

SANDWOOD

LANGUAGE AND COMMUNICATION RESOURCE



SCHOOL HANDBOOK

2016

Welcome to Sandwood Language and Communication Resource

Dear Parent/Carer,

I have great pleasure in welcoming you to Sandwood Language and Communication Resource (LCR) and hope you find this handbook informative and helpful.

In Sandwood LCR we strive to develop a community of learners who are confident individuals, responsible citizens, effective contributors and successful learners. Children are supported appropriately by our staff team and visiting specialists and encouraged to reach their full potential. The LCR supports children to develop as learners in a nurturing environment.

Partnership with parents is greatly valued and I look forward to working in partnership with you and your child.

Yours sincerely,

C. E. Dunleavy

Caroline E. Dunleavy
Co-ordinator

Vision, Values and Aims

Our Vision

Our Vision is:

- *To create a caring and supportive environment where every child has the opportunity become a successful learner; confident individual, responsible citizen and effective contributor.*
- *To promote confidence and encourage independence and aspirations.*
- *To celebrate diversity within and outwith our environment*

Our Values

- *We value and respect all our partners and partner agencies.*
- *We are committed to working collaboratively to meet the needs of each child.*
- *We put the needs of the child first and promote rights and responsibilities.*
- *We place value on trust, respect, wisdom, justice and integrity.*

Our Aims

We aim to:

- *Develop children's speech, language, social and communication skills.*
- *Embed health and wellbeing in everything we do.*
- *Provide support to enable children to access a broad general education which promotes independence, choice and wider opportunities.*
- *Develop children's confidence to express their own views and the ability to listen and respond to others.*
- *Work in partnership with parents.*

LCR Information

Address:

Sandwood Language and Communication Resource,
120 Sandwood Road,
Glasgow,
G52 2QY.

Telephone number: 0141 892 0813

Email: unithead@sandwoodlcr-pri.glasgow.sch.uk

The resource has a capacity of 30. Parents should note that the working capacity of the resource may vary depending upon the number of pupils at each stage and the way in which the classes are arranged. Class groups are set by the management team based on the age and stage of the children as well as their additional support needs.

Sandwood Language and Communication Resource (LCR) caters for children from stages Primary 1 to Primary 7. The Primary 1 to 4 places are primarily for pupils from the South West of Glasgow with Primary 5 to 7 places for pupils from across Glasgow.

The resource is interdenominational, receiving pupils from both denominational and non-denominational schools.

Sandwood Language and Communication Resource is co-educational.

Sandwood Language and Communication Resource is a member of the Rosshall Learning Community.

Sandwood Language and Communication Resource has pupil representation through the Eco Group, Pupil Council and Rights Respecting Group. These groups may vary each session dependent upon the pupil group.

Community facilities are available. The use of the hall may be obtained by applying for a let. Applications stating date and time and closing of functions should be made to:

Glasgow Life: Letting Section, phone 0141 302 2814/2815

Provision for Additional Support Needs

All children who attend Sandwood Language and Communication Resource attend on a shared placement basis and remain on the roll of their mainstream school. The pattern of attendance will be agreed at an initial transition meeting and will be regularly reviewed, with the balance of time spent in mainstream gradually increased for most children over time.

- Mainstream education has been fully considered for child/young person in line with Standards in Scotland's Schools etc. Act 2000 Guidance on Presumption of Mainstream Education.
- There is multi-agency endorsement of application for placement.
- Speech, language and communication needs are the child's main barriers to learning.
- There is a clear and identifiable record of staged intervention with a record of identified strategies, methodologies and approaches for intervention.
- Child/young person is able to or has the potential to access the curriculum of the mainstream school.

In certain circumstances the child/young person requires a short-term, time limited period of focused assessment in order to ascertain their additional support needs, level of interagency support and most appropriate educational environment. Criteria for assessment to be set by multi-agency forum or Area Education Manager.

Enrolment

Once allocated a place the parent/carer and child are invited to an induction day where enrolment takes place.

The handbook is given to the parent/carer when the child is offered a place. Individual arrangements can be made to visit the LCR, if requested.

However, parents must enrol their child at their local mainstream school as a first step. Registration of Primary 1 children takes place in November and is advertised widely in local press etc.

Hours

Pupil attendance: Monday to Thursday with Fridays in mainstream school. The pattern of attendance can vary dependant on individual needs.



Morning start: 9.00 am

Morning interval: 11.00 - 11.15 am

Lunch: 12.15 - 1.00 pm

Resource closes: 3.00 pm



Each morning children have a 'breakfast' of toast and fruit juice or water.

P1 Hours for Session 2016/17

(Based on Proposed School Holiday Dates)

All primary 1 pupils will start their mainstream school on 15th August and attend for the week. Thereafter they will commence their shared placement at Sandwood Language and Communication Resource on 22nd August and attend according to the agreed shared placement pattern.

Hours of attendance during the first weeks are 9.00 am -12.15pm. Primary 1 children will be in school for the full day as of the first week of September.

Glossary of Terms

- ASL Additional Support for Learning – extra help for a child or young person to help them to learn.
- ASN Additional Support Needs – the extra learning needs identified for a child. (Usually identified by an educational psychologist, education professional or health professional.)
- ASP Additional Support Plan – the plan which details the targets set to meet a child’s additional support needs.
- LCR Language and Communication Resource
- PATHS Promoting Alternate Thinking Strategies – a social and emotional development programme.
- SfLW Support for Learning Worker – a person who assists the teacher to meet the child’s additional support needs.
- SLT Speech and Language Therapist

Our Staff Team

Co-ordinator	Caroline E. Dunleavy
Principal Teacher	Veronica Callaghan
Teachers	Maureen Andrew Naheed Atif (0.5) Belinda Conway (0.5) Yvonne Crawford Louise Hutchinson (0.6) Cherry Riddell
Speech and Language Therapist	Sheena Lister Joanna Black
Speech and Language Therapy Support Worker	Linda Watson
Support for Learning Workers	Nasreen Akhtar Marjory Docherty Miriam Kuper Catherine MacLean Joseph Samuelson
Clerical Assistant (mornings)	Belinda Thomson
Janitor	Hugh Gallagher

The LCR Year - Session 2016/17

Proposed School Holidays 2016/17

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

Return Date for Teachers	Thursday 11 August 2016
Return Date for Pupils	Monday 15 August 2016
September Weekend	Friday 23 and Monday 26 September 2016
First Mid-Term	Monday 17 to Friday 21 October 2016 (inclusive)
Christmas/New Year	Wednesday 21 December 2016 to Wednesday 4 January 2017 (inclusive) * Please note that schools will close at 2.30pm on the last school day before the holiday
	2017
2017 Return to School	Thursday 5 January 2017
Second Mid-Term	Friday 10, Monday 13 and Tuesday 14 February 2017
Good Friday Spring Holiday (Easter)	Monday 3 to Friday 14 April 2017 (inclusive) * Please note that schools will close at 2.30pm on the last school day before the holiday Good Friday 14 April 2017 and Easter Monday 17 April 2017
May Day	Monday 1 May 2017
May Weekend	Friday 26 and Monday 29 May 2017
School Close	Tuesday 27 June 2017 * Please note that schools will close at 1pm on the last school day before the holiday

In-Service Days

Day 1	Thursday 11 August 2016	All Schools
Day 2	Friday 12 August 2016	All Schools
Day 3	Friday 14 October 2016	All Schools
Day 4	Wednesday 15 February 2017	All Schools
Day 5	Thursday 4 May 2017	All Schools

(To coincide with Election)

Speech and Language Therapy

Speech and Language Therapists (SLT) and a Speech and Language Therapy Support Worker work within Sandwood Language and Communication Resource to support children's specific needs as well as supporting teachers and parents. The SLT's role involves assessment, intervention, reviewing and reporting on pupils' progress and giving advice and support to teachers and parents. The SLTs liaise regularly with the LCR class teachers to address each child's specific needs and on how to adapt the wider language and communication environment. Support can be delivered in a variety of ways including one to one, as part of a group or within the classroom context alongside the class teacher.

SLTs also provide information/development sessions for LCR teachers throughout the year as well as information sessions for parents. SLTs participate in collaborative development sessions for mainstream teachers alongside LCR staff and educational psychologists.

Where children have an allocated speech and language therapist, parents/carers will have opportunities throughout the session to meet with their child's SLT. Parents/carers may also contact their child's SLT in the LCR at any time throughout the session. Where children are not specifically on the speech and therapy live caseload advice may be sought.

The SLTs within Sandwood Language and Communication Resource are part of the whole unit team who work collaboratively to best meet the needs of each child.



Curriculum

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

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

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

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

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



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

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

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



Technologies – making electrical circuits

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

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

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

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

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

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

In Sandwood Language and Communication Resource we follow a Curriculum for Excellence with adaptation to support children with speech, language and communication needs. Alternative materials, types of activities and adaptations of teaching methods are often necessary to enable the pupils to access the curriculum. In the resource we recognise that active learning is a central part of all children's learning and therefore we have a strong emphasis on investigation, first-hand experience, talk and play. The children have a wide range of opportunities for outdoor learning through planned visits to libraries, parks, museums and art galleries and places of interest in and around Glasgow. Opportunities to link class based and outdoor learning are maximised.

The structure and balance of the curriculum responds to the specific needs of pupils with speech, language and communication needs. This means that although still having a balanced curriculum more time is spent on speech and language activities and developing social and communication skills. Good collaboration between mainstream and the resource ensures the pupils receive a balanced curriculum.

Useful websites

www.curriculumforexcellencescotland.gov.uk

www.educationscotland.gov.uk/parentzone/index.asp
Support for Pupils

The LCR has a duty to ensure that all pupils have equal access to the curriculum, with appropriate support for their needs if required. This applies to the content of lessons, teaching strategies and minor adaptations to the school environment. There are a wide range of factors which may act as a barrier to learning. We are committed to working closely with parents and carers to ensure that they are fully involved in any decisions about support for their children's needs.

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

Information on the Glasgow City Councils' Parental Involvement Strategy can also be found at:

<https://www.glasgow.gov.uk/index.aspx?articleid=17870>

All children who attend the LCR will have a Wellbeing Assessment and Plan (WAP) which responds to pupil's needs in a planned and systematic way. Parents, LCR teacher/mainstream teacher and other professionals, where appropriate, are involved in the plan to ensure a consistent approach to the child's development.

The WAP set for each child is based on their strengths and needs and is reviewed regularly to evaluate the child's progress and consider next steps. Parents will have an opportunity to input into their child's WAP and pupils are encouraged to be involved.

Any parent/carer seeking further advice should contact the co-ordinator in the first instance. If a parent is unhappy with the support their child is getting they must first discuss this with the LCR in order to seek a resolution at that very local level.

Further advice can be sought from:

- Enquire – the Scottish advice and information service for additional support for learning.
- Scottish Independent Advocacy Alliance
- Scottish Child Law Centre

The Named Person

GIRFEC stands for 'Getting It Right For Every Child'. Part of The Children and Young People Act (Scotland) 2014, it is the Scottish Government-led approach to making sure that our children and young people – and their parents or carers – can get all the help and support they need from birth right through to age 18 (or beyond if still in school).

The vast majority of Scotland's children and young people get the love and support they need from within their families and their wider, local communities. But even the most loving and caring families can sometimes need extra support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get that help or support if they need it.

To provide that support when needed, every child in Scotland has a named individual, the Named Person, as a single point of contact. This Named Person has a responsibility to provide help and support when asked and can draw together other services if needed, co-ordinating help for the child or parents. Please do not hesitate to contact your child's Named Person at any time.

You should contact your child's mainstream school if you wish to confirm who is *The Named Person*. Mrs Caroline E. Dunleavy is the LCR's Additional Support Needs Co-ordinator.

Further information can be found at:

www.scotland.gov.uk/gettingitright

Homework

The broad aims of homework are:

- To reinforce work done in class eg reading, spelling, topic work etc.
- To support achievement of ASP targets.
- To involve parents/carers in pupils' work and strengthen the liaison between home and school.
- To enable parents/carers and others to participate in their child's learning.

Teachers and parents must bear in mind the need for children to rest and have recreation time. We do not therefore set an inordinate amount of homework. Each teacher will provide appropriate work to be completed at home. Frequently this may take the form of games or practical activities. Any concerns regarding homework should be raised with the class teacher.

Parents are asked to check homework is completed satisfactorily by signing their child's homework diary.

Parents participated in a consultation on our homework and are invited to participate in a home/school agreement at the beginning of the session. The LCR homework policy is available to parents/carers on request.

Assessment and Reporting

The assessment of pupils' progress is continuous throughout the session. All children are assessed on a formal and informal basis by teaching staff and where appropriate the speech and language therapist. Educational psychologists contribute to the assessment process as appropriate.

Review meetings are held to discuss each pupil's progress. A post placement meeting takes place approximately 6-8 weeks after placement in the LCR. This is organised by your child's mainstream school. There is an annual review later in the year. At the review meeting you will have an opportunity to discuss your child's progress and areas for development.

The teachers use completed work in jotters/workbooks, maths progress tests, examples of work etc to provide information on each pupil's achievement. Progress towards targets in the WAP and in forward plans is assessed regularly.

Parents are welcome to discuss their child's progress at any time but particularly at parent's evenings which are held twice a year. Written reports are given at reviews and towards the end of the academic session.

At all stages parents can help by:

- Taking an interest and discussing homework.
- Listening and assisting in reading.
- Reading to children and encouraging them to talk about what they have read.
- Listening to children talk about what they have written.
- Encouraging and helping children with research into a topic.
- Give feed back to schools (eg is homework taking too long?)

Pupil Profiles

Every child leaving primary school in Scotland has their key achievements in school, at home and in the community documented within a P7 profile. The content of the profile is decided by the young person. The profile is a positive record of their achievements and emphasis their strengths. The profile

provides a valuable way for learners to share valuable information about their achievements with their parents and teachers in secondary school.

Transitions

LCR class teachers liaise closely with their mainstream counterparts for children on shared placements. Careful planning takes place around all transitions; this includes entry to the LCR and moving from a placement pathway. At all transition points parents/carers and appropriate professionals are involved to ensure that a secure transition is maximised for each child. Children transfer to mainstream or other educational establishments at a range of stages dependant on individual need. The LCR's inclusion teacher supports integration when children are integrated into their mainstream school or other educational establishments.

Transfer from Primary School to Secondary School

Children are normally transferred between the ages of 11½ and 12½ so that they will have the opportunity to complete at least four years of secondary education. Parents and carers will be informed of the school arrangements no later than December of the year preceding the date of transfer at the start of the new session.

Senior children transfer to the secondary establishment which best suits their needs. Transfer to secondary school is planned in advance with parent/carers and all relevant professionals.

School Improvement

The LCR continuously strives to review and improve the quality of the learning experiences that it offers to each child. During the session 2015/16 the LCR has continued to enrich the curriculum in line with Curriculum for Excellence with a key focus on:

- Introducing a Science, Technology, Engineering and Maths Programme (STEM) across the LCR to further develop creative, enquiry and team building skills.
- Developing structured play to maximise children's opportunities to for social language and interaction through play.
- Developing our health and wellbeing programme to include strategies to promote relaxation and reduce anxiety.
- Develop sustainability for learning by building on existing practice.
- Continue to build links with Sandwood Primary School to ensure effective working and sharing of good practice within the LCR's new location.
- Strengthening collaborative planning with link mainstream schools.
- Further develop opportunities to capture pupils' views.

On an annual basis, you will receive a summary of our Standards and Quality report. The Standards and Quality report highlights progress in key curricular based on the LCR's improvement priorities..

School Policies

The LCR has a range of policies which relate to the curriculum and meeting children's needs. The LCR has a homework policy which it shares with parents each session.

Further information on GCC policies may be obtained from the following website:

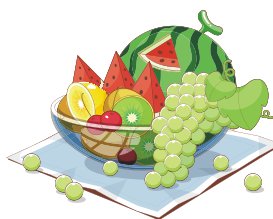
<https://www.glasgow.gov.uk/index.aspx?articleid=15894>

Healthy Eating

Parents are requested to show their support for healthy eating by providing their children with a healthy snack and not giving their children sweets or fizzy drinks to bring to school. Cordia provides the school with nutritionally balanced meals that are low in fat, salt and sugar. Provision is made for Halal and vegetarian diets.

Each day the children begin their day with a breakfast of toast and fruit juice or water. During this time children are encouraged to make healthy choices and develop good social and inter-personal skills. Children are encouraged to drink water throughout the school day.

Sandwood LCR is a health improving establishment.



Child Protection Procedures

We place a high importance on keeping children safe and well in Sandwood Language and Communication Resource. All staff members are trained in child protection procedures and this training is updated annually and refreshed at various points throughout the session.

We follow the authority guidelines on child protection procedures – see Appendix 9 of Management Circular 57. Copies of departmental guidelines (Management Circular 57) are available from the co-ordinator on request.

Child Welfare and Safety

Inset for Establishment Handbooks and Public Display

All educational establishments and services must take positive steps to help children protect themselves by ensuring that programmes of health and personal safety are central to the curriculum and should have in place a curriculum that ensures that children have a clear understanding of the difference between appropriate and inappropriate behaviour on the part of another person, no matter who.

As with other areas of the curriculum, you will be kept informed of the health and personal safety programme for your child's establishment.

Educational establishments and services must create and maintain a positive ethos and climate which actively promotes child welfare and a safe environment by:

- ensuring that children are respected and listened to;
- ensuring that programmes of health and personal safety are central to the curriculum;
- ensuring that staff are aware of child protection issues and procedures;
- establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children.

Should any member of staff have concerns regarding the welfare and safety of any child they must report these concerns to the Head of Establishment or the person deputising for the head of establishment. He/She after judging that there may be grounds for concern regarding the welfare or safety of any child must then immediately advise the duty Senior Social Worker at the local Social Work Services area office of the circumstances.

Glasgow child protection committee



Inclusion

The Child's Local Primary School

Inclusion in the child's mainstream school is in response to the individual needs of the child. This is planned in close conjunction with parents, LCR staff, the educational psychologist, where appropriate and mainstream school staff. Appropriate support is provided to pupil, parents and staff of the mainstream school during a phased integration period. Progress is monitored and reported through reviews. Additional opportunities for further inclusion with the child's mainstream school throughout the session are maximised with children spending additional days at their mainstream school to participate in trips and themed activity days. Any additional days are planned in advance with the parent, mainstream school and child.

Sandwood Primary School

Sandwood Language and Communication Resource is co-located with Sandwood Primary School. The school and LCR pupils share interval and lunch breaks where LCR staff supervise pupils. Children may join with a class in Sandwood Primary School for specific areas of the curriculum. This is discussed and planned by all professionals involved.

Communication

In the course of parents meetings during the year, any parent/guardian who has English as an additional language can be provided with an interpreter for parents' evenings and reviews. This can be arranged through consultation with the Co-ordinator.

Home and School Links

The LCR has an open door policy. Links between school and home are developed and maintained in a variety of ways:

- Home/school/mainstream school diary - for use by all staff (both mainstream and LCR) and parents so that useful, relevant information can be shared.
- Text messaging – you may also receive text reminders about events/school closures etc.
- Visits - parents may phone at any time to talk to the co-ordinator (and when suitable, the class teacher or speech and language therapist) and to arrange a visit to the LCR if wished.
- Parental workshop - a range of parent workshops are scheduled throughout the year and parents are invited to suggest topics.
- Parents' meetings - will be held twice yearly to discuss children's progress. Meetings provide an opportunity for parents to discuss their child's work and progress with the teacher and speech and language therapist as appropriate and to consult with the co-ordinator. These

also provide opportunities to find out about materials and resources available and the methods and approaches used.

- Additional parent contact sessions are offered twice per session to provide further opportunities for parents/carers to find out what is happening in the LCR and what their child is learning.
- Review meetings - an opportunity for all those involved in the child's education to meet and discuss progress and the way ahead.
- Newsletters/letters - provide notification of events and news.
- Escorts - provide a daily link between home and school.

If a parent has a concern they can contact the class teacher through the home/school diary or the co-ordinator either by phone or in writing. We endeavour to work with parents to achieve a satisfactory outcome.

Attendance at School

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice daily, morning and afternoon.

Regulation 7 of the Education (School and Placing information) (Scotland) Amendment etc Regulation of 1993 requires each child's absence from school to be recorded in the school register as 'authorised' eg approved by the Authority or 'unauthorised' eg unexplained by the Parent/Guardian (Truancy) or excluded from school.

Parents/carers should contact the LCR if their child will not be at school. The Home/School Diary may be used to record the reason of absence and advance notice of an appointments or check-ups.

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

Exceptional circumstances include:

- Short term parental placement abroad.
- Family returning to its country of origin for family reasons.
- The period immediately after an illness or accident.
- A period of serious or critical illness of a close relative.
- A domestic crisis which causes serious disruption to the family home, causing temporary relocation.

Time off during term time for the following reasons is not acceptable and will be recorded as unauthorised absence:

- Availability of cheap holidays or desired accommodation.
- Holidays which overlap the beginning or end of term.

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

Please note that the Education Liaison Officer investigates unexplained absences and further action may be taken by the authority if necessary.

Late Coming

Parents are advised that persistent late coming is disruptive to their child's education. Parents are encouraged to bring their child to school timeously.

Extra-Curricular Activities

Children who attend Sandwood LCR will have a range of outdoor learning opportunities which may involve trips to local parks, museums and places of interest.

Ethos and Promoting Positive Behaviour

Children's Rights as outlined in the UNCRC (United Nations Convention on the Rights of the Child) are fundamental to a good school ethos. Adults in the LCR will work with children to ensure they are aware of their rights and fully respect the rights of others. Therefore, the approach within Sandwood LCR is to build a positive ethos that demonstrates care and respect for all. Positive behaviour is recognised and celebrated. Sandwood LCR's school rules are devised in collaboration with the children and set out expected behaviour. Positive behaviour is celebrated with verbal praise, stamps, stickers, awards at assemblies and extra opportunities to take part in preferred activities.

The highest standards of behaviour are expected of pupils at all times. Where this is not the case, a variety of sanctions are used. Parents are asked to co-operate with the school in encouraging a sense of responsibility and good behaviour in their children. Children with specific behavioural needs are supported to manage their behaviour and make the right choices. The relationship between pupils and teacher is similar to that between the child and their own parents/carer requiring mutual respect on both sides. Emphasis is on the positive approach of encouragement, praise and good example. The children follow the PATHS programme which is a social and emotional development programme that encourages children to interact positively with others. The LCR's Vision, Values and Aims link to children's rights as detailed in the Education Services leaflet:

<https://www.glasgow.gov.uk/index.aspx?articleid=17854>

Parents are encouraged to discuss progress with staff or any difficulties that their child may have. Difficulties can then be addressed through planned support and intervention and recorded in the child's WAP.

School Uniform

The LCR moved to its current location in October 2014. Parents were invited to opt in to Sandwood Primary's new uniform and unanimously chose to do this. Children attending the LCR are encouraged to wear the Sandwood Primary School uniform which is:

- School polo shirt or white polo shirt
- School jumper/ cardigan (purple)
- Black trousers
- Black skirt/ pinafore

Sweatshirts, cardigans, polo shirts and ties with the school logo are available for purchase via the school supplier. Order forms are available on request.

Clothing and Footwear Grant

Clothing Grants are available to eligible students who attend Primary, Secondary and Additional Support Needs Establishments within Glasgow City Council. Information and application forms may be obtained at:

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

PE Kit

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

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

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

School Meals

Pupils stay at school for lunch and have access to school dining facilities. Vegetarian and halal meals are provided. Some children may prefer to bring a packed lunch. Please inform the LCR if your child has special dietary requirements.

Children and young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (where income is less than £6,420), Child Tax Credit only (where income is less than £15,910*) and income-related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and at:

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

The Scottish Government has expanded its free school meals policy and currently all children in Primary1-3 are entitled to free school meals.

Transport

The education authority will normally provide free transport to all pupils who attend an Additional Support for Learning (ASL) establishment. This policy is more generous than the law requires and means that the provision of transport could be reviewed at any time.

Where free transport is provided, it may be necessary for children to walk to the vehicle pick-up point. It is the parent/carer's responsibility to ensure that their child arrives at the pick-up point on time. It is also the parent /carer's responsibility to ensure that the child behaves in a safe and acceptable manner whilst using school transport. It is expected that no child/young person with additional support needs will be on transport for more than one hour.

Pupils may be transported to and from the LCR by bus or taxi. They are supervised at all times by a designated escort. It is the responsibility of the parent/carer to take a child to the vehicle and collect them from the vehicle. Children are not allowed to enter buildings unaccompanied. The escort is required to stay on the bus or taxi with children and is not allowed to leave the children unattended in order to take a child to their door. Parents/carers should at all time accompany their child on and off the bus or taxi.

Parents/carers will normally be advised if there is a change of escort but there may be occasions when this is not possible. Should an escort who is not known to you come to collect your child, please feel free to contact the LCR for clarification.

Medical and Health Care

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

If a child becomes ill during the course of the school day, he/she may require to be sent home. Please ensure that you keep the school informed of all contact details. Parents should inform the school of any medical requirements relating to their child. If a child requires medication during the school day, parents must complete the appropriate medical form. This is available on request from the school office.

Information in Emergencies

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

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

Parent Forum/Council

The Parent Forum and the Parent Council

The Scottish Schools (Parental Involvement) Act 2006 has changed the arrangements for parental representation in all schools. Since August 2007, all parents/carers are automatically members of the Parent Forum for their school and they have a right to establish a Parent Council to represent them.

Parent Forum

The membership of the Parent Forum is made up of all parents/carers who have a child or young person at an education authority school. Membership of the Parent Forum allows parents/carers to have a say in the local arrangements to enable their collective view to be represented on matters such as the quality and standards of education at the school and other matters of interest to parents/carers. One of the ways parents in the Parent Forum will be able to express their views will be through the Parent Council.

Parent Council

The Parent Council is a group of parents/carers selected by members of the Parent Forum to represent all the parents/carers of children and young people at the school. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views. A Parent Council could get involved in:

- Supporting the work of the school.
- Gathering and representing parents' views to the Head Teacher, education authority and HMIE.
- Promoting contact between the school, parents/carers, children and young people and the local community.
- Fundraising.
- Involvement in the appointment of senior school staff.

Parent Councils are recognised in law from 2007. As a statutory body, the Parent Council has the right to information and advice on matters which affect children and young people's education. So, the school and the local authority must listen to what the Parent Council says and give it a proper response. Every school's Parent Council will be different because it will be parents/carers in each school who make the key decisions. The Parent Council is also entitled to support from the education authority if fulfilling its role.

Membership of the Parent Council

Generally, members of the Parent Council must be parents/carers of children and young people who attend the school and the chairperson must have a child in the school. However, the Parent Council can decide to co-opt other members from teachers and the community who will have knowledge and skills to help them.

Parents/carers of children attending Sandwood Language and Communication Resource are members of their child's mainstream school's Parent Forum and are eligible for membership of their Parent Council. Sandwood LCR currently has no Parent Council. Parents interested in forming a parent council should contact the co-ordinator who will be happy assist in facilitating a meeting and issuing letters to the wider parent forum.

Data Protection Act 1998

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

The Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities including: The Scottish Government and its agencies; Scottish Parliament; local authorities; NHS Scotland; universities and further education colleges; the police.

Public authorities have to allow access to the following information:

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

The legal right of access includes all types of “recorded” information of any data held by the Scottish public authorities. From 1st January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

Further information is provided on the Glasgow City Council website:
<https://www.glasgow.gov.uk/index.aspx?articleid=16155>

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

Dealing with Racial Harassment

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

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

The adoption of an anti-racist approach should be seen as one part of the continuing attempts to improve the quality of education.

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

Bullying

Bullying behaviour will not be tolerated within Glasgow City Council's educational establishments. All children in Glasgow's educational establishments have an entitlement "to work (and play) in a learning environment in which they feel valued, respected and safe and are free from all forms of abuse, bullying or discrimination." (A Standard for Pastoral Care in Glasgow Schools).

In 2009, Glasgow City Council published its revised Anti-Bullying Policy, incorporating the requirement to record and report all discriminatory behaviours within educational establishments. All establishments are required to review their policy in light of this. Parents and carers have a significant role to play in helping to address this problem. For this reason any anti-bullying strategy must stress the importance of partnership with the parents and carers of their children.

Comments and Complaints

If you have a comment or complaint please approach the co-ordinator in the first instance. If the co-ordinator does not resolve the issue to your satisfaction, you should contact our Customer Liaison Unit who will:

- take a totally neutral stance in fully investigating your complaint.
- acknowledge receipt of your complaint within five working days.
- give a full written response within a further 10 working days unless another timescale has been agreed.

The Customer Liaison Unit can be contacted by phone or e-mail:

E-mail: education@glasgow.gov.uk

Education Services
City Chambers East
40 John Street
Glasgow G1 1JL
Tel: 0141 287 2000
www.glasgow.gov.uk

Contacts

- Director of Education Services Maureen McKenna
- South Area Manager Anne Marie McGovern

Local councillors for the area:

Ward: 4 Craigton

Elected Members: Iris Gibson, Matt Kerr, Jim Torrance, Alistair Watson

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

a) before the commencement or during the course of the school year in question;

b) in relation to subsequent school years.