refer to Falkirk Council’s *Transport for Pupils with Additional Support Needs – A Guide for Parents and Carers* which can be sent to you by the Transport Planning Unit.

General Supervision

Before school begins supervision is very limited, therefore pupils should not arrive at school until as near to the school start time as possible.

During intervals school Support for Learning Assistants supervise the children. In addition the Head Teacher and/or Depute are on call to cope with any difficulties which may arise. There is always access to the building and the children are made aware of this. For further information on these arrangements, please contact the school.

School Security

Falkirk Council has introduced procedures to ensure the safety and security of pupils and staff when attending or working in a school. We use a number of security measures including a visitors’ book, badges and escorts, while visitors are within the school building. Anyone calling at a school for any reason, will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit.

Wet Weather Arrangements

In wet weather pupils are allowed into school during breaks and at lunchtime and are supervised at all times. Our pupils often attend their mainstream class during wet weather and when they reach P7 become ‘wet weather’ monitors.

Parents Meetings

All Falkirk schools offer opportunities for parents to discuss their child's progress with teachers through arranged meetings. Although arrangements vary from school to school, all parents will be advised of at least once per session when these meetings take place. Over and above these set meetings, parents are welcome to contact the school at any time to ask for information or for an interview. Please see section two of this handbook for more details on home / school partnership.

At Windsor park all pupils will have at least one annual review meeting per session.

Communication with Home

From time to time, you will receive important and routine communications from the school via variety of methods (email, group call, social media etc.). Parents are also encouraged to check their child’s schoolbag for these communications. Enquiries of any kind should be addressed to the Head Teacher in the first instance.

Windsor Park use Seesaw to share information on the school day. We update Twitter on a regular basis. Parents/carers are invited to share information from home to facilitate communication.

Unexpected Closures

Most closures will be notified to you in writing, in advance, but there are occasions when the children may be dismissed early without warning, e.g., as a result of power cuts or severe weather. In the event of an early school closure staff will contact parents/carers and taxi companies to make necessary arrangements. To help keep us informed it is important that you make sure we have the most up to date emergency contact information for your family. We will keep in touch using telephone/text messaging, via the Falkirk Council website or via information broadcast on Central FM.

[Y](https://www.falkirk.gov.uk/services/schools-education/school-closures.aspx" \o "Find out more on the Falkirk Council Webiste )[ou can find up to date information on school closures here.](https://www.falkirk.gov.uk/services/schools-education/school-closures.aspx" \o "Find out more on the Falkirk Council Webiste )

Mobile Devices

Parents provide their children with mobile devices for a variety of reasons, including supporting learning and for personal safety. It is the right of parents to allow their child to have a personal mobile device in school. However, if devices are brought to school there must be a clear understanding that the individual pupil is responsible for the care and usage of their device(s).

Education establishments develop their own mobile device policies in consultation with pupils, parents and staff. For more information on this topic, please contact your child’s school.

ICT Acceptable Use Policy

Falkirk Council Children’s Services recognises that access to Information and Communications Technology (ICT) equipment and services helps young people to learn and develop skills that will prepare them for work, life and citizenship in the 21st Century.

To support this, we provide resources for pupils and staff to use. The Children’s Services ICT Acceptable Use Policy (AUP) outline the guidelines and behaviours that pupils are expected to follow when using school equipment or when using personally owned mobile devices in Falkirk Council establishments. The purpose of this is to protect young people online and to protect the Council’s network and equipment.

The ICT Acceptable Use Policy (AUP) will be issued by the school for both parent(s) and pupil(s) to sign.

Equality

The council is required to work towards advancing equality of opportunity for all people and to foster good relations between people. The council is committed to eliminating discrimination on the grounds of race, sex, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status, pregnancy/maternity or poverty.

Children’s Services has a range of policies and procedures to address equalities issues specific to education to enable us to fulfil these duties. In addition to this, all education establishments have a responsibility to report incidents of prejudice-based bullying.

English as an Additional Language

As part of the Additional Support Needs Service, the Council provides a support service for children who have English as an additional language.  The service supports enrolment and provides staff training and visits to schools to work with those children and young people who require assistance in developing English language skills.

This service can be contacted via email: [EAL@falkirk.gov.uk](mailto:EAL@falkirk.gov.uk)

Compliments, Enquiries and Complaints Procedure

Falkirk Council Children’s Services would like you to be completely satisfied with your child's education. We encourage feedback on our services from parents, pupils and members of the public. We are interested in feedback of all kinds, whether it be compliments, enquiries or complaints.

Sometimes, parents/carers may feel that the services provided are not what they wished for and they may wish to complain. If you have a complaint about the service provided by the school, please let us know.

***How do I complain?***

Complaints can be made to schools in writing, by email, on the telephone, in person or by using the Falkirk Council online complaints form on the website.

***Who do I complain to?***

Parents must first consult the school regarding their complaint.

***What happens with my complaint?***

All complaints will now be logged confidentially on our Customer First online complaints handling system. They will be monitored exclusively by each school and Children’s Services staff at Sealock House to ensure any response is within the timescales. This system will enable us to learn from complaints to prevent similar issues arising in future. We will deal with your complaint confidentially and as quickly as possible. If we have made a mistake we will apologise and try to put things right.

***How long will it take until I get a reply?***

Our aim is to respond within 5 working days to front line complaints, (Stage 1) although issues can sometimes be complex, and the school may need time to investigate them.

***What happens next?***

If your complaint has not been satisfactorily resolved by the school, it may be eligible for consideration at the second, investigation stage by Children’s Services headquarters at Sealock House. Complaints will not be considered by Children’s Services unless they have been first reported to the school – unless there are exceptional circumstances. Our aim is to respond to second stage complaints within 20 working days.

***Who else can help?***

If you remain dissatisfied after the second, investigation stage, you can raise the matter with the Scottish Public Services Ombudsman.

[Please click here if you wish to raise your complaint further](https://www.spso.org.uk/complain/form/start/)

You should also be aware that you have the right to raise concerns with your local Councillor, MSP or MP.

***What else do I need to know?***

Please note that schools can only respond to complaints about a service that they or Falkirk Council provides or a service we have contracted from a third party.

The Council’s complaints handling procedure sets a time limit for making a complaint of six months from when the customer first knew of the problem.   
[For more information about the Council’s Complaint Procedure please visit this website](https://www.falkirk.gov.uk/contact-us/complaints/)

School Health Service

NHS Forth valley has a statutory obligation to provide health services for all school age children. The aim is to make sure that all children and young people, throughout their school years, are in the best possible health to benefit from their education

**School Nursing Service** -School Nurses are available 9am-5pm all year round, excluding Public Holidays. School Nurses are not based in schools and are part of an integrated community team working from local health centres/clinics. The School Nurse Team offer health screening, health assessments and health reviews.

A health review is offered to all children in primary 1. This involves a parent questionnaire and the opportunity of an appointment with the school nurse to discuss any parental concerns and a review of the child’s growth.

The Falkirk School Nursing team comprises of:

* School Nurses
* registered staff nurses
* Health care support staff

Children/young people, parents/carers can request a health appointment at any time by contacting the service on 01324 679129.

Referral to the School Nursing Service can be made by Education, Social Work, GP or other Health Care Professionals.

The **School Doctor** may also offer appointments to children with a significant medical or developmental condition which affects their education. School staff and parents can request a child be seen.

**The Public Dental Service** carries out dental inspections in Primary 1 and Primary 7 and can help access dental services for children not registered with a dentist.

**Infectious diseases** -Colds and tummy upsets are the most common infections affecting children at school. It is important to keep your child at home in the early stages of a cold or until at least 48 hours after an episode of diarrhoea/vomiting to prevent infecting others. For treatment of diseases such as chickenpox or mumps, please consult your GP practice or nurse.

**Head Lice** Head lice are spread through head to head contact at home, whilst playing or in school. Regular wet combing of your child’s hair using a special comb is the best way to catch this problem early. Specific treatment lotions are available as shampoos are not effective. Two applications should be administered seven days apart. If this is not followed, re-infection is likely.

Further advice is available from leaflets about head lice which are available in all schools and health centres

**Clinics** - Some children are asked to attend clinics (eye clinics, dentist, doctor etc) Please let the school know and arrange for your child to be collected if they must leave school to attend. No child will be allowed away from school without a responsible adult or unless written permission has been received from a parent or carer.

**Immunisation**

**Primary Schools**

Flu vaccines are given every year from Primary 1 onwards by an immunisation team visiting the school. Any child who misses a session can be vaccinated by their GP. Pupils with chronic illnesses such as asthma can visit their GP at any time to receive the vaccine.

**Secondary Schools**

Pupils are offered several vaccinations such as Meningitis ACWY, a catch-up for the MMR vaccine and a booster for diphtheria, polio and tetanus. From 2019 HPV vaccine will be offered to both boys and girls.

For more information: <https://www.nhsinform.scot/>

**Medicines Administration** - Administration of medicines prescribed by a doctor or dentist is at the discretion of the head teacher but most schools are happy to co-operate. Parents who wish school staff to give medicines should take the medication to school and fill in the appropriate form (MED1). It is also possible to complete another form (MED4) which allows pupils to carry and administer medication themselves, for example inhalers. Prescribed medication should be clearly marked with your child’s name, date prescribed, how often it has to be taken and for how long. [To download the MED 1 and Med 4 form please click here](https://www.falkirk.gov.uk/services/schools-education/school-life/supervised-medication.aspx).

**Pharmacies** - Community pharmacies are trained in providing advice on coughs and colds, high temperature, fever, nasal congestion, minor eye infections, constipation, stomach upsets, fungal infections such as athlete’s foot, and skin problems such as impetigo.

For more information: nhsforthvalley.com

Protecting Children and Young People

Education Services have an important role in identifying children who have been abused or are at risk of being abused.

Falkirk Council has clear procedures for all staff to follow. Headteachers or designated member of staff are instructed to notify Falkirk Council and Social Work Services when a member of staff has a suspicion that a child might have been abused or be at risk of abuse.

Social Work Services will decide on whether an investigation is necessary and will advise accordingly.

Insurance Cover for School Children

*Public Liability*

Personal Injury

Falkirk Council has in place a Public Liability policy which operates in respect of claims for injury to any third party which includes a pupil whilst under the care of the Council or their employees. In order for liability to be accepted there is an onus to evidence the council was negligible in their acts and was responsible or partially responsible for the injury sustained

Pupil’s Property

It is inevitable that during each session, pupil’s property is lost, damaged or stolen from school. Parents are therefore discouraged from allowing their children to carry expensive items of personal belongings to the school and are reminded that a standard household policy can be extended to provide a degree of cover for personal items taken away from the home. Falkirk Council are not legally responsible for pupils property which is subsequently lost, damaged or stolen, unless specifically entrusted with a member of staff.

Any claim made for loss or damage to the property left in the care of the school or its employees will have to be submitted, in the first instance to Children’s Services. Following a thorough review of the claim, settlement will only be made if it can be shown that Falkirk Council are legally liable for the loss.

Travel and Personal Accident Cover – Educational Excursions

In order to provide necessary cover for educational excursions Falkirk Council has in place an insurance policy for travel and personal accident which specifically covers any pupil enrolled at a participating establishment. The policy provides compensation for each insured pupil should an incident occur, irrespective of legal liability. There are varying degrees of benefits within the policy, but the key compensation values are noted below.

|  |  |
| --- | --- |
| 1. Death  2. Permanent Total/Partial Disablement | £30,000  up to £30,000 |

The insurance policy provides accidental bodily injury cover whilst any insured person is undertaking an organised trip (including exchange visits and work experience placement) as long as it is with the authorisation of the school or council and the activities involve a journey outside the premises of the school. The policy also extends to cover overseas travel cover.

# Section Two - Parental Involvement in the School

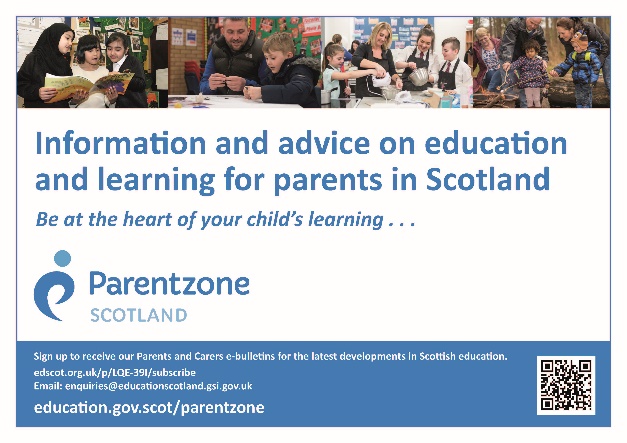
Parents Welcome

All departments of Windsor Park School welcome and encourage parental involvement and engagement. Parents and school staff share a common goal in wanting children to be happy at school, to achieve their best and to move into a positive destination when they leave school. We can achieve this goal by working together to share our concerns, to resolve difficulties and to recognise and celebrate achievement.  The school has an ‘open phone’ and ‘open door’ policy to allow parents to contact the school at any time.

Communication with Parents/Carers

Two-way communication between parents and school is vital to a successful partnership. Parents/carers views are regularly sought on their child’s development and progress through reviews and audits. This is very important at transition stages where parents/ carers are closely involved in decision making and in the preparation for this transition.  There are a number of ways in which the school communicates with parents:

* **School Handbook**
* **School website** <https://www.windsorpark.falkirk.sch.uk/>
* **Twitter  @WindsorParkFalk**
* **Seesaw – see Appendix 1**
* **Termly Newsletter**
* **Phone calls / texts with individual parents**
* **E-mails**
* **Calendar of key events**
* **Progress Reports**
* **Parents’ evenings / meetings (e.g. TAC meeting)**
* **Automated messages / group call**
* **Standard and Quality Report (issued annually)**
* **Assemblies, class visits and special events**

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>.

Parental Involvement

Windsor Park actively encourages parents/carers to visit to the school and take an active role in their child’s education by attending Sign Language Classes, Assemblies, class visits, reviews, parents’ evenings and special events. Success is shared and celebrated via our social media page and school communication apps (Dojo/SeeSaw).

Parents/carers views are regularly sought on their child’s development and progress through Class Dojo, home/school books, annual reviews and audits.

Parents/carers are also informed of school activities and events through the school newsletter.

At the transition stages, parents/carers are closely involved in decision making and in the preparation for the transition.

Compass – a tool for transition

Compass helps young people, parents and carers, and professionals understand the transitions process better, and find useful information at the right time. It is free of charge and can be used in all areas of Scotland to help prepare and plan for transitions.

There are three versions of Compass – one for young people, one for parents and carers, and one for professionals.

Each one provides information tailored to the individual user, based on their responses to questions asked within the tool. It also collects peoples’ views about transitions anonymously, to help make the process better.

You can find out more about the three versions and how to use them on the Compass webpage – [www.compasslaunch.scot](http://www.compasslaunch.scot)

Parent Councils

Parents are welcomed to be:

* involved with their child’s education and learning;
* be active participants in the life of the school; and
* express their views on school education generally and work in partnership with the school.

All parents / carers are automatically members of the Parent Forum at this school. As a member of the Parent Forum all parents can expect to:

* receive information about the school and its activities;
* hear about what partnership with parents means in our school;
* be invited to be involved in ways and times that suit you;
* identify issues you want the Parent Council to work on with the school;
* be asked your opinion by the Parent Council on issues relating to the school and the education it provides;
* work in collaboratively with the school; and
* enjoy taking part in the life of the school in whatever way possible.

Parent Councils are the formal representative body for parents / carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents / carers locally.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents / carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

* To support and work collaboratively with the school in its work with pupils
* To seek and represent the views of parents
* To promote contact between the school, parents, pupils, providers of nursery education and the community
* To report to the Parent Forum
* To be involved in the appointment of senior promoted staff in the school.
* To raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).

Currently, Windsor Park School does not have a Parent Council we are keen to establish one, so if you are interested please contact Amanda Walker (Head Teacher/Educational Audiologist).

Windsor Park Toddler Group

Our Sensory Service teachers host a fortnightly toddler group for deaf children and children with a visual impairment. For more information, please contact the school.

Pupil Voice

Here at Windsor Park School and Sensory Service, we believe that our children and young people are the most important people and we endeavour to give all children and young people various opportunities to share their thoughts and opinions and play an active role in the decisions that affect their learning and wellbeing, in a friendly, respectful manner.

At Windsor Park and Sensory Service there are many occasions whereby the children and young people can do this formally, such as:

* All Windsor Park Pupils are members of the Windsor Park Student Improvement Group and are involved in many of the developments affecting the school.
* Most Windsor Park Pupils have joined our primary and secondary Rights Respecting Steering Groups and are involved in how we ensure children’s rights are being met and have helped us work towards our Rights Respecting School Award.
* Contributing to their Child’s Plan and annual review.
* Sharing their views on their progress and next steps during TAC meetings.
* Learning about the Rights of the Child.
* Sharing information with their peers about their hearing/vision and the equipment they use to access learning.
* Making and sharing ‘Pupil Passports’ during transition to their new stage at the end of the school year. Pupils will describe their visual/hearing difficulties and how they would like teachers to support them in their own words.
* Pupils are given opportunities to trial new equipment/technology and evaluate its effectiveness.

There are many other opportunities included throughout the curriculum and daily life at primary school where pupil voice is valued:

* Topic choices
* Taking on the role of school/class monitor which has been created by them
* Take a lead role in conducting visitors around their school, highlighting key details important to them and their school
* Create the class charters
* Sustainability group when communicating with speakers or planning with charities
* Personal achievements such as the Duke of Edinburgh Award
* An active role on Twitter, through which the children promote Deaf Awareness
* Personalisation of learning and choice in Drama/First Aid
* The Rotary Award – presentation to a group of judges and responding to their questions
* Learning to swim with the support of a signing swimming instructor.

Opportunities to be included in daily life of Windsor Park continue in Falkirk High School.

* Students discuss targets with staff and take part in annual review meetings to discuss their progress.
* Students are encouraged to take part in a variety of sports activities, organised by Forth Valley Disability Sports and Scottish Disability Sports, and some are very successful in their efforts.
* A S4 pupil joined the Falkirk High school Table Cricket team, visiting Lords Cricket Ground in London for the national finals.

United Nations Convention of the Rights of the Child

The UNCRC is a universal treaty which covers all aspects of a child's life and sets out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. Windsor Park is committed to embedding a rights-based approach. We do this by ensuring:

* Our school is inclusive of all children and does not discriminate any child/ group whatever their ability, race, religion or family background (Article 2).
* Everything we do is in the best interests of all children and young people (Article 3).
* Our ethos is to ensure that every child is able to develop to their full potential (Article 29), their dignity and rights are respected (Article 28) and that no barriers are placed in the way of any children and young people achieving their full potential (Article 6).
* We consider equity of access to wider achievement opportunities such as after school clubs and opportunities as well as cultural activities offered (Article 31).
* In any decisions made, the children and young people’s views have been consulted, considered or they will actively participate (Article 12)

****Windsor Park achieved the Silver Rights Respecting Schools Award in November 2023 and is now working toward Gold.

School and Service Ethos

Windsor Park staff work with families and associated agencies to educate and support deaf children and young people and learners with visual impairments. This enables pupils to integrate fully as confident, independent and responsible members of the community in which they will live and work. We value all forms of communication and embrace a Total Communication philosophy. We strive to meet individual needs by providing discrete assistive listening devices, Speech & Language Therapy and British Sign Language sessions for all. Braille is taught to learners who cannot access print.

**Vision**

*“A safe, nurturing, inclusive learning community with highly trained, experienced and supportive staff, striving for excellence for all deaf learners.”*

**Aims**

* To provide a dynamic, ambitious, challenging curriculum that meets the bespoke holistic needs of our learners and develop skills for life.
* To ensure the highest quality of learning and teaching, facilitated by Qualified Teachers of Deaf Children and Young People, l
* To ensure the highest quality of learning and teaching, facilitated by Qualified Teachers of the Deaf and highly skilled support staff.
* To develop and sustain positive relationships with families and a wide range of partner agencies, in order to best meet the needs of individual learners
* To foster a positive self-identity in all, ensuring that the rights of every learner are respected and acted upon whilst promoting pupil voice and informed choice at every opportunity
* To support and nurture all learners to become successful learners, confident individuals, responsible citizens and effective contributors in school and the wider community
* To strive for equity for all, both in school and in the wider community and to ensure a positive post-school destination for all

Through the above aims we will strive to develop successful learners, effective contributors, confident individuals and responsible citizens.

A programme of study for R.E. and sacramental preparation is available to Catholic children. Links are made with St.Andrews Primary and Sacred Heart Primary Schools when appropriate. We aim to visit different places of worship to develop a culture of respect for world religions.

School Values

|  |  |
| --- | --- |
|  | Our school values are:   * Respected * Valued * Resilient * Empowered * Achieving * Healthy |

We have been awarded and recognised as a ‘Nurturing School’ by NurtureUK.

Alongside our values, the 6 nurturing principles underpin our practice.

* We can show our feelings in different ways. People in school will support us.
* We use Total Communication.
* We work together, share and care. I am valued, everyone is valued.
* We are safe in school.
* We know what happens every day in school.
* We all need different things to help us learn and grown.

Our learners also use Emotion Works to enhance their emotional vocabulary, describe body sensations and intensity and recognise how to regulate themselves. Emotion Works is an educational programme and an organisation that puts learning at the heart of emotional health and wellbeing.

**Working in Partnership**

**Liaison with Mainstream Schools**

All pupils have individual needs and the extent of integration may vary. It is essential therefore, that specialist and mainstream teachers share a clear understanding of the purpose and aims of the integrated setting for each individual. This is done through weekly liaison meetings, joint planning and Child Plans (Form 4s). Windsor Park provide staff development on Deaf Awareness across the local authority.

Our Teachers of Deaf Children and Young People, working within the Sensory Service, liaise regularly with mainstream teachers giving support and advice on deafness and hearing aid/assistive listening device management. Our Teachers of Children with Visual Impairment (TVI), working within the Sensory Service, support children and young people within their local mainstream schools. The frequency of visits and type of support a pupil receives is based on their individual needs. TVIs support mainstream teachers in understanding pupil’s vision and how they can facilitate their access to the curriculum. TVIs can provide and advise on specialist equipment.

Staff development courses are run annually by the Sensory Service, for mainstream staff working with pupils who are deaf and/or have a visual impairment. Training is also provided annually for and those working in the early years with children who may be suffering from “glue ear” or cerebral visual impairment.

As part of the Probationer programme, teachers have the opportunity to attend an annual introductory session on deafness/visual impairment at Windsor Park School which is run by our Sensory Service.

**Educational Psychology Service**

The Educational Psychology Service is a statutory service with a role to provide advice to both the school and parents. Educational Psychologists work in collaboration with teachers, parents and other professionals to support children and young people with their learning and development, and to make the most of their lives.

Every school and pre-five establishment has a link Educational Psychologist who provides consultation, assessment, intervention, training and project work. The Service works within the Staged Intervention Approach of Children’s Services.

The school must obtain the agreement of parents and, where appropriate, the pupil before involving the Educational Psychology Service.  Further information is on the website <https://blogs.glowscotland.org.uk/fa/epservice> where there is helpful information for parents.

Parents can contact the service directly on Educational Psychology Service [educationalpsychologyservice@falkirk.gov.uk](mailto:educationalpsychologyservice@falkirk.gov.uk) or 01324 506600. Please ask for the link psychologist for your child’s school or the Principal Educational Psychologist

**Speech & Language Therapy**

One Speech and Language Therapist visits the school weekly and works closely with the staff to help develop the children’s speech and language. Windsor Park School has been awarded a ‘Gold Communication Award’ by Speech and Language Therapy. We are very proud of this achievement as we strive to ensure Windsor Park School is inclusive to all. Strategies suggested by Speech and Language Therapy are embedded within our practice.

**Interpreting Service**

An interpreter is sourced for learner reviews, assemblies, services, prize-givings etc. both in Bantaskin Primary and Falkirk High School.

**Forth Valley Sensory Centre (FVSC)**

Windsor Park School has strong links with Forth Valley Sensory Centre. School children enjoy learning new skills at the Voices Off Café and spend time caring for the sensory garden. Pupils participate regularly in events organised by FVSC eg the Christmas Fayre and Beat the Street.

**Audiological Service**

Audiological assessments are carried out by the paediatric team based at the Forth Valley Sensory Centre in Camelon. The Educational Audiologist/Headteacher works closely with the audiologists to ensure appropriate aiding and good fitting ear moulds.

**Cochlear Implant Service**

Regular contact is made with the Cochlear Implant Team in Crosshouse to update audiological information and provide appropriate support for pupils with a cochlear implant.

**Habilitation Officer**

Anna Deighan is our Habilitation Officer based at FVSC. Habilitation involves one to one training for children and young people with a visual impairment. This support aims to develop children’s personal, mobility, navigation and independent living skills. Support can begin at any age with the overall aim of maximising the child or young person’s independence at every stage of their life.

**Ophthalmology Service**

Links are well established with the ophthalmology staff in Forth Valley. VISSCC (Visual Impairment Support Service for Children in the Community) meetings take place between TVIs and ophthalmology staff throughout the year and staff work collaboratively to carry out joint functional visual assessments.

**Social Work Services (SWS)**

Excellent links have been established with SWS to provide support for both pupils and parents as necessary. SWS will carry out assessment of needs, on request, to ensure pupils have suitable environmental aids and access to services.

**Anyone wishing further information about technical aids should contact the Forth Valley Sensory Centre, in Camelon or TEL: 01324 500888.**

**Bilingual & Traveller Support Services**

Falkirk Council have a bilingual service who can be called upon to assist with home/school liaison, reports, reviews and meetings regarding the pupil’s future needs.

**CALL SCOTLAND** (Communication, Access, Literacy and Learning)

CALL help children and young people across Scotland overcome disability and barriers to learning. They provide information and advice, training and can loan or recommend technology to support or blind and visually impaired learners.

<https://www.callscotland.org.uk/information/visual-impairment/>

**Visibility Scotland**

Visibility Scotland are a charity who provide support to people of all ages living with sight loss across Scotland. Further information about their services, projects, groups and courses can be found here - <https://visibilityscotland.org.uk/>

**Skills Development Scotland**

Links with Skills Development Scotland careers advisors based in Falkirk High School are well established. They become more involved with pupils in their last two years at school and attend meetings to assess future needs and assist with placement on leaving school.

**N.D.C.S. (National Deaf Children’s Society)**

The school has established strong links with the N.D.C.S. and display a variety of leaflets and information booklets which are available to parents and visitors. <https://www.ndcs.org.uk/about-us/where-we-work/scotland/>

**British Deaf Association Scotland**

We have close links with the BDA in Scotland, who regularly arrange events our young people attend or who come into school to deliver workshops. Recent focuses have included deaf children’s rights, using interpreters and careers.

**Deaf Action**

The school also works closely with Deaf Action, where our older learners are supported in their preparation for applying for jobs or further education courses.

**R.N.I.D. (Royal National Institute for the Deaf)**

The RNID provide leaflets and information, some of which are available from Windsor Park on request.

**RNIB Scotland (Royal National Institute for the Blind)**

Information about the services RNIB provide for children, young people and their families can be found here

<https://www.rnib.org.uk/scotland-how-we-can-help/helping-children-and-young-people>

The RNIBs Need To Talk team helps blind and partially sighted adults and young people (age 11 and older) and those who support someone with sight loss. The Need to Talk team can be contacted on 0303 123 9999.

**Action for Blind People/Technology Roadshow**

The ‘Action for Blind People’ bus visit the school to demonstrate new resources and raise awareness of the implications of a visual/hearing impairment. Parents will be advised of Technology Roadshows available locally by letter or email.

Visitors

At Windsor Park School we have a regular turnover of visitors from other agencies. We also receive requests from schools, colleges and hospitals, for placements of deaf and/or hearing students who are interested in working with deaf children.

Anyone wishing to visit the school should contact the Head Teacher to arrange an appointment.

Development of Pupils’ mental, social and emotional wellbeing

The school is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their holistic wellbeing. Windsor Park School is recognised at Gold Level status for our Communication Environment and has recently been accredited as being a National Nurturing School, by NurtureUK.

At Windsor Park mental, social and emotional wellbeing is supported in the following ways:

* Creating a school ethos which values the development of mental, social and emotional well-being. The school provides an atmosphere that is nurturing, challenging and which provides opportunities for exercising rights and responsibility.
* Ensuring that staff and adults in the school acts as positive models for pupils following the 6 Principals of Nuture - <https://bit.ly/3DirS9v>
* Providing opportunities for members of the school and deafcommunity to come together as a whole to reinforce common values.

Providing rich opportunities across all areas of the curriculum to develop mental, social and emotional wellbeing. Using programmes such as Emotionworks to develop the emotional intelligence of our pupils. For more information, visit <https://www.emotionworks.org.uk/>

* Taking every opportunity to celebrate diversity and promote equality.
* Specialist training in ‘Healthy Minds’, a resource created by the NDCS specifically to support deaf pupils.

Pupil Conduct

A partnership between the school and family is necessary to ensure the best possible standards of pupil conduct.

Pupils are expected to set themselves high standards in appearance and behaviour. School rules are devised to encourage the maximum amount of self-discipline. The rules make clear what is expected of pupils, and how they are required to behave. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property.

Effective discipline involves all pupils, staff and parents in providing a structure which gives each pupil the security of knowing the rules, knowing what to do in any situation likely to present itself and eliminating, as far as possible, any uncertainties of rules and procedures.

Positive Behaviour Strategies

Windsor Park staff encourage positive behaviour by employing a variety of strategies which address individual and corporate needs. School rules are kept as simple and as few as possible and are designed to promote self-discipline.

Pupils decide on End of Term Rewards and work towards reaching an agreed target which will secure their chosen reward e.g. swimming, bowling, trip to chosen destination. Senior pupils follow the rules and positive behaviour initiatives of Falkirk High School.

Restorative Approach to Bullying Behaviour

Whilst many believe that children who display bullying behaviour should be punished, it is widely accepted that this type of response can at times be ineffective, and make the situation worse.

The adoption of restorative approaches is evidenced to be a more effective response than traditional methods. Pupils are given the opportunity to accept responsibility for their actions, recognise the harm done and are supported to find restorative responses to the harm they have caused. There are times where sanctions are appropriate; exclusion is seen as a last resort and carried out when incidents fall within the legislation criteria.

Falkirk Council has a responsibility to provide an education for all pupils and to challenge and address bullying behaviour. Whilst appropriate action will be taken by the school, it is also important that all parent/carers, work with the school to resolve any issues in the best interests of their child or young person.

Parents can access Falkirk Council’s Anti-Bullying Policy, ‘Promoting Positive Relationships in Falkirk’s Educational Establishments; on the Council website: [www.falkirk.gov.uk/services/schools-education/policies-strategies/anti-bullying-policy.aspx](http://www.falkirk.gov.uk/services/schools-education/policies-strategies/anti-bullying-policy.aspx)

# Section Three – School Curriculum

Curriculum for Excellence

Curriculum for Excellence aims to **raise standards**, prepares our children for their future and equips them with life skills for the world of work.

Glow is an online network that supports learners and teachers. All pupils have access to Glow through their own secure login.

At Windsor Park we believe that it is essential to provide a smooth transition for deaf learners from nursery to primary, primary to secondary and beyond. With Health and Wellbeing at the forefront of our practice, learners will be supported according to their individual needs.

Curriculum for Excellence balances the importance of **knowledge** and **skills**. Every child is entitled to an engaging school experience with a curriculum that provides breadth and depth. All staff will be responsible for the development of **Literacy, Numeracy and Health & Wellbeing**. Staff will ensure children continue to be supported and challenged throughout their learning journey.

The curriculum focuses on developing **skills** for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links **knowledge** in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

There are a variety of ways **assessing progress** and ensuring children and young people achieve their potential. This includes teachers’ professional judgement, Scottish National Standardised Assessments (SNSAs) and National Qualifications.

There is an entitlement to personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional support,** wherever that is needed. There is an emphasis by all staff on looking after our children’s **health and wellbeing** – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children’s life chances, to nurture:

* **successful** learners
* **confident** individuals
* **effective** contributors
* **responsible** citizens

Pupils are supported to achieve the outcomes of Curriculum for Excellence in all areas including literacy, numeracy and health and wellbeing. They have opportunities for outdoor learning and have a variety of experiences to develop skills for life.

**Learning to Achieve** is our core educational policy. Itdescribes in detail how Curriculum for Excellence will be delivered in our educational establishments. We use Learning to Achievealong with the national guidance to monitor, develop and improve outcomes for children and young people.

Windsor Park staff work alongside the mainstream, where appropriate, to maximise opportunities for inclusion. Pupils are included in the House systems and take part in social activities in the mainstream schools.

Pupils have the opportunity to attend after school and residential activities organised through the mainstream schools in addition to a calendar of events planned by our school and Sensory Service e.g. Santa Cruises, Pantomime and Kids Out.

**Responsibility of all -** Every single teacher and practitioner will be responsible for the development of **literacy and numeracy and health & well-being** from Early Level through to Senior Phase. Teachers and practitioners will share information to plan a child’s learning journey from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They’ll ensure children continue to work at a pace they can cope with and with challenge they can thrive on. There is an entitlement to personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional support** wherever that’s needed. There is an emphasis by all staff on looking after our children’s **health and well-being**; to ensure that the school is a place where children feel safe and secure.

**GLOW**, Scotland’s unique, world leading, online network supports learners and teachers. Learners have **individual access** to GLOW through a username and password issued by school.

**Audiology, Deaf Studies and British Sign Language -** From P1 to S6 the learners are encouraged to manage and maintain their own audiological equipment (hearing aids, cochlear implants, personal listening devices etc), make use of their residual hearing and learn about deaf culture, history, technologies and positive deaf identity within their Deaf Studies topic and develop their British Sign Language skills within Windsor Park.

**Learning Environment -** Our learners are taught both in Windsor Park or in their mainstream class in Bantaskin Primary School or Falkirk High School, supported by a Windsor Park member of staff. Staff carefully monitor the needs of each learner and work collegiately with our colleagues in the mainstream school to plan how and where lessons will be delivered.

**Outdoor Learning** - An important aspect of our Curriculum at Windsor Park is Outdoor Learning. Every primary pupil has the opportunity to participate in our carefully planned and designed programme led by Mr Steve Coyle, an Outdoor Education instructor. Participating in outdoor activities not only develops skills in this area, and widens pupils’ horizons, it also is a very effective way to develop social skills, self-esteem and self-confidence.

**Primary Partnerships -** Windsor Park have developed and sustained longstanding partnerships to develop skills for life. Our pupils take part in the 'School Toothbrushing Programme' supported by Forth Valley's NHS Dental Team, brushing their teeth after lunchtime and learning about oral hygiene and healthy eating. P4-7 attend a block of swimming lessons and first aid lessons, taught by Miss Julie Simpson, a British Sign Language swimming coach. P4-7 attend termly sessions with our Outdoor Education instructor focusing on developing a love and respect for the outdoors (climbing, bushcraft, katakanu, hillwalking, teambuilding activities, beach combing). We actively seek opportunities to socialise with other deaf children and young people from across Scotland, attending events run by British Deaf Association, National Deaf Children's Society and Deaf Action and through contacting other deaf provisions to organise and lead fun events.

**Secondary Partnerships** - We have strong links with the wider community which allows our students to meet other deaf pupils and adults. This helps them to develop their own sense of identity and build friendships and relationships. Our students work towards achieving qualifications at all levels that will prepare them for life after school. They are supported by our staff to explore options such as college, employment, apprenticeships and university. We work closely with Skills Development Scotland in Falkirk High and organisations such as NDCS, Deaf Action and the BDA to help our students as they choose what to do when they leave Windsor Park. Senior learners are also encouraged and supported to undertake relevant work experience from S4 onwards.

**Workplace Visits** – twice throughout the session, staff organise a visit to a local workplace for children and young people to see what type of work is done and to talk to staff about their jobs. Previous visits have included trips to the local garden centre, flower shop, airport and interpreter services.

**Positive Deaf Role Model** – we also invite positive deaf role models into school at least twice throughout the year to talk to the children and young people about their lives, their deafness and any barriers they have overcome. We have had visits from a variety of people, including former pupils, and learners will prepare questions to ask them.

Please contact the Head Teacher/Educational Audiologist, Amanda Walker, if you would like any further information about the curriculum within our school.

For further information on Learning in Scotland please access the following link: <https://education.gov.scot/parentzone/learning-in-scotland>

Play Pedagogy and Active Learning

Curriculum for Excellence emphasises the value of an active learning approach. Active learning is opportunities to take part in learning without just passively listening, examples include: experiential learning, group work, being involved in the process of planning and assessing, sharing work with peers and assessing peer work. In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children’s thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which give them ownership of their own learning, encourage co-operative working and utilise skills required for learning, life and work.

Planning Learning Experiences

Practitioners use a variety of approaches to make use that pupils understand the purpose of their learning and are clear about how to be successful. This is to ensure that experiences are progressive, skills-focused and meet pupils’ learning needs. Often individual targets help pupils to assess their own learning.

*How planning for learning experiences is implemented:*

* **Learning conversations:** staff meet with parents to discuss learning targets, progress and level of support.
* **Annual meetings:** All school pupils have an annual review meeting to which representatives from all agencies working with the learner are invited. Team Around the Child meetings are held at each stage of transition to ensure appropriate support is in place.
* **Identifying needs:** Staff assist pupils to identify their strengths and areas of interest and this helps pupils to make their Course Choice Options at the secondary stages.
* **Work experience:** Secondary pupils are encouraged to take part in work experience placements and college link courses to help them find an appropriate course or career.
* **Positive destinations:** Prior to leaving school, destinations are discussed with pupils, parents and support agencies to identify the level of support required and how to access it.

Learning at Home

In the primary department, teachers will provide suggested home activities in connection with teaching and learning. This will allow reinforcement and extension of learning in school and opportunities for children to share their learning.

In the secondary department pupils receive homework from their mainstream class teachers. Additionally, Windsor Park teachers may also offer homework tasks to reinforce learning in school. Topic specific vocabulary is provided to support pupils in their learning.

Parents are encouraged to get involved in home learning tasks. This helps parents keep up to date with learning in class and promote positive learning partnerships. The school encourages parents to sign each homework task.

**Care of Books, iPads and Audiological Equipment**

To enable us to provide the best possible education for your child, every care should be taken to look after the school’s resources and facilities. Parents are asked to remind their child(ren) that all school equipment and fitments be used with care.

Any loss or damage to equipment should be reported to the school.

Religious Instruction and Observance

Schools have a statutory duty to provide Religious Instruction in the timetable. This aims to promote a knowledge of the Christian, and other faiths, and encourage children and young people to develop enquiring minds through investigating spiritual, moral and philosophical issues.

Religious Instruction may include visits to local places of worship, and/or visits from representatives of places of worship. This helps children and young people to develop knowledge and understanding of faiths, especially those with which they are less familiar. It provides opportunities to reflect on schools as communities of learners often from different cultural and social backgrounds with a wide range of beliefs. It recognises that individual, personal development is founded on respect for oneself and for everyone else.

Our secondary pupils do not attend RME lessons as these lesson times, along with Modern Language periods, are spent in the Windsor Park Base to reinforce work from their other mainstream subjects.

**Religious Observance/Time for Reflection**

Religious Observance, which may take the form of a Time for Reflection, is held at least six times a year, in addition to traditional celebrations central to the life of the school community. Religious Observance will often (but not necessarily) take the form of an assembly. Both primary and secondary departments join with their mainstream schools on these occasions.

**Withdrawal from Religious Instruction and Religious Observance/Time for Reflection**

Parents who wish to exercise their right to withdraw their child from religious observance are encouraged to discuss their intention with the Headteacher in the first instance to enable them to make a fully informed decision. Thereafter parents who wish to proceed to withdraw their child(ren) should notify the Headteacher in writing. This is so that alternative educational activities can be planned for their child(ren) during times of Religious Instruction and/or Observance.

Extra-Curricular Activities and Outdoor Education

Schools are encouraged to provide a range of sporting and cultural activities. The authority provides a degree of financial and administrative support for such events but the help and support of parents and the community assist in making this possible. In addition to this Falkirk Council, Falkirk Community Trust and other partner organisations also undertake to organise and administer events.

There is a range of extracurricular activities available for pupils during lunchtime and after school. Parents and pupils will be informed about these by the school.

Each year Windsor Park organises a deaf immersion residential to Dalguise. Learners get the opportunity to participate in a wide variety of outdoor activities, including social activities, with their deaf peers. This is a fantastic opportunity for our young people to develop their confidence and their independence skills in a fun and encouraging environment.

**Facilities for Physical Education**

The gym hall has a variety of apparatus for physical education within the school. As part of the school’s Physical Education programme, pupils may also use the facilities of the local sports complex and Falkirk High School. Windsor Park pupils take part in Physical Education with their peer class in the mainstream school. Windsor Park also has outdoor equipment which the children enjoy using in the school garden.

**Active Schools**

The goal of Active Schools is to provide more high quality opportunities to participate in sport within schools. We also aim to ensure that these opportunities are well connected to and supported by other local, regional and national partners.

We work with Physical Education (PE) professionals to ensure better coordination between PE and school sports and also to encourage the development of more physically active children and young people.

While our focus is sport, our activities connect to the wider landscapes of play, dance, exercise and active living – we know that a joint effort is required to deliver the health and performance related fitness our children and young people deserve.

Within Falkirk Council we have an Active Schools Manager, nine Active Schools Coordinators (Primary) and nine Active Schools Coordinators (Secondary). The Coordinators work within their respective Primary and High Schools clusters to provide further opportunities for physical activity, sport and play. We also have a coordinator designated to disability sport.

[Active Schools Falkirk | Falkirk Council (falkirkleisureandculture.org)](https://www.falkirkleisureandculture.org/sport/active-schools/)

Follow us on @falkirksport

Assessment and Reporting

There are a variety of ways to assess progress and ensure that children and young people achieve their potential. Effective assessment practice within schools and establishments include:

* Learner involvement in setting personal targets and next steps
* On-going self-evaluation by learners, staff and school leaders
* Identification of strengths and next steps
* A range of approaches to assessment
* A variety of evidence gathered informally on a day-to-day basis or formally at certain points throughout the year (not exclusively - Teachers’ professional judgement, Scottish National Standardised Assessments, National Qualifications)
* Moderation of standards using Education Scotland Benchmarks
* Consideration of data analysis and performance information

Achievement of a Level & Scottish National Standardised Assessments (SNSA):

Learner’s progress is defined within the following levels:

|  |  |
| --- | --- |
| Level | Stage |
| Early | Pre-school and P1 however may be later for some |
| First | To the end of P4 however may be earlier or later for some |
| Second | To the end of P7 however may be earlier or later for some |
| Third & Fourth | S1 – S3 however this may be earlier for some |
| Senior Phase | S4-S6 and college or other means of study |

Achievement of a level means that the learner has achieved a breadth of learning across the curriculum area and has met the appropriate benchmarks; that they have responded consistently well to the level of challenge in their learning and can apply what they have learned in new and unfamiliar situation.

From August 2017, National standardised assessments have been introduced to all schools across Scotland in aspects of reading, writing and numeracy, for all learners in P1, P4, P7 and S3.

These assessments sit alongside a wide range of other evidence including ongoing classroom assessment of all aspects of literacy and numeracy. They cannot be used alone to confirm judgements of achievement of a level.

Within Windsor Park, finding out about your child’s progress includes:

* A ‘Meet the Teacher’ event at the start of every school year, where parents are briefed on the daily running of the school day, assessment and reporting procedures, our expectations and are informed of how to communicate between home and school.
* Parents are consulted termly to set new targets and provide their evaluation of previous targets for their child’s individual Child’s Plan.
* Parents in the primary department are provided with a daily snapshot of their child’s day via SeeSaw and we encourage parents to share experiences at home with us too. The secondary department use SeeSaw to communicate information with parents as and when necessary. Our Twitter feed is updated daily with information and photographs of new learning.
* In November and May, parents of our primary pupils are invited to meet with their child’s Teacher of Deaf Children and Young People to discuss progress and next steps in their learning. We understand the challenges parents can face in attending the school personally, we therefore offer telephone consultations or video calls for those further afield. Parents of our secondary pupils are invited to meet with their young person’s key teacher prior to meeting any mainstream staff they wish to, on dates set by Falkirk High School.
* An annual review will take place once a year where parents/carers and all associated professionals will meet to discuss your child’s needs, progress and prepare a plan to meet the next steps in their learning.
* Our secondary pupils are provided with tracking information for each of their subjects (termly for S1-3 and monthly for senior pupils). Windsor Park teachers work closely with mainstream staff in the preparation of these reports.
* A final annual report is sent to parents/carers of our primary pupils in the summer term.

Further information about what data is collected about your child is given in **Section 5** of this handbook.

# Section Four – Support for Pupils

Getting It Right For Every Child (GIRFEC)

Getting it Right for Every Child (GIRFEC) is underpinned by the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC was produced in 1989 and contains 54 Articles specifically for children, recognising the special care and protection they need throughout childhood to experience the full range of human rights: civil, cultural, economic, political, and social rights.

The Scottish Government is committed to recognising, respecting, and promoting children’s rights as part of its wider commitment to improving life chances for all children and young people. The UNCRC lies at the heart of the Scottish Government’s policy and practice.

[UNCRC: the foundation of Getting it right for every child - gov.scot (www.gov.scot)](https://www.gov.scot/publications/uncrc-the-foundation-of-getting-it-right-for-every-child/)

Getting it Right for Every Child (GIRFEC) is the Scottish Government’s approach to improving children’s services. The wellbeing of all children and young people is at the heart of GIRFEC. Services must work together with children, young people, their families, and those responsible for their care, to provide quick and effective support. To support the GIRFEC approach, the Children and Young People (Scotland) Act 2014 ensures key parts of GIRFEC are within law.

Wellbeing

The GIRFEC approach looks at eight areas of wellbeing. These are recognised as required areas which children and young people need to flourish both now and in the future.

|  |  |
| --- | --- |
| The eight wellbeing indicators are |  |
| * Safe * Healthy * Achieving * Nutured | * Active * Responsible * Respected * Included |

These enable the adults responsible for the care and wellbeing of children and young people to provide them with support. These areas help children and young people, families, those responsible for their care, and services, to identify any needs. Through a collaborative approach children and young people, families, those responsible for their care, and services will use these eight wellbeing indicators to identify any need and respond with appropriate planned solutions and supports.

This approach provides a common language and areas to focus on when gathering information about a child and young person’s world, to ensure they are growing and developing (UNCRC Article 6).

[Policies & strategies - Getting it Right for Every Child (GIRFEC) | Falkirk Council](https://www.falkirk.gov.uk/services/children-families/policies-strategies/girfec.aspx#:~:text=Getting%20it%20Right%20for%20Every%20Child%20(GIRFEC)%20is%20the%20Scottish,support%20when%20it%20is%20needed.)

Main Contact

In 2019, the Scottish Government repealed the relevant sections of the Children and Young People (Scotland) Act 2014 relating to the Named Person service. A named person was defined as a central point of contact for children, young people, and parents. This person had the responsibility for providing families with information for getting the support if, and when, they needed it. As a result of the Scottish Government’s decision, education authorities are no longer legally required to provide this service.

Every child and young person will still have a main contact within a school establishment to support and promote their wellbeing. The role of the main contact is to act as the first point of contact for children, young people, those responsible for their care, and families.

If the main contact is not available, please speak to another member of staff who will be able to help. During school holidays an officer from Children’s Services Headquarters will provide the advice and support you may require.

Family Support Services

Family Support services work in partnership with families, schools, and other agencies to support young people’s wellbeing from early intervention to more intensive support. Children, young people, and families may require additional support at different times in their life due to changing circumstances, such as: following a bereavement, trauma, illness, increased anxiety, and transition points in life. Support can be tailored to meet the individual needs of children, young people, and families, when they need it most and as locally as possible.

A request for support can be made through a member of school staff (main school contact) who will be able to talk with you, gather information and your family’s views. This helps identify the most appropriate service. Support can be delivered in school, at home or in the community, on an individual or group basis.

Protecting Children and Young People

Article 19 of the UNCRC states that all children and young people have a right to be protected from violence, abuse and neglect. Children’s Services have an important role in identifying children and young people who are at risk of abuse or are being abused. Falkirk Council has clear procedures for all staff to follow. Headteachers or designated members of staff are instructed to notify Falkirk Council and Children’s Services when a member of staff has a suspicion that a child might have been abused, are at risk of abuse or are likely to be exposed to significant harm due to neglect.

Children’s Services will make a decision on whether or not an investigation is necessary and will advise accordingly. In every situation, the welfare of the child overrides other considerations. To support children and young people, Falkirk Council has a Child Protection Lead Officer and child protection guidelines, training, and policy guidance.

**Additional Support Needs** - As with all local authority schools in Scotland, this school operates under the terms of the Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009) and its accompanying Code of Practice. This has been strengthened through the Children and Young People (Scotland) Act 2014.

Further details of the policies and procedures can be found on the Falkirk Council website:

[www.falkirk.gov.uk/services/schools-education/additional-support-needs/](http://www.falkirk.gov.uk/services/schools-education/additional-support-needs/)

Children, young people, and families will work together with this school, other agencies and professionals to provide the best possible educational provision to meet their needs within the resources available. This may include working with Social Work Services, Educational Psychology Service, and the National Health Service.

Support for Pupils

The school makes provision for pupils with additional support needs throughout their education (UNCRC Articles 23, 28 and 29)

* each teacher differentiates the Curriculum for Excellence within their class to provide educational targets and objectives suited to their age and stage of development
* each teacher at Windsor Park is a fully qualified Teacher of Deaf Children and Young People or Teacher of the Visually Impaired, or working towards these qualifications
* the primary and secondary departments have highly skilled Support for Learning Assistants who are able to provide targeted support to individual pupils when required.

For the children and young people who require further support, the GIRFEC wellbeing indicators, and other assessments, may be used to identify their additional support needs. Those involved in helping to complete a rounded picture of assessment are referred to as the Team Around the Child (TAC) (UNCRC Article 3).

Members of the TAC may include the following. Depending on the circumstances, others may be involved.

* the child or young person (UNCRC Article 12)
* parents or carers
* others responsible for the care of the child or young person
* school staff
* social work
* Children’s Rights Officer
* Educational Psychologist

Other professionals who work with the child or young person (e.g. Speech and Language Therapist).The Team will also draw up and review plans to meet the identified needs. Their activities are co-ordinated by the Lead Professional, who is responsible for ensuring plans are implemented and has an overall picture of the child or young person’s progress.

If you believe your child may have unrecognised additional support needs, your first point of contact should be the child’s class teacher (primary) or named teacher (secondary).

Disputes and Resolution in Additional Support Needs

Schools and Early Learning Centres (ELC) do their best to support and respond to the needs of their children and young people. It is important for good communication between home and school so that should a problem arise, it can be identified and discussed as soon as possible.

In the first instance, the school or ELC should be contacted directly. If the matter cannot be satisfactorily resolved, services from centrally based staff may be called upon: the Additional Support for Learning Adviser, the Educational Psychologist or the school’s attached Team Manager. Children’s Services also commission independent mediation through Children in Scotland. This is a free service to parents, carers, and young people. It offers an independent mediation service by fully trained, experienced mediators in neutral venues and operates with a child- centred approach. Their services, called Resolve, may be arranged by the Additional Support for Learning Adviser, or accessed directly by parents and carers.

Parents, carers and children or young people with additional support needs can also seek independent advice and support through:

* **Enquire** – the Scottish advice and information Service for additional support for learning managed by Children in Scotland: [www.enquire.org.uk](http://www.enquire.org.uk), info@enquire.org.uk 0345 123 2303
* **Resolve: ASL** - to contact the service, or to find out more: [www.childreninscotland.org.uk](http://www.childreninscotland.org.uk), [info@childreninscotland.org.uk](mailto:info@childreninscotland.org.uk) Sandra Mitchell, Mediation Manager [smitchell@childreninscotland.org.uk](mailto:smitchell@childreninscotland.org.uk) Children in Scotland, Thorn House, 5 Rose Street, Edinburgh EH2 2PR
* **Scottish Independent Advocacy Alliance** - [www.siaa.org.uk](http://www.siaa.org.uk), [enquiry@siaa.org.uk](mailto:enquiry@siaa.org.uk) 0131 510 9410
* **Let’s Talk ASN Scotland** - is a Scottish Government funded service for the parents of children with additional support needs and run in partnership with Barnardo’s. The service provides legal representation in appropriate education law cases to parents or pupils. It also provides advocacy support for families with a right of reference to the ASN Tribunal for Scotland., c/o Govan Law Centre, [letstalkasn@edlaw-org.uk](mailto:letstalkasn@edlaw-org.uk) 0141 445 1955
* **Children and Young People’s Commissioner Scotland** - [www.cypcs.org.uk/about/](http://www.cypcs.org.uk/about/)

More detailed information about Falkirk Council’s ASN service can be found here:

[Falkirk Council Additional Support Needs | Supporting Children & Young People with Additional Support Needs Across Falkirk Council (glowscotland.org.uk)](https://blogs.glowscotland.org.uk/fa/asnfalkirk/)

Educational Psychology Service

The Educational Psychology Service is a statutory service with a role to provide advice to both the school and parents. Educational Psychologists work in collaboration with teachers, parents and other professionals to support children and young people with their learning and development, and to make the most of their lives.

Every school and pre-five establishment has a link Educational Psychologist who provides consultation, assessment, intervention, training and project work. The Service works within the Staged Intervention Approach of Children’s Services.

The school must obtain the agreement of parents and, where appropriate, the pupil before involving the Educational Psychology Service.  Further information is on the website <https://blogs.glowscotland.org.uk/fa/epservice> where there is helpful information for parents.

Parents can contact the service directly on Educational Psychology Service [educationalpsychologyservice@falkirk.gov.uk](mailto:educationalpsychologyservice@falkirk.gov.uk) or 01324 506600. Please ask for the link psychologist for your child’s school or the Principal Educational Psychologist.

Primary School Admissions

Windsor Park School is a through school, educating children and young people from P1-S6. Learners who attend Windsor Park School require significant, specialist teaching from Teachers of Deaf Children and Young People and will be immersed in our Total Communication environment. Teachers of Deaf Children and Young People will assess your child’s needs then plan and implement a bespoke curriculum using a range of specialist skills and expert knowledge on the education of deaf children.

If your child is entering Windsor Park, at any stage of their education, this would usually be decided at a ‘Team Around the Child’ meeting from their nursery/ primary/ secondary provision where the assessment of need would be discussed. If parents decide to apply for a Windsor Park placement, an application would be made to the Placement Change Panel within their local authority and a decision would be made by the child’s local authority.

It is important to register your child to their local school for their P1 placement, even if an application has been made to Windsor Park. Children’s Services must set a date each year for the commencement of children’s attendance at Primary school. This date is usually the 3rd or 4th week in August.

Enrolment timetables will also be available through the Falkirk Council website at [www.falkirk.gov.uk](http://www.falkirk.gov.uk).

Children eligible for enrolment are those whose 5th birthday falls between 1st March and the end of February the following year. Requests for enrolment will only be prioritised if Children’s Services receive more requests for enrolment than places available at the school.

Primary to Secondary Transfer

Children visit their secondary school in preparation for the move from Primary 7 to 1st Year. Each cluster of schools (i.e. the secondary school and its associated primary schools) makes its own transition arrangements. The primary department in Windsor Park also complete additional transition activities where P7 pupils from the primary department visit the secondary department base.

Generally, mainstream visits take place in the summer term, with a programme of activities for pupils in classroom relating to their secondary subjects. Sporting and social activities may also be planned. Pupils, therefore, become familiar with the new school, their new teachers and their new classmates.

Clusters also arrange for secondary school subject teachers to visit Primary 7 classes from time to time, with the cluster agreeing each year which subject areas should be the focus for these. Secondary teachers of PE and Music regularly visit primary schools to support the teaching of these subjects.

Most secondary schools also have an information evening for parents of Primary 7 children at which they can gain information about uniform, lunchtime arrangements, school clubs, etc.

Pupils with Additional Support Needs

Secondary school Pastoral and Support for Learning/Pupil Support teachers make visits to the Primary 7 class to get to know the children and their needs, including any Additional Support for Learning needs. Transition activities and information gathering around additional support needs of individual pupils should take place as early as Primary 5. This helps with enhanced transition arrangements for those children for whom the move to secondary school may present particular challenges.

Falkirk Cluster Transition Programme

The Falkirk Cluster of schools have a well-developed and highly effective transition programme in place for our Primary 7 pupils:

• September – high school support teacher is identified and begins working in Primary 7 classrooms.

• September – Forensic Science transition morning for all Primary 7 pupils, working together to evidence a crime.

• September – Evening open event for parents/carers of Primary 7 pupils.

• October – 3 day supported transition visit for Primary 7 pupils and their class teacher to experience life at high school.

• October – Primary 7 pupils attend a 1+2 languages cinema experience at Falkirk High School.

• October – Primary 7 pupils begin to work on their Profiles for high school.

• January – High School staff begin attending staged intervention meetings for children who require additional support.

• January – One Voice concert highlights the performing skills and voices of our Primary 7 pupils at an evening event for all parents and carers.

• March – Enhanced transition visits for those pupils who require extra support.

• April – Former pupils and Support Teacher visit to Primary 7 pupils to answer any questions pupils may have.

• May – Additional support meetings continue for those pupils who require extra support.

• June – pupil information and assessment levels are discussed and passed on to high school staff.

• June – All Primary 7 pupils take part in a 3 day transition visit where they follow a High School timetable and attend as part of their new class for S1.

• June – Cluster ceilidh event for all Primary 7 pupils.

This robust programme has ensured that our pupil transition to High School is a positive experience for our pupils.

# Section Five – School Improvement

Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Children’s Services. Head Teachers regularly track pupils’ progress at meetings with each teacher to ensure that progress is maintained and to identify effective strategies progress when necessary.

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school’s major achievements.

**Standards and Quality Reports – Operational Guidance**

Schools and centres must provide an annual Standards and Quality Report (SQR) as a record of the progress made with the annual improvement plan. The SQR should be based on the results of on-going self-evaluation which is rigorous, effective and based on consideration of impact. This self-evaluation should be informed by How good is our school? 4th edition (HGIOS?4) and/or How good is our early learning and childcare? (HGIOELC?) and How good is OUR school? It should give a clear indication of where the school is now in relation to its process of continuous improvement.

It should state clearly and briefly the progress towards the National Improvement Framework (NIF) priorities and drivers and Children's Services NIF Improvement Plan priorities. The report should be written using evaluative language.

**The National Improvement Framework key priorities are:**

* Placing the human rights and needs of every child and young person at the centre of education
* Improvement in children and young people’s health and wellbeing
* Closing the attainment gap between the most and least disadvantaged children and young people
* Improvement in skills and sustained, positive school-leaver destinations for all young people
* Improvement in attainment, particularly in literacy and numeracy

**The 6 drivers of improvement identified in the NIF are**:

* School and ELC leadership
* Teacher and practitioner professionalism
* Parent/career involvement and engagement
* Curriculum and Assessment
* School and ELC improvement
* Performance information

You can find information about Windsor Park’s Standards and Quality report and School Improvement Plan at the following website:

<https://www.windsorpark.falkirk.sch.uk/handbook_and_policies/standards_and_quality_reports.html>

<https://www.windsorpark.falkirk.sch.uk/handbook_and_policies/school_improvement_plans.html>

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland.

Information on how this data is used and what the Scottish Government and its partners do to protect the information supplied to them can be found via the link below:

<https://www2.gov.scot/Topics/Statistics/ScotXed/PrivacyInformation>

For more information on why we transfer educational data to the Scottish Government and third parties, please see the Primary page on the Falkirk Council website : [www.falkirk.gov.uk/privacy](http://www.falkirk.gov.uk/privacy)

**Concerns**

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at [**mick.wilson@scotland.gsi.gov.uk**](mailto:mick.wilson@scotland.gsi.gov.uk) or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

Websites

You may find the following websites useful.

* <https://education.gov.scot/parentzone/> - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
* <https://education.gov.scot/inspection-reports/> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
* <https://education.gov.scot/> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
* [www.falkirk.gov.uk](http://www.falkirk.gov.uk) - contains information for parents and information on Falkirk schools.
* <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
* <http://www.respectme.org.uk/> - Scotland’s anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
* <http://www.ltscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland
* <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.
* <https://www.ndcs.org.uk/> - We are the National Deaf Children’s Society, the leading charity for deaf children. We’re here for every deaf child who needs us – no matter what their level or type of deafness or how they communicate.

<https://www.rnib.org.uk/scotland> - We support children, young people and adults with sight loss to live full and independent lives, and work with others to help minimise preventable sight loss.

Glossary

AHL – Action on Hearing Loss  
ASL – Additional Support for Learning  
ASN – Additional Support Needs

BDA – British Deaf Association

CFE - Curriculum for Excellence  
CLD – Community Learning and Development

DA – Deaf Action  
DHT - Depute Headteacher

EMA – Education Maintenance Allowance  
ESMT- Education Services Management Team

FFB - For Falkirk's Bairns - Integrated Children's Service Plan  
FOI – Freedom of Information  
FVNHS - Forth Valley National Health Service

GIRFEC – Getting it Right for Every Child  
Glow - Scottish Schools National Intranet (Glow doesn’t stand for anything)

HT - Head Teacher

LIPs - Local Improvement Priorities  
LTA - Learning to Achieve

MFiF - My Future’s in Falkirk  
NDCS - National Deaf Children’s Society  
NPFS - National Parent Forum of Scotland

PC - Parent Council  
PLPs - Personal Learning Plans (personal learning planning  
PT - Principal Teacher  
PTA/PA - Parent/Teacher Association/Parents Association

SEEMis  
SIP - School Improvement Plan  
SPTC - Scottish Parent Teacher Council  
SQA - Scottish Qualifications Authority

VIS - Visual Impairment Service

Appendix 1

Seesaw is a classroom app which allows us to share learning between home and our Secondary department. Your child’s teacher can share videos, photos, documents, notes, links to websites and can upload documents. This can be done to show you the work your child has done or to set work and share tasks and important information.

Students can use Seesaw learning tools to post to their journal (group work), view and respond to activities (private assignments), view announcements from the teacher, and comment on their own work. Over time, Seesaw builds an organised portfolio of each student’s learning. It is not shared with anyone as each child has their own individual unique journal.

There is also a secure messaging system in place where parents can connect with teachers privately about work related issues.

Seesaw can be accessed by parents or by children and each option looks rather different. Your child’s teacher can provide you with a log in if you don’t have one.

What is Seesaw – introduction for students - <https://youtu.be/k1_mBy1EI0M>

What is Seesaw – introduction for families - <https://youtu.be/t2UgfXZyjDs>