

Longhaugh Primary School



Contents

Section 1	Welcome & Vision
Section 2	School Ethos
Section 3	School Information
Section 4	School Policies and Practical Information
Section 5	Parental Involvement
Section 6	Curriculum
Section 7	Support for Pupils
Section 8	School Improvement
Section 9	Extra Curricular Activities
Section 10	Privacy Notice

Section 1: Welcome and Vision

Dear Parents,

Welcome to Longhaugh Primary School and the North East Campus.

I am delighted you have decided to send your child to Longhaugh Primary School. At Longhaugh Primary, we aim to provide a welcoming environment for all children and families through our motto of 'LEARN with Longhaugh'. We aim for all our children to experience high quality learning which is inclusive for all learners. This is achieved by encouraging our pupils to be ready, safe and respectful.





Longhaugh is a non-denominational school, which serves the community of Fintry and Whitfield. We are part of the North East Campus, built in 2018, along with St. Francis RC Primary School and Quarry View Nursery School.

This handbook contains information about most aspects of our school. I hope it answers any questions you may have, but if you require further clarification or information, please do not hesitate to contact the school office through the contact details in section three of this handbook.

Yours sincerely

Mrs Nicola Jenkins
Head teacher

Section 2: School Ethos

	Our Values	Our Aims
L	learning 	We are ready . 
E	everyone 	We are safe . 
A	achieve 	We are respectful . 
R	relationships 	
N	nurtured 	
	with Longhaugh.	



RIGHTS
RESPECTING
SCHOOLS

unicef 

UNITED KINGDOM

BRONZE – RIGHTS COMMITTED

Section 2: School Ethos

All aspects of life in Longhaugh are based upon our school vision, values and aims. These are also closely interlinked with principles and articles of the UN Convention on the Rights of the Child.

All staff working in our school are committed to providing a safe, nurturing and respectful environment for learning. We work hard to promote positive relationships for children with peers and adults.

In Longhaugh we strive to have a culture of mutual respect, where we value every pupil, staff member and visitor who comes into our school. Our approach is relationship focused and restorative. We aim to build positive relationships across the school where people feel safe, secure, and valued. This allows the pupils at Longhaugh to enjoy a calm and caring environment which supports each child both emotionally and educationally to give them the best possible chance to flourish, experience success and realise their full potential.

We firmly believe that children do well if they can and have a holistic view of promoting positive relationships and behaviour. Our key aims are to ensure a safe and respectful environment where everyone feels ready to learn.

Section 3: School Information

School Address: 9 Lothian Crescent
Dundee, DD4 0SX

Telephone: 01382 438540

Email Address: [longhaughprimary@dundeeschools.scot](mailto:longhaughprimary@dundeeschools.scot.nhs.uk)

Website: longhaugh.ea.dundee.nhs.uk

Head Teacher: Mrs Nicola Jenkins

Depute Head Teacher: Mrs Sasha Devlin

School Status: Non-Denominational

School Roll: 275

School Hours: 09.00 - 15.15

Parent Council Contact Info: Chair: Donna Clenaghan

Parish Priest or Minister: Rev Colin Brough

Parish Address: Fintry Drive,
Dundee
DD4 7AW

Section 3: School Information

Office Hours

The school office is open from 08.30 - 15.30. Please help us by making routine telephone calls within office hours. The answering machine is switched on for your convenience when the school office is unmanned. Please do leave a message and we will return your call as quickly as possible.

The school also communicates via email, text messaging, twitter, seesaw and by letter. Guidance on how to access these online platforms will be issued once your child starts school.

We arrange parent/teacher appointments by request and at specific points during the school session. The school involves parents in focus groups and seeks parental feedback via questionnaires.

Class Organisation

The organisation of classes may vary from year-to-year dependent upon certain factors such as the school roll and the number of teachers allocated to the school that session. At any stage of the school, pupils may be in a straight class which comprises of pupils from the same stage e.g. all Primary 2 pupils or they may be part of a composite class which comprises of pupils from more than one stage, for instance a class with some Primary 2 and some Primary 3 pupils. You should be confident that the professionalism of the staff in the school will ensure that your child will always work within a programme appropriate for his/her age, ability, and aptitude.

Section 4: School Policies & Practical Information

School Terms and Holidays

AUTUMN TERM

Monday 18 August 2025 - Staff resume

Tuesday 19 August 2025 - Pupils resume

Friday 3 October 2025 - Term ends

AUTUMN HOLIDAY

Monday 6 October 2025 - Holiday starts

Friday 17 October 2025 - Holiday ends

WINTER TERM

Monday 20 October 2025 - Term starts

Thursday 13 November 2025 - In service day, schools closed

Friday 14 November 2025 - In service day

Tuesday 23 December 2025 - Term ends

CHRISTMAS HOLIDAY

Wednesday 24 December 2025 - Holiday starts

Tuesday 6 January 2026 - Holiday ends

SPRING TERM

Wednesday 7 January 2026 - All resume

Friday 13 - Monday 16 February 2026 - Mid term, all break

Tuesday 17 February 2026 - In service day, schools closed

Thursday 2 April 2026 - Term ends

SPRING HOLIDAY

Friday 3 April 2026 (Good Friday) - Holiday starts

Friday 17 April 2026 - Holiday ends

SUMMER TERM

Monday 20 April 2026 - All resume

Monday 4 May 2026 - May Day, schools closed

Friday 22 May 2026 - In Service Day, schools closed

Monday 25 May 2026 - Victoria Day, schools closed

Friday 3 July 2026 - Term ends

Section 4: School Policies & Practical Information

School Uniform

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

BOYS	GIRLS
<p>School royal blue sweatshirts, school tie, grey/black trousers and white or blue shirts/polo shirts.</p> <p>Fleece and waterproof jackets are available to order from Border Embroideries.</p> <p>www.border-embroideries.co.uk</p> <p>For PE, plain tracksuit or jogging bottoms and plain t-shirt with trainers.</p>	<p>School royal blue sweatshirts or cardigans, grey/black skirt, pinafore dress or trousers. White blouse or polo shirt with school tie.</p> <p>For PE, plain tracksuit or jogging bottoms and plain t-shirt with trainers.</p>
<p>Please note Dundee City Council's policy states that the wearing of jewellery is not permitted during games and physical education activities. On all gym days if young children are unable to remove earrings, parents should do this before the child comes to school.</p> <p>Please label all items of clothing, this assists greatly in recovering lost property.</p>	

School Clothing Grants

If you are in receipt of Income Support, Job Seekers Allowance - Income Based, Income Related Employment and Support Allowance, Universal Credit (where take home pay is less than £726 per month), Support under Part VI of the Immigration and Asylum Act 1999, Housing Benefit, Council Tax Reduction or Child Tax Credit with

Section 4: School Policies & Practical Information

an income of less than £18,725 (as assessed by HMRC), you may be entitled to receive a grant towards the cost of buying essential clothing to enable children up to the age of 16 to attend school.

Grants are paid directly into the applicants bank account or paid by cheque where the applicant does not have a bank account.

The current value of a Clothing Grant is £120 per primary school child and £150 per secondary school child.

The closing date for Clothing Grant applications is 17 March each year. Applications received after 17 March each year will NOT be processed for the current academic year. A fresh application will be required and a new application form will become available in June each year for the next school session beginning in August.

Automatic awards:

Most families will get an automatic award, which means they will not need to fill in a new application form each year.

You get an automatic award if you meet these conditions:

- you got an award in 2022/23 and
- you get Housing Benefit or Council Tax Reduction.

Payments will be made from 10 July onwards.

Otherwise, you must apply.

You will not get an automatic award if your child is entering P1.

Application forms can be made online:

[School Clothing Grant Application Form](#)

School Meals

Pupils in primary schools are offered two-course meals provided by Tayside Contracts. There is a fixed charge for a meal in a primary school. The current cost of a primary school meal is £2.15 per day.

Special dietary requirements can be catered for, on the production of medical advice. Arrangements can be made for pupils who require special diets by contacting the Head Teacher. Children

Section 4: School Policies & Practical Information

can, of course, bring their own packed lunch, we would request that a healthy packed lunch be provided. Suggestions can be found here: [Primary School -High 5 | High 5](https://www.scot.nhs.uk/primary-school-high-5/) (scot.nhs.uk)

Free School Meals

Information on applying for free school meals can be found at www.dundee.gov.uk/eduforms

Instrumental Tuition

There are currently no fees for instrumental tuition or instrument hire.

Payments to Schools

The school currently accepts payments online, using a secure website called ParentPay, for items such as school meals and trips. The system is easy to use and offers parents the freedom to make payments by debit or credit card, whenever they like, ensuring that monies reach schools safely and securely. This system helps to remove the costs associated with having to manage cash securely on school premises. ParentPay is our preferred method of making payments to the school. If you have a ParentPay account you don't have to do anything. If you haven't yet activated your ParentPay Account, please contact the school office who will print you an activation letter to enable you to set up your account.

Section 4: School Policies & Practical Information

Emergency School Closure Procedures

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

Enrolment & Placing Requests

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

If you wish to apply for a school place, whether you are moving into Dundee or moving between two Dundee schools, you need to complete a placing request form. To do this, you should apply online, on the Dundee City Council website - go to **Schools & Learning** then **Enrolments and Placing Requests** and select **In Year Change of School**. If you are moving into the area, applications can be made 4 weeks prior to your arrival. Applications are dealt with in date order and the process may take up to 60 working days.

Parents of prospective Primary 1 pupils who reside in the school's catchment area are asked to register their child's name online on the DCC Website - again, go to **Schools & Learning** then **Enrolments and Placing Requests** then select **P1 Enrolments into Catchment School** between December and the February of the year the child starts school.

Parents of children living outwith the school's catchment area, who wish their child to attend the school, are asked to make a placing request online on the DCC Website - again, go to **Schools & Learning** then **P1 or S1 Placing Requests**. Placing Requests are dealt with in date order and the process should be concluded by the end of April.

Section 4: School Policies & Practical Information

School Absence Procedures

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

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

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

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

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

[School attendance: a guide for parents - gov.scot](#)

Section 4: School Policies & Practical Information

Appointments

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

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

Accidents/Illness at School

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

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

General Safety

1. Pupils are not allowed to leave the school grounds during interval.
2. Pupils staying for school lunches or packed lunches must not leave the grounds during lunchtime,
3. To ensure the safety of all children, we expect all out pupils to follow our simple 3 school aims at all times:
 - **We are Ready**
 - **We are Safe**
 - **We are Respectful**

Section 4: School Policies & Practical Information

Promoting Positive Behaviour

A whole school relationships policy exists within our school. This policy is based upon our school vision, values and aims. We promote positive behaviour across all areas of our school and into our community. All staff use restorative approaches when resolving conflict.

School Concerns and Complaints Procedures

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

If you have made a complaint to the school and are not satisfied with the outcome, you can have your complaint reviewed by a senior officer in the education department. In order to request a review, you can email or write to the Council at Dundee House, 50 North Lindsey Street, Dundee DD1 1QE.

Section 5: Parental Involvement

We welcome parents and carers coming into school to share information, skills and events. Any parent who wishes to be involved in learning and school events should contact Mrs Jenkins in the first instance.

We have a School and Family Development Worker, Shona Moffat. Part of Shona's role is to facilitate parent groups, provide advice and support and signpost to support agencies as required.

Parentzone is a very useful web based resource which provides information and resource for parents:

[Parentzone Scotland | Parent Zone](#)

Parent Forum

As parents and carers in the school are automatically part of the parent Forum which allows you to have a voice and be able to raise any issue, whether it is about the ethos of the school, school policy or even parking. At the hub of the parent Forum is the Parent Council and it is this group that meet frequently with the school to raise any issues, raise funds and keep the lines of communication open. Members of the Parent Council also play an instrumental part in the employment of the school's Management Team as they form parent of the Interview Board alongside the Education Department.

Involving parents in school life

There are many things you can do to become involved in school life and have an active part in your child's education including:

- Attend Parent/teacher interviews
- Join and interact with SeeSaw, our school communication app which allows you to see the learning on a regular basis. This also allows you to communicate directly with the teachers.
- Ask your child every day "What did you learn at school today?"
- Try to read to your child daily

Section 5: Parental Involvement

- Join the Parent Council
- Request copies of the school improvement plan
- Attend open door sessions
- Support the learning in our classrooms
- Join us for social events (bingo nights etc)
- Accompany us on class trips
- Help with extra-curricular activities.

These are just some examples of how you can become involved in school, however we are always open to further suggestions as to how we can improve this.

Section 6: The Curriculum

Transition to Primary 1

Whether your child is transferring from nursery to Primary 1 or from Primary 7 to secondary school or indeed transferring stage through school they will be entitled to support during this process. School staff make every effort to ensure that important information about your child, their learning and progress and any additional support they require is communicated to the teacher at the next stage of learning. The school encourages parents to discuss these changes and the senior management team will be happy to meet with you to allay any concerns you may have over the new arrangements for your child.

Transfer to secondary school

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

Curriculum for Excellence 3-18

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

Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.

Section 6: The Curriculum

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

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

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

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

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

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

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

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

Section 6: The Curriculum

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.

Further curricular information can be found at:

[What is Curriculum for Excellence? | Curriculum for Excellence | Policy drivers | Policy for Scottish education | Scottish education system |](#)

[Parentzone Scotland | Parent Zone](#)

Getting it Right for Every Child (GIRFEC)

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

www.scotland.gov.uk/gettingitright

Religious Observance

Through the ethos and curriculum, we provide opportunities for pupils to explore morals and values. We help learners develop their own beliefs, values and a responsible attitude to others. Pupils are encouraged to develop an understanding of Christianity and other religions. Pupils develop skills of reflection, critical thinking and how to act when making moral decisions. The school welcomes diversity

Section 6: The Curriculum

and individuality while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of the school that all who are involved in the life of the school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

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

Sensitive Issues

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

Assessment

Assessment takes place continuously in every classroom within a process known as formative assessment. Teachers observe and talk to children and look at their written work to build up a picture of where each child is in their learning. Assessment tasks are planned and built into day to day learning activities. From this, teachers help children to see how they can improve and what they need to practise. Self and peer assessment are important parts of this - pupils assess their own learning and help each other to improve. The Curriculum improve.

Section 6: The Curriculum

Within the area of assessment, pupils' learning progress is also measured using standardised assessments which allow the school to develop diagnostic profiles of pupils' strengths and development needs. These assessments also allow comparisons with national levels of attainment. Currently, Scottish National Standardised Assessments (a series of computer-based adaptive tasks) are used to support teachers' judgements of progress in P1, P4 and P7. The progress of every pupil is tracked throughout their school career. Individual Folios of work, learning journals and other profiles are started in Primary 1 and built upon throughout each child's school experience. These provide evidence of learning progress and aid reporting to parents/carers.

Reporting to parents

Throughout the year, teachers report to parents in a number of ways relating to the progress of the children. This takes the form of Parents' Evenings, Primary 7 Profiles, formal reports at the end of the school year and also opportunities for further meetings with staff throughout the year if required.

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

[Building the Curriculum | Curriculum for Excellence | Policy drivers | Policy for Scottish education | Scottish education system |](#)

Information about Curriculum for Excellence levels and how progress is assessed [Curriculum levels | Learning in Scotland | Parent Zone](#)

Information on recognising achievement, reporting and profiling – [Assessment and achievement | Learning in Scotland | Parent Zone](#)

Section 7: Support for Pupils

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

Support for learning takes place in every class and is the responsibility of all staff in the school. All of our pupils are encouraged to work to the highest level of their ability and extra help is available for children who may require it to help them achieve their potential. The Head Teacher, teachers and other staff work closely to ensure that children and young people's individual learning needs are met. The work of Support for Learning staff is co-ordinated by the Head Teacher, is regularly reviewed and is based upon pupil need. Support may be given within the class or within another setting, and may be within a group although it is always based upon the needs of the individual child.

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

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

Section 7: Support for Pupils

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

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

- [The Accessibility and Inclusion Service \(AIS\)](#)
- [Attending Pupil Support Planning Meetings Leaflet](#)
- [Co-ordinated Support Planning Leaflet - Information for Parents and Carers](#)
- [Dispute Resolution - Information for Parents/Carers and Young People](#)
- [ENABLE Scotland](#)
- [Supporting Learners Autism Strategy](#)
- [Dyslexia Pathways](#)
- [School Community Support Service](#)
- [Young Carers' Policy](#)
- [Let's Talk ASN \(746KB PDF\)](#)
- [Education for Children unable to attend school due to ill health](#)
- [Supporting Learners in Dundee](#)
- [Supporting Learners in Dundee - Information for parents/carers](#)
- [Frequently Asked Questions for Parents of Children with Additional Support Needs](#)
- [Supporting LGBT \(Lesbian, Gay, Bisexual and Transgender\)](#)
- [LGBT Charter of Rights](#)
- [Tayside Mediation Service](#)
- [CAMHS](#)

Section 7: Support for Pupils

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

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

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

Enquire - The Scottish Advice Service for Additional Support for Learning

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

a telephone helpline - 0845 123 2303

an email enquiry service - info@enquire.org.uk

an online enquiry service

two websites - www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people)

Enquire also provide a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

Let's Talk ASN

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

Section 7: Support for Pupils

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

e: letstalkasn@edlaw.org.uk

t: 0141 445 1955

Scottish Child Law Centre

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

The Scottish Government website’s Additional Support for Learning page also provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs:

[Schools: Additional support for learning - gov.scot](#)

The ‘Supporting Children’s Learning Code of Practice (Revised edition)’ - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended:

[Additional support for learning: statutory guidance 2017 - gov.scot](#)

‘Getting It Right For Every Child and Young Person’, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers. Find it at:

[Getting it right for every child \(GIRFEC\) - gov.scot](#)

Section 8: School Improvement

The focus for School Improvement this school session has focused on improving and enhancing digital learning across the school involving a blend of technologies, pedagogy and skills. This will support the continuous development of high quality learning and teaching across our school.

Section 9: Extra Curricular Activities

At Longhaugh Primary School, we encourage as many of our young people as possible to take part in extra curricular activities. Almost all of these are led by school staff.

Clubs change depending on the skill set of staff however listed below are examples of clubs which are currently available:

Football

Netball

Scottish Country Dancing

Multi Sports

Bike Club

Active Movers

Basketball

Street Dance

Rugby

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

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

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

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

You can access the updated notices at the following links:

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



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