

School Handbook

Rosebank Primary School



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Section 1: Welcome and Vision

Dear Parents,

The purpose of this booklet is to give you as parents, as much information as possible about the organisation of the school and curriculum at Rosebank Primary School.

It should be noted that the following information is correct at the time of issue but changes may have taken place since then. If clarification of any aspect of this document is necessary do not hesitate to contact the Head Teacher. Should you wish to view this school at any time please phone the school secretary who will arrange an appointment for you.

We wish to create a happy learning environment to enable each child to develop educationally and socially to his/her fullest potential and thus progress through the various stages of the primary school. We aim to help him/her cope with further education requirements and to develop as successful learners, effective contributors, confident individuals and responsible citizens. To these ends we encourage and support the fullest co-operation with parents and carers. We recognise that the quality of any child's educational progress is enhanced when parents/ carers and teachers work together in the best interests of the pupil.

Yours faithfully,

Jennifer Heffell
Head Teacher

Section 2: School Ethos

Vision:

Rosebank Primary School



Dream, Believe, Achieve



Values

Rosebank Primary School strives to be the hub of the local community. We aim to provide a happy welcoming environment for all members of the community irrespective of race, culture, religion and ability. The school values every individual and seeks to provide effective teaching and learning, working in partnership, to maximise opportunities and equip our pupils for the future.

Aims

At Rosebank Primary School we aim to:

- Provide a welcoming, caring and safe environment where each child is nurtured, valued and supported.
- Develop positive attitudes to learning through innovative teaching of knowledge, skills and understanding in all areas of Curriculum for Excellence
- Nurture independence, enthusiasm and self-confidence - allowing each pupil to realise his / her potential through the promotion of personal strengths and achievements.
- Promote respect for self, others and the environment with a particular focus on learning outdoors.
- Develop responsible global citizenship through valuing and caring for each other.

Section 3: School Information

School Address:	Coldside Campus, 15 Alexander Street, Dundee, DD3 7DL
Telephone:	01382 435301
Email Address:	rosebankprimary@dundeeschools.scot
Head Teacher:	Mrs Jennifer Heffell
Depute Head Teacher:	Mrs Finola Burke
School Status:	Non-Denominational School, Primary 1-7 10 classes specialist support base
School Roll:	302
School Hours:	9.00am - 3.15pm (Lunch 12-1pm)
Parent Council Contact Info:	Melanie McKenzie rosebankparentcouncil@gmail.com
Parish Priest or Minister:	Rev. Stuart Sharp
Imam Imran Qadar:	Tayside Islam Centre
Parish Address:	Dundee Law Parish

Section 3: School Information

Office Hours

The school office is open from 8.30am - 4.00pm.

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 actively encourages parents to visit the school. We operate an “Open Door” policy where parents know that they have access to a member of management at all times. Alternatively you may prefer to email and a member of the senior management team will get back to you ASAP.

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 a pride in their appearance and to have respect for their school.

BOYS	GIRLS
Grey Trousers, Socks and Pullover/sweatshirt (Navy P1-P6, Red P7), White or Blue Shirt, School Tie, P.E - White t-shirt, black shorts/ shoes	Grey Skirt/dress, Sweatshirt (Navy P1-P6, Red P7) White/blue blouse, School Tie, White Socks, P.E - White t-shirt, black shorts/ shoes
Please note that football strips are not to be worn. All items of clothing should be labelled. This assists greatly in recovering lost property.	

School Clothing Grants

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 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.

Section 4: School Policies & Practical Information

Applications can be made online at:

www.dundee.gov.uk/content/apply-free-schools-meals-or-clothing-grants or forms are available from the school office or from Dundee House.

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

School lunches cost £2.15 per day and all children are provided with a lunch menu by Tayside Contracts.

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

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

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

Section 4: School Policies & Practical Information

Free School Meals

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

Instrumental Tuition

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

Payments to Schools

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

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

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

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 and letters home. You can be assured that we will never send a child home without first checking that there is an adult at home.

Enrolment & Placing Requests

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 Seesaw message to the school asap 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 SLT 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.
- If you have not contacted the school to say your child is absent and have received a text message please contact us as soon as possible.

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

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

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 put this in writing. We would appreciate it if routine appointments could be made outwith school hours but understand that this isn't always possible.

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

Accidents/Illness at School

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

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

General Safety

1. Pupils are not allowed to leave the school grounds during interval
2. Pupils staying for school lunches or packed lunches must not leave the grounds during lunch time
3. To ensure the safety of all children, children should behave responsibly both in the playground and within the school

Section 4: School Policies & Practical Information

Relationships and Wellbeing at Rosebank Primary

At Rosebank Primary we believe that children learn and develop best when they are part of a culture of mutual respect with clear expectations of how they and others should behave. Through interactions and guidance from trusted and caring adults, who provide a good role model and value their individual personalities, pupils can develop empathy and understanding of how their interactions effect both others and the learning environment.

All behaviour is a communication

Understanding what a child is communicating through analysing the behaviour they display supports staff to respond in a firm, consistent but non-punitive way and avoid being provoked or discouraged. If the child can sense that their feelings are understood this can help to diffuse difficult situations. Where challenging behaviour is apparent teachers will analyse patterns and reach solutions through the use of an ABC chart Appendix 2. Recording the antecedent, behaviour and consequence, noting of time of the day allows patterns to be identified. For example, if a child is struggling to stay on task just before lunch they may be hungry.

We realise that it is not always easy for a pupil to get one-to-one time with the teacher and that often it is difficult to say if you have a problem. Each classroom will have a 'T Mail Box' available. The children can put a little note in the box for the teacher. This can be anonymous. They can ask for their problem to be discussed as a class issue during Circle Time or on an individual basis. They may also be appointed a member of support staff (Red Lady) to become their guardian angel – a designated person to check in on them.

Restorative Approaches

Children are supported to understand that using aggression is inappropriate and they are encouraged to resolve problems in other ways. Staff will not raise their voices, other than in emergency circumstances. We do not single out or humiliate children in any way. Where children exhibit unacceptable

Section 4: School Policies & Practical Information

behaviour, they will, wherever possible, be re-directed to alternative activities until they are calm enough to be part of a restorative conversation. Positive scripted discussions ensure consistency across the school and model expected behaviour.

School Concerns and Complaints Procedures

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

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

Education Department publications can be found at:

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

Section 5: Parental Involvement

Parent Forum

As part of this Forum, you have a voice and can 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 basically 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 part 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 and Teacher Interviews
- Become a part of our Parent Council
- Ask your child every day 'What did you learn at school today?'
- Ensure you read and give feedback on school improvement plan and annual reviews via surveys and Q&A sessions
- Attend open door events
- Join us for social events and parent learning workshops
- Accompany classes on school trips
- Offer to help with extra-curricular activities

We also encourage visits by parents to help at fund raising events, curricular events, assemblies and formally organised Parents Nights. Parents who have a particular specialised subject are welcome to share this in school for the benefit of our pupils. The school seeks to engage parents in the education of their children wherever possible. Listed below are some events to which parents are invited:

Section 5: Parental Involvement

Diversity Day, Open Library, Burns Ceilidh, Harvest Festival, Parent Council Meetings, Curriculum Evenings, Pupil Assemblies, Remembrance Day Service, School Shows, P1 Parent Workshop, Bingo Night, Teddy Bear Picnic with our new Primary Ones, Sports Day, Prize Giving, P7 Leavers Assembly, Rosefest and much more.

Section 6: The Curriculum

Curriculum for Excellence 3-18

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

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

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.

Section 6: The Curriculum

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.

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:

www.curriculumforexcellencescotland.gov.uk

www.educationscotland.gov.uk/parentzone/index.asp

Further information on what the bespoke curriculum at Rosebank looks like can be found at our [thinglink](#)

Click on the dots for each section to find out more.

Section 6: The Curriculum

Getting it Right for Every Child (GIRFEC)

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

www.scotland.gov.uk/gettingitright

Religious Observance

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

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

Sensitive Issues

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

Section 6: The Curriculum

Assessment

Assessment takes place continuously in every classroom within a process known as formative assessment. Teachers observe and talk to children and read their written work to build up a picture of where each child is in their learning. From this, the children are given information about and helped to see how they can improve and what they need to practise. Pupil performance is also measured using standardised assessments which allow measurement of value added by the school as well as giving diagnostic profiles of pupils' strengths and development needs.

Baseline Assessment is carried out in Primary 1, P4 and in P6 pupils undertake National Standardised assessments, another computerised assessment which gives standardised information about pupil progress which teachers use to plan next steps in learning.

Every pupil has an individual Work Folio started in Primary 1 within their Seesaw online portfolio. This contains examples of work from a wide range of activities and is added to as a child moves through the school.

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 –

http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf

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

Information on recognising achievement, reporting and profiling –

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

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.

Enhanced and bespoke transition plans are put in place for children with additional support needs where this is deemed necessary.

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 Individual Education Plan or where it is a health need an additional support plan will be developed 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 Child's Plan (single or multi agency) or a Co-ordinated Support Plan. These will be children who receive a lot of support from people outside education; for example, from health and social work staff.

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

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

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

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

Section 7: Support for Pupils

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

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

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

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

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

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

Section 7: Support for Pupils

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

Enquire - The Scottish Advice Service for Additional Support for Learning

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

a telephone helpline - 0845 123 2303

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

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).

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

letstalkasn@edlaw.org.uk 0141 445 1955

Scottish Child Law Centre

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

Section 7: Support for Pupils

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

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

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

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

Section 8: School Improvement

Project 1: High Quality Learning, Teaching & Assessment

Aim - Strengthen consistency and effectiveness in learning, teaching, and assessment across literacy, numeracy, STEM, and science.

Targets & Focus

- Reduce the literacy and numeracy attainment gap through targeted interventions.
- Embed high quality pedagogical approaches in oracy, reading, writing, numeracy, and STEM.
- Improve assessment of children's progress using moderation, data informed planning, and consistent tracking tools.
- Enhance teacher confidence and effectiveness through team teaching, collegiate planning, and professional learning.
- Use assessment tools and the Oracy Progression Map to track progress and inform next steps.

Project 2: Effective Planning & Tracking for Learners with ASN

Aim - Ensure high quality, needs led planning and robust tracking of attainment over time for pupils with additional support needs.

Targets & Focus

- Embed the new inclusive classroom planning across the school.
- Strengthen staff understanding of expectations around ASN planning, milestones, assessment, and reporting.
- Increase the number of pupils showing measurable progress at their developmental level.
- Improve pupil voice in ASN planning through accessible tools and structured conversations.
- Develop a whole school tracking system that captures academic, developmental, and wellbeing progress using SHANARRI and the Glasgow Wellbeing Tool.

Section 8: School Improvement

Project 3: Attendance, Engagement & Wellbeing

Aim - Improve overall attendance and strengthen pupil engagement by supporting regulation, working memory, and cognitive load.

Targets & Focus

- Increase whole school attendance to a 95.6%.
- Implement a consistent attendance protocol with clear escalation and communication pathways.
- Identify and support pupils with persistent absence through case studies and targeted interventions.
- Build staff capacity in metacognition, cognitive load theory, and working memory friendly teaching strategies.
- Expand wellbeing initiatives such as craft based learning and before/after school engagement opportunities.

Project 4: PEF Funded Health, Wellbeing & Family Engagement

Aim - Strengthen family partnerships and promote healthy lifestyles to improve wellbeing, participation, and attainment.

Targets & Focus

- Ensure all pupils have access to healthy breakfasts, fruit snacks, and daily toothbrushing.
- Enhance the parent learning calendar with workshops aligned to family needs and school priorities.
- Continue partnerships with health professionals (e.g., Best Foot Forward) to promote active lifestyles and emotional wellbeing.
- Deliver Year 2 of the Kanzen Active Families initiative to support motor skills, confidence, and family engagement.

Section 9: Extra Curricular Activities

After School Activities

Monday: French Club (P1 - P3)

Tuesday: Tennis, Sumdog (P1 - P3)

Wednesday: Lego Club (P2+3), Cross Country (P6+7)

Thursday: Code Club (P4 - P7)

Lunch Time Activities

Monday: Girls Football (P1 - P3), Highland Dancing (P4 - P6)

Tuesday: Hockey Active Schools, Glee (P4 - P6)

Wednesday: Football SFA (P1 - P4), Dance Group (P1 - P3)

Thursday: Boys Football (P5 - P7)

Activities to be confirmed - Scottish Country Dancing, Puzzle Club, Art and Crafts, Sewing/Knitting Club



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