

# Fairview School



## School Handbook Academic Session 2025/2026



**Education and Learning**  
Improving Lives Together  
Ambition | Compassion | Integrity



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## Introduction

### Welcome to Fairview School

Fairview School is the Authority's Additional Support Needs school for children and young people with severe, complex and enduring additional support needs. We cater for pupils with severe social communication difficulties including those on the autistic spectrum. Children and young people (aged 3 - 18) are placed in the school by the Authority in collaboration with parents/carers. Children may access the nursery class prior to their third birthday as part of the home/school transition process. Under the Additional Support for Learning Act 2009, parents/carers have the right to make a placing request to the school which is considered by the placing panel taking account of the school's capacity and the needs of the child/young person.

The school has been purpose built to provide excellent facilities for pupils and staff. It opened in March 2008. The school was inspected by Her Majesty's Inspectors of Education (HMIe) in February 2020 and the report can be accessed on the Education Scotland website, the school website or a copy obtained from the school. The Nursery provision is regularly inspected by the Care Inspectorate and the reports can be accessed from the Care Inspectorate website, the school website or a copy obtained from the school.

The purpose of this handbook is to give you a good introduction to the school. It outlines the pupil profile used when deciding if this is the correct placement for a child/young person, the vision values and aims of the school, and the curriculum provided. The school's website will tell you more about the school. Links to websites which will give you more information are provided throughout the handbook and in the table on the last page. If you would like any of these documents in another format or would like a hard copy of them, please do not hesitate to contact us.

We liaise and work closely with our neighbouring schools as part of the development of the ethos of an inclusive campus. We continue to work hard to build our ethos and culture of mutual respect and understanding within our own community and the wider school community which enables us to provide appropriate and exciting learning experiences for the pupils who attend the school.

If there is anything you would like to discuss about the school or arrange a visit, please do not hesitate to contact the school. We look forward to welcoming you.

Leigh Verdot  
Head Teacher

## Delineated Area

Fairview School serves the whole of Perth & Kinross Council. It is an all through school for children and pupils aged 3– 18. There is a nursery class, primary department and secondary department.

## Contact Details

<b>Address</b>	<b>Fairview School Oakbank Crescent PERTH PH1 1DF</b>
<b>Telephone number</b>	<b>01738 473050</b>
<b>FAX</b>	<b>01738 634989</b>
<b>Website:</b>	<b><a href="https://blogs.glowscotland.org.uk/pk/FairviewSchool/">https://blogs.glowscotland.org.uk/pk/FairviewSchool/</a></b>
<b>Email:</b>	<b><a href="mailto:fairview@pkc.gov.uk">fairview@pkc.gov.uk</a></b>
<b>Head Teacher</b>	
Leigh Verdot	
Email	<b><a href="mailto:fairview@pkc.gov.uk">fairview@pkc.gov.uk</a></b>

Telephone

01738 473050

**Depute Head Teacher**

Trudie Carstairs

**Principal Teachers:**

Claire Beatson

Giacomo Staiano (Acting)

**Senior Social Care Officer**

Lynn Drysdale

**Chair of Parent Council – Nick Ward**

Email [fairviewparentcouncil@gmail.com](mailto:fairviewparentcouncil@gmail.com)

Working in partnership with parents/carers is a key part of the work of the school and we have an 'open door' policy regarding communication with parents/carers. If a parent has a concern they can share that with us by contacting the member of the Senior Management Team who is the key contact for their child's/young person's class. Parents can contact the head teacher directly, write or email to the school. If there is a concern, we need to know about it so we can work together to resolve it.

**Procedure in the case of pupil absence or sickness –**

Parents/carers should please contact the school office before 9.00am (and leave a message) to let us know if their child/young person will be absent, this includes for appointments. Members of the clerical team will contact parents/carers by 9.30am if there has not been a communication about absence or sickness.

**Complaints procedure**

As part of Perth & Kinross Council, our schools are committed to providing high quality services. If something goes wrong or you are dissatisfied with the service provided at your school the Council's **Complaints Procedure** is there to help you.

The Council regards a complaint as 'any expression of dissatisfaction about our action or lack of action, or about the standard of service provided by us or on our behalf.'

Our schools aim to resolve complaints quickly. Should you make a formal complaint to your school you will receive a response at **Stage 1** of our procedure within **five working days**, unless there are exceptional circumstances. If you are dissatisfied with the school's response at Stage 1, you can ask for it to be escalated to the next part of the Council's complaints procedure.

**Stage 2** involves an investigation by an Officer appointed by the Head of Education Services. At this stage, Perth & Kinross Council will respond to your complaint **within 20 working days**. If the investigation is going to take longer, you will be contacted and a revised response date will be agreed with you. You will also be kept updated on the progress of your complaint.

If you remain dissatisfied with the outcome of your complaint, you can contact the Scottish Public Services Ombudsman (SPSO). The SPSO is the final stage for complaints about most organisations providing public service in Scotland. Their service is independent, free and confidential.

The SPSO cannot normally look at:

- A complaint that has not completed our complaints procedure
- Events that happened, or that you became aware of, more than 12 months ago
- A matter that has been or is being considered in court.

The SPSO's contact details are:

SPSO  
Bridgeside House  
99 McDonald Road  
Edinburgh  
EH7 4NS

### **Freepost SPSO**

Freephone: 0800 377 7330  
Online contact: [@spsogovscot](https://twitter.com/spsogovscot)  
Website: [www.spsogov.org.uk](http://www.spsogov.org.uk)  
Mobile site: <http://m.spsogov.org.uk>

### **Additional Support for Learning - Resolving Disagreements**

There are routes for resolving disagreements where a child or young person has additional support needs. Further information is available in our **Information Sheet on Resolving Disagreements** available on the Council's website: [www.pkc.gov.uk](http://www.pkc.gov.uk) or by contacting **Tel No: 01738 476790**.

Further information on the Council's Complaints Handling Procedure is available on the Council's website: <http://www.pkc.gov.uk/complaints>

### **Visiting the school –**

If there is anything you would like to discuss about the school or arrange a visit, please do not hesitate to contact the school. We look forward to welcoming you.

### **Communication with parents/carers.**

You can communicate with us at any time – we welcome the opportunity to speak directly with parents/carers. There is daily communication between parents/carers and class teachers through Learning Journal. We share information about the work of the school and information about children and young people through electronic letters, memos, Groupcall messages on email or text, newsletters using Sway, Standard and Quality reports, Parent Council meetings, school events – open days, concerts, prize giving, sports days, Parent/Carer contact evenings, discussions with parents about Individualised Educational Programmes and Child Plan meetings (via TEAMS or in person). We work closely with the Parent Council and we very much appreciate the support we get from parents/carers and wider family members. We seek the views of parents/carers through surveys in conjunction with the Parent Council. We encourage parents/carers to speak with us by phone or in person when they wish to do so.

Please see our parental communication policy for further information:

[Updated Parental Communication Policy | Fairview School](#)

## Staff List (2024 – 2025 session)

<p><b>Senior Management Team</b> Leigh Verdot Trudie Carstairs Lynn Drysdale – Senior Social Care Officer – transition, staffing, transport</p>	<p><b>Pupil Support Assistants</b> Mrs V Amery Mrs E Boath Mrs E Boyle Mrs Y Brolly Mrs D Bissett Mrs N Colville – Play Assistant Ms S Clarke Ms K Dow Mr A Flett Mrs K Flood Ms J Fraser Mrs A Gilbert Mrs A Holden Mrs F Hawkins Ms A James Mr H Kamau Mrs J Lamond Mrs T Lawson Ms L Marshall Miss K McLeary Mrs S McLeod Mrs S Mellowship Mrs K Melloy Mrs J Mills Ms D Moyes Ms H Noonan Mrs J Oswald Ms A Paddick Mrs A Porteous Ms S Rhind Mrs A Robertson Mrs D Robertson Mrs S Scott Ms K Thomson Mrs K Todd Mrs H Williamson Ms N Young Mrs A Alsmeyer Mrs J Pearson Ms H Webster Mr M Cullerton Ms K Thomson Mrs J Simpson Mrs A Little Mrs K Hunter Ms K Esdale  Health/Education Support Ms L Macaskill</p>
<p><b>Principal Teachers</b> Claire Beatson Giacomo Staiano (Acting)</p>	
<p><b>Senior Social Care Officers</b> Hayley Noonan – family engagement, link with Allied Health Professionals Lorna McDougall – Senior Phase/ Skills for Work <b>Developing Young Workforce Coordinator</b> Lorna McDougall <b>Specialist PSA roles</b> Yvonne Brolly – Promoting Positive Behaviour/Rights Respecting Schools/Promoting Play experiences Jemma Oswald– Moving and Handling/Rights Respecting Schools/Promoting Play <b>Community Link Worker</b> Lindsey Harris <b>Outreach PSA</b> Carolann Petrie</p>	
<p><b>Nursery Class</b> Mrs D Spiers ECP</p>	
<p><b>Primary Department</b> Miss R Duncan Mrs C Beatson/Mrs L Trainor</p>	
<p><b>Transition classes</b> Mr C O’Hagan Miss R Stokes Mr G Staiano/Mrs Moran</p>	
<p><b>Secondary Department</b> Mrs M McNaughton Mrs T Lindsay Mrs E Wilson Mrs Skwierczynska Mr C Shepherd Mrs T Murray</p>	
<p><b>Specialist Subjects</b> Mrs K Borland            Art Mr S Farmer            Physical Education Mrs D Ward            Music Mrs E Stewart           Brass Instructor Mrs J Moran            Non class contact (Eco)</p>	
<p><b>Clerical Team</b> Mrs F McKay Mrs K Stevenson/Mrs C Wheadon  <b>Catering Team</b> Mrs A Tarbet Ms S Reid Mrs M Bichowska Mrs W Collier</p>	<p><b>School Janitor</b> Mr N Cassie Mr D Gavin  <b>Leisure Attendant</b> Mr C Downham</p>

**Lunchtime Supervisor**  
Mrs R Bradford

**School Nursing Service**  
Ms S Rowe  
Mrs T Ogilvie  
**Nursing Assistant**  
Ms K March

## School Ethos

### Vision Values & Aims

#### Vision

Fairview School is passionate about learning, achievement and enjoyment for all. We will work in partnership, challenging ourselves to improve and innovate to meet the individual needs of children and young people with complex and enduring needs, in an ever changing world.

At Fairview we are **FAIR** and provide **FUN** (and engaging) learning opportunities, we are **AMBITIOUS** for our learners, are **INSPIRED** by our learners and **INSPIRING** in our approaches and we are **RESPECTFUL** and **RIGHTS RESPECTING** towards all.

### We aim to:

- make a difference to our pupils and families
- show compassion, empathy and care to our school community, upholding our values and making everyone feel welcome
- develop opportunities and experiences to develop skills for learning, life and work, preparing our pupils for post school life
- celebrate all progress and achievements
- support and encourage each pupil to ensure they reach their full potential with as much independence as possible
- make pupils feel safe, valued and nurtured ensuring that basic needs and rights are met and everyone is included
- have a positive, calm learning environment that supports pupils physical and emotional wellbeing
- be a voice and advocate for our pupils and families and ensure pupil voice is listened to in whatever form it takes
- be innovative in our practice supporting pupils to **BE THE BEST THEY CAN BE**



Within the national context of a Curriculum for Excellence we are committed to ensuring that the children and pupils of the school become

- Successful Learners
- Confident Individuals
- Effective Contributors
- Responsible citizens

In order to fulfil our aims we are committed to working in partnership with parents/carers, allied health and other associated professionals, the wider school and local community. In addition, we are involved in local and national developments which benefit the development and wellbeing of the children and young people in the school. Inherent in the school is the principle of equalities and we ensure children and young people have access to their curriculum entitlements.

We seek to involve all staff, parents/carers and pupils in the work and life of the school, decision making processes and developments.

We work closely with officers of the Education & Children's Services and other Council Departments.

The Quality Improvement Officer for the school is Sarah Stephen who can be contacted by email: [asn@pkc.gov.uk](mailto:asn@pkc.gov.uk)

The school chaplain for the school is Rev Jim Stewart, Letham St Mark's Church in Letham.

We take pride in our outdoor spaces and encourage outdoor learning for all. We work with a number of partners in order to provide a stimulating outdoor environment for children and young people in the school. We also are members of the Viewlands Ventures group. The Perth Kinnoull Rotary Club supports the school every year by providing nursery class and primary department children an opportunity to take part in the Kids Day Out event in June as well as providing other funds to enhance our curriculum. A number of organisations generously donate money to the school each year. As part of class community visits we make use of local amenities, establishments and facilities.

Perth & Kinross Disability Sport and Scottish Disability Sport (at a national level) provides a good framework of sporting opportunities for children and young people in the school such as swimming, athletics, dance, table top cricket and boccia. We have Young Ambassadors for sport in the school.

We support a number of local, national and international charities and fundraising events.

At the heart of the work of the school is the health and wellbeing of the children and young people and the staff team. Positive relationships build confidence, respect, mutual understanding and creativity. All working together and in partnership with parents/carers and other professional colleagues we seek to enable each child and young person to develop their skills for learning and life. Developing communication skills is, we believe central to the emotional health and wellbeing of everyone. As a staff team, we believe all behaviour is a form of communication and as a result a good deal of work has been undertaken to understand each child and young person. As a result, we have developed personalised profiles and support strategies to enable staff to provide consistency of support and response, a positive learning environment, recognition and celebration of achievement. All of this can only be achieved by both recognising that a holistic approach to understanding children and young people and their development requires to have a collaborative and child/young person-centred approach to meeting needs. This is achieved by working in partnership with parents/carers and a range of allied health professionals – therapist and medical colleagues - and educational colleagues. We very much believe that the child/young person is at the centre and that by working together we can get it right for everyone.

The school is recognised as a 'can do' school and parents have reported that they feel confident in the school and the opportunities and experiences children and young people have. They also feel supported by the school.

## Parental Involvement

- We work hard to ensure that parents/carers are fully involved in the learning and achievement of their child/young person. We respect the primary role parents/carers have in the development of their child/young person and with our professional colleagues aim to ensure we work closely together to enable all children/young people to achieve.
- The school is committed to being an 'open' school with direct and easy access for all parents and carers. We will aim to respond to any query quickly and will strive to develop a range of tools for continuous engagement.
- Discussion and feedback from parents/carers is vital to the development of the school and we enable parents to provide us with their views, comments and information through Learning Journal and share their views through additional support needs procedures, response sheets for the standards and quality report and school reports.
- Through the parent council we discuss the school improvement plan, standard and quality report, guidelines, information booklets for parents/carers, nursery and school



- handbook. We seek the views of Parent Council members regarding social and cultural opportunities being organised.
- We have a Senior Social Care officer dedicated to the role of Parental Involvement who, along with the community link officer, offers events, training to parents and opportunities for parents to get together. The school won an Education Scotland award for family engagement in 2023.

<http://www.pkc.gov.uk/parentalinvolvement>

## Transitions

Admissions to the school can take place at any time during the course of the school year. A pupil profile has been developed for the school. In collaboration with parents/carers, children/young people are placed in the school in line with authority procedures. Under the Additional Support for Learning Act 2009, parents/carers have the right to make a placing request to the school which is considered by the placing panel taking account of the school's capacity and the needs of the child/young person.

All children and young people will:

- Have been identified as having severe, complex, multiple and enduring factors leading to a range of additional support needs.
- Have severe social communication difficulties including those on the autistic spectrum.
- Need a personalised curriculum not usually found in mainstream schools.
- Have their attainment recognised through individual targets as well as undertaking ASDAN and SQA National 1 and 2 awards and wider achievement awards as relevant.
- Need planned input from multi-agency partners – health, social work and the voluntary sector
- Be placed in the school by the authority using guidance in line with the Additional Support for Learning Act 2009.

Any transition into the school is personalised to meet the needs of the child and young person.

Parents are encouraged to visit the school, see the facilities and discuss any issues they may have with senior managers. They can visit the school over a period of time and on a number of occasions.

Home to school transitions are managed through the Additional Support for Learning Act procedures by establishing the nature of additional support needs, enabling 'taster' sessions in before the agreed starting time.

Transition into the primary department can take place from nursery but may be at other stages. Again, this process is personalised for each child through the Additional Support for Learning Act procedures taking account of educational needs.

Transitions into the secondary department can take place at the P7 stage but may be at other times. Again, this process is personalised for each young person through the Additional Support for Learning Act procedures taking account of educational needs.

The transition days in June – when P7 pupils attend their chosen secondary school – is used differently in Fairview School. We take this opportunity for all children/young people in the school to move up into their new classes (over a number of sessions) with their class teams. This gives the opportunity for children, young people and class teams to begin the process of getting to know one another before the new sessions begins.

Post school transitions are personalised and supported through the SCOPE Team and the Senior Social Care Officer with a remit for transition in consultation with parents/carers and where relevant young people.

## The Curriculum

The purpose of Curriculum for Excellence (<https://www.pkc.gov.uk/article/17339/What-is-Curriculum-for-Excellence->) is to enable children and young people to develop the four capacities as successful learners, confident individuals, responsible citizens and effective contributors.

In Fairview School the purpose of the curriculum is to enable each child and young person to become as appropriately independent as possible through continuous development of the four capacities. The ethos and life of the school community is structured to enable children and young people to learn and practise lifeskills as part of their daily routines. This includes eating and drinking, moving independently around the school, personal care, personal safety and social etiquette. The development of children and young people is at the heart of our learning provision.

The curriculum of the school is planned within the principles and guidelines of Curriculum for Excellence. Ensuring opportunities to develop skills for learning, skills for life and skills for positive destinations post school is central to the opportunities, tasks and contexts.

The curriculum within Fairview School

- Is defined as 'the totality of all that is planned for children and young people throughout their education'.
- Is inclusive and reflects the individual and collective needs of the children and young people who attend the school from ages 3-18.
- Is a stimulus for personal achievement and gives children and young people broad experiences and opportunities to take individual responsibility
- Is underpinned by the principles and entitlements of Curriculum for Excellence
- Enables children and young people to develop skills for learning, skills for life and for moving into positive destinations post school

Relevant Literacy, Relevant Numeracy and Health and Wellbeing are core areas of development of skills for children and young people and are tailored to meet needs based on professional judgement and assessment. Often literacy, numeracy and health and wellbeing are not taught as discreet subjects but built into relevant, interdisciplinary opportunities. Long term and short-term targets are set for children and young people. Individualised My Learning Plans are developed under the headings of; My Communication, Interaction and Literacy skills; My Wellbeing (Physical, Social and Emotional); My Creativity, Independence and Vocational skills; My Play, Leisure and Choices; My Thinking, Problem solving and Numeracy Skills and My Community. Discussion, as relevant, is undertaken with Speech and Language Therapists, Occupational Therapists and Physiotherapists to inform this process. Parents/carers play an active role in agreeing these targets.

### **Literacy (My Communication, Interaction and Literacy skills)**

Relevant literacy experiences (including the use of the Milestones) have been selected by the school as a basis of planning which are tailored to individual needs based on professional judgement and partnership working. Functional communication skills are a major focus across the school. These inform the learning in each class and teachers plan smaller steps to enable children and young peoples' progress to be evaluated and celebrated.

### **Numeracy (My Thinking, Problem Solving and Numeracy skills)**

Relevant and functional numeracy experiences (including the use of the Milestones) have been selected by the school as a basis of planning which are tailored to individual needs based on professional judgement and partnership working. These inform the learning in each class and teachers plan smaller steps to enable children and young peoples' progress to be evaluated and celebrated.

## **Health and wellbeing (My Wellbeing (Physical, Social and Emotional))**

Health and wellbeing includes:

- Specific areas of development for children and young people
- Ongoing developments for individual children in nursery and primary classes
- Physical education programmes
- Swimming and rebound therapy for nursery and primary aged children
- Swimming, rebound therapy and choice afternoons for secondary aged young people.
- Self-regulation and emotional awareness
- Keeping ourselves safe (relationships and sexual health)
- Play, including access to the Clown Doctors for some young people

The health and wellbeing of each child/young person is central to the life and work of the school and we work hard to ensure that they are safe, healthy, achieving, nurtured, active, respected, responsible and included. This is reflected in the relationships between adults and learners, the protocols and programmes in place to develop personal awareness of the environment, personal safety, social communication skills and personal independence.

## **Relationships, Sexual Health and Parenthood (RSHP) Education at Fairview**

**A rights-based approach** - Learning about relationships, sexual health and parenthood is the right of every child and young person. What this learning looks like will vary significantly for each learner. It is important for learners that there is a close relationship between school and home when it comes to RSHP education. This will ensure everyone works together to promote independence, personal safety and wellbeing for every child and young person.

Throughout the school year your child will take part in RSHP education. This programme covers a range of themes including: - My Body, Puberty, Personal Hygiene, Gender, Relationships, Personal Space and Boundaries. The class teachers will work at an appropriate age and stage for individual pupils. Each pupil will have their own individualised programme and the termly focus will be shared on My Learning profiles.

- The school's nursing team provide further supports for children and young people and there are also a range of clinics held in the school.

## **Citizenship (My Community)**

Under the heading of citizenship are the learning opportunities which further promote the breadth and entitlement of experience for children and young people. They include:

- The cycle of interdisciplinary learning for nursery and primary classes. This cycle ensures that over three years all subject areas are included.
- Almost all curricular areas in secondary classes: Expressive Arts, Technologies, Social Cultural, Social Sciences, choice afternoon activities.
- Whole school experiences such as ECO, Rights Respecting Schools, Health and Wellbeing, Pupil Council, Specific Challenges
- Real life learning situations such as community visits

We have frequently regained our ECO Green Flag School status and are always looking at how to improve and continue to embed the ECO philosophy in the work of the school.

In addition, in October 2023 we were awarded our Gold Award for Rights Respecting Schools as well as being awarded Inclusion Ambassadors (special school category) by Children in Scotland in September 2023.

As we continue to develop the curriculum, children and young people will continue to have the opportunity to participate in appropriate, relevant and exciting learning experiences, including work experience. We work closely with our allied health professional colleagues to ensure tasks are set at an appropriate level of challenge for children and young people.

Multi-sensory approaches, technologies and real-life learning contexts are central to the work of the school. Children and young people are encouraged to be as independent as possible in their learning and their personal and social development.

During the week nursery and primary children participate in rebound therapy (if relevant), swimming, expressive arts, group music and lifeskills. Secondary age pupils participate in choice afternoons. They can select to participate in a wide range of activities. The range of activities is reviewed to enable opportunities and interests to be taken up.

## **Primary Department**

Relevant skills for life, learning and work is at the core of learning across the school building on the four capacities of CfE. The curriculum of the primary department is organised into a three year cycle of interdisciplinary learning contexts based around 3 learning pathways – a sensory pathways (pre-formal), a life skills pathway (informal) and a towards independence pathway (semi-formal). Play is a major focus as a vehicle to develop a wide-range of skills in the primary school. Developing an understanding of a young person's sensory profile is vital across the school. These enable children to encounter, explore, experience and learn about different curricular areas. These carefully planned opportunities give children the opportunity to develop skills, gain confidence and success. Some children may link with schools in their local community, as appropriate. This is organised on an individual basis. Community visits and outings play an important role in lifeskills development.

## **Secondary Department**

As children move from P7 into S1, their curriculum will continue to develop at an appropriate level and pace and build on their achievements in the primary years. Those children who join the school from a primary school other than Fairview School will have the opportunity to visit and become familiar with the school as part of their transition arrangements.

Within the context of the campus young people may have the opportunity to participate in learning experiences in other settings in order to ensure skills are embedded across a range of contexts. As part of the secondary experience young people may access Woodlea Cottage as part of a living skills programme and develop skills for work and life.

### **S1 to S3**

During these three years young people continue to develop their knowledge and skills within curriculum for excellence guidelines as part of their broad general education. A choice afternoon provide opportunities to follow interests and to work in interdisciplinary areas of the curriculum.

### **S4 – S6**

From S4 onwards, young people will have opportunities to have their achievement recognised through ASDAN Awards and National Qualifications as appropriate and relevant to them.

Over the course of S5 and S6, the curriculum emphasis is preparation for life after school. The focus is on developing life skills, independence and confidence in the wider community, including relevant work experience.

## **Wider Achievement**

Wider achievement is recognised through, Dynamic Youth, High 5 Awards, Sports Leaders, Personal Achievement Awards, Prize Giving, a range of after school activities and Duke of Edinburgh Awards. We are also keen to celebrate the achievements of children and young people that happen outside of school hours.

## **Religious/Moral Education**

This programme is part of citizenship and takes account of beliefs and values in social, cultural, spiritual and religious contexts. Traditions and practices inform the social cultural approach taken in enabling children and young people to encounter, experience and learn about world religions. Through the focus of Christianity and other major world religions, important stories from these religions are used to broaden the experience of children and

young people. They will also be encouraged to experience and learn about the social and cultural customs and practices that go with these religions. Our aim is to enable children and young people to experience and know about values and different viewpoints and to develop an understanding of diversity and tolerance.

Parents/carers have the right to withdraw their child from attending Religious Education. Any parent/carer wishing to do so should discuss this with the Head Teacher. Alternative arrangements will be made.

Religious Observance – There is a weekly Get Together for the primary and secondary departments. This is led by the SMT and individual classes. In addition, at arranged times throughout the session, the school Chaplain may attend and contributes to the programme. Children and young people will experience religious celebrations from different beliefs through topic based work in class. Parents/carers are able to exercise their right to withdraw their child/young person if they wish.

## **Assessment & Reporting**

Assessment of children's and young people's progress is ongoing through individual tracking and planning. Individual My Learning Plans are produced under the headings of; My Communication, Interaction and Literacy skills; My Wellbeing (Physical, Social and Emotional); My Creativity, Independence and Vocational skills; My Play, Leisure and Choices; My Thinking, Problem solving and Numeracy Skills and My Community. Parents/carers are closely involved in the setting of targets and in also discussing progress. Teachers use a variety of assessment methods and record progress in a range of ways which are relevant to each individual pupil and will be discussed with parents. Each child/young person has their own profiles on Learning Journal which are updated regularly. Photographs and videos are shared with parents and carers to highlight the achievements from the My Learning Plan Children/young people are involved in recognising their achievement in a variety of ways which take account of their learning style. As well as highlighting key achievements this profile can be used to reflect the voice of the child/young person at their additional support needs review. The annual review gives parents/carers comprehensive information on the strengths, factors and needs of their child/young person. In getting it right for every child, where appropriate children/young people may attend the review as part of this information sharing and update. Where relevant, reports are provided for parents by therapist colleagues as part of the review process.

Parents/carers can meet with senior managers at any time and are encouraged to meet with class teachers for My Learning discussions at any time this would be helpful. There are two parent/carer evenings per year. An annual written report is published in the summer term.

Over the last year staff have been working on a new tracking system which will be fully implemented this year which will support our assessment of learning and planning for next steps.

## **Support for Pupils**

As part of the school's ethos supporting children and young people is a central role of the school. Each class has a link member of the senior management team who has overall responsibility for discussion with class teachers, support arrangements for children and young people, planning for and monitoring progress of children and young people in their designated classes. They would also be responsible for the pastoral care of the children/young people in their link classes. Children and young people who are absent from school for extended periods may be offered to link in with the Community Link worker to take part in learning activities at home.

The school has three child protection officers – Leigh Verdot, Trudie Carstairs, Claire Beatson.

Children and young people are supported in classes and throughout the school day by consistent and skilled staff teams. On average each class is made up of 6 pupils and is supported by 1 class teacher and 3 pupil support assistants.

The relevant senior manager chairs the additional support needs review. They would also co-ordinate a co-ordinated support plan.

For further information:

<http://www.pkc.gov.uk/article/17278/Schools-additional-support->

Parents/carers can obtain further information from sources below

(a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527;

Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0345 123 2303

Email Enquiry service: [info@enquire.org.uk](mailto:info@enquire.org.uk)

Advice and information is also available at [www.enquire.org.uk](http://www.enquire.org.uk)

Enquire provides a range of clear and easy-to-read guides and factsheets including The parents’ guide to additional support for learning.

(b) Scottish Independent Advocacy Alliance (<http://www.siaa.org.uk/>), a charitable body registered in Scotland under registration number SC033576; and

(c) Scottish Child Law Centre (<http://www.sclc.org.uk/>), a charitable body registered in Scotland under registration number SCO12741.”

## School Improvement

The school produces an annual Standard and Quality Report which outlines the progress that has been made in development planned for that session in the School Improvement Plan. The Standard and Quality Report also outlines the development priorities for the next session. All parents/carers are sent a copy of the report and if they would like a copy of the full School Improvement Plan this will be sent to them.

The Parent Council are fully involved in the creation of these documents.

Our latest reports can be found on our School Website:

<https://blogs.glowscotland.org.uk/pk/FairviewSchool/>

### Other useful websites:

<https://www.sqa.org.uk/sqa/70972.html>

<https://www.dofe.org/>

<http://scqf.org.uk/>

<https://www.asdan.org.uk/>

<https://sportscotland.org.uk/schools/active-schools/>

<https://www.sportsleaders.org/>

<https://www.youthscotland.org.uk/awards>

[www.careinspectorate.com](http://www.careinspectorate.com)

[http://www.pkc.gov.uk/media/40989/Anti-Bullying-Strategy/pdf/Antibullying\\_Strategy\\_1\\_.pdf?m=636471161244000000](http://www.pkc.gov.uk/media/40989/Anti-Bullying-Strategy/pdf/Antibullying_Strategy_1_.pdf?m=636471161244000000)

## School Policies & Practical Information

There are a range of parent guides which outline guidance/procedures on a number of key areas regarding the work of the school and the health and wellbeing of children and young people. These can be found on the school's website.

<https://blogs.glowscotland.org.uk/pk/FairviewSchool/>

### Authority Education Policies and Services

The authority website provides information on policy.

Grants and benefits to include free school meal entitlement, clothing grants, transport, music tuition and Education Maintenance :

<https://www.pkc.gov.uk/article/17282/Schools-and-nursery-grants-and-benefits>

Information of Educational Psychology Services

<http://www.pkc.gov.uk/eps>

School Meals and free fruit

<http://www.pkc.gov.uk/freeschoolmeals>

Education Maintenance Allowance – can be applied for at the point of age 16 (see website for annual eligibility dates and criteria)

<https://www.pkc.gov.uk/article/17408/Education-Maintenance-Allowance>

Many pupils from Fairview School access SHIP after school club – based at Fairview School – and SHIP holiday club.

[HOME | SHIP-Support Help and Integration in Perthshire](#)

### Arrangements for Emergency Closure

#### EARLY CLOSURE (DURING THE SCHOOL DAY):

SEVERE WEATHER CONDITIONS - HEAVY SNOW, WIND, FLOODS

If the school has to close during the school day, parents or emergency contacts will be informed via a newly established text service to mobile phones and by email: **please ensure that the school office has an up to date mobile phone number and email address for you.** Our school website, twitter feed and Parent Council Facebook page will also be used.

#### CLOSURES OUTWITH SCHOOL HOURS:

##### SEVERE WEATHER CONDITIONS

This link below will detail information about school closures:

<http://www.pkc.gov.uk/schoolclosures>

Our website and twitter feed will also be updated. **Groupcall may be used in some circumstances and parents should make sure mobile phone numbers are kept up to date.**

In the event of the school remaining open during heavy snow, parents should make the decision of whether or not to send their child to school based on the safety of walking conditions on the roads and pavements and transport arrangements; our school playground will be in a similar condition.

## **EMERGENCY ARRANGEMENTS**

In the event of an emergency, (e.g. if your child becomes ill or has an accident) or in exceptional circumstances, the school may need to contact parents or emergency contacts; on rare occasions it may be necessary to send every child home. It is, therefore, most important that parents keep the school informed promptly about any change of address, telephone number or place of employment as well as any changes regarding emergency contacts. Forms are available from our school office.

## **ORGANISATION OF THE SCHOOL DAY**

Fairview Nursery offers full time placements, term time from 9am-3pm.

The primary day is 9– 3pm.

Lunch is 12.00 – 12.45pm with break at 1030-1045.

The secondary day is 9.00 – 3.30pm with break at 10.45 – 11.00 am and lunch 12.30 – 1.15 pm.

## **Name of Child Protection Officers**

Leigh Verdot – Head Teacher

Trudie Carstairs - Depute Head

Claire Beatson – Principal Teacher

## **GIRFEC**

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people. Wellbeing is described by 8 'indicators':

Safe	Healthy	Achieving	Nurtured	Active	Respected
Responsible	Included				

These eight words help everyone to understand wellbeing in the same way and use the same language to talk about it. Sometimes the initials of the words are used, and the wellbeing indicators are referred to as SHANARRI.

The vast majority of Scotland's children and young people get all the help and support they need from within their families and their wider, local communities. But at times a child, young person or family might need extra help or support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get the help or support that they need. Within schools, key staff are available to children, young people and their parents/carers to provide help, advice or support should they choose to make use of it.

The Child or Young Person's Plan is one single plan which coordinates all the services and agencies involved in supporting a child/young person, will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.

## **Nursery**

Children are offered provision in the nursery by the authority in close collaboration with parents and other professionals. Prior to starting nursery, an additional support for learning meeting is organised. The purpose of this meeting is to establish the additional support needs of the child. Children attending the nursery class will have some 'taster' sessions as part of their transition to the nursery class at age 3. A personalised approach is taken to ensure a smooth transition and from age three onwards children are offered five sessions per week.

The nursery class is registered with the Care Inspectorate.



Within the context of the overall vision for the school the nursery class has its own set of aims. These are to:

- accept each child as they are, a unique individual
- Provide a safe, secure and stimulating environment which encourages each child to be an active learner.
- plan a personalised programme for each child within the principles of a curriculum for excellence
- Enable each child to learn at his/her own pace.
- work as a team, collaborating with other professionals to ensure support for all children
- Value parents as partners in their children's education and offer support and help to families.

Parents/carers are encouraged to be in close communication with the class team. The class team consists of an ECP, Pupil Support Assistants, a play assistant and there is also a member of the senior management team (Principal Teacher – Claire Beatson) who is linked with the class. Parents/carers are very welcome to visit the school and talk to staff. They are given opportunities to meet the professionals who support their child in a range of ways. Information is exchanged daily through the use of Learning Journals. My Learning plan discussions, Child's Plan meetings and parent/carer contact evenings provide further opportunities for parents/carers to be closely involved in decision making processes. We encourage parents/carers to be as involved as possible in the education of their child and the work of the nursery.

## **Introduction**

In accordance with the Education (Scotland) Act 1980 and the Education (School and Placing Information) (Scotland) Regulations 2012, Perth & Kinross Council Education & Children's Services' schools produce handbooks covering the following categories of information:

- 1 School Information
- 2 Local Authority information

Whilst the information contained in this school handbook was accurate at the time of publication (December 2024), further changes may have occurred since then.

# Contents

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B	School Commencement Arrangements
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## **A Placing in Schools - Primary, Secondary and Special**

The policy of Perth & Kinross Council Education Authority is to assign to each school a defined zone known as a catchment area. Each home address has a catchment school for both primary and secondary education. The catchment schools are dependent on pupils' home address. Although we try to provide enough places for all children in the catchment area to attend the catchment school, living within a catchment area does not guarantee a child a place at that school.

In accordance with the provisions of the legislation, parents have a right to make a request that their child be placed in a school of their choice other than the school which normally serves the catchment area in which they reside. Parents' wishes will be met where possible. If the number of places in any particular school is limited, priority for admissions shall be determined on the following basis:

### **Priority 1:**

Children normally resident within the catchment area of the specified school.

Where the number of requests for admission to the specified school by children normally resident within the catchment area exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith i.e. (Roman Catholic and Episcopal Church).
- (b) Children having a brother or sister (or relative permanently living at the same address as part of an extended family\*) in attendance at the school
- (c) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school\*\*.
- (d) Thereafter places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

**\* Provided that the member of the extended family for whom the placing request has been made has lived within that extended family for a period of at least two years.**

**\*\* Priority will be given to those pupils who have attended an associated primary school the longest.**

Where it may be necessary to refuse only some places in any of the Priorities at (a), (b) and (c), because the number of requests exceeds the number of places available, priority will be determined as follows:

Category (a) the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

Category (b) the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

Category (c) the criterion of length of time attending an associated primary school with priority being given to those pupils who have attended an associated primary school the longest. Where it is necessary to prioritise pupils who have attended an associated primary school for the same length of time, the single criterion of distance from the specified school will be used, with priority being given to those whose normal place of residence is closest to the school.

### **Priority 2:**

Children resident within Perth and Kinross and not normally resident within the catchment area of the specified school but having a brother or sister (or relative permanently living at the same address as part of an extended family\*) in attendance at that school.

Where the number of Priority 2 requests for admission to the specified school exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith i.e. (Roman Catholic and Episcopal Church)
- (b) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school\*\*.
- (c) Thereafter places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

**Priority 3:**

Children resident within Perth and Kinross and not normally resident within the catchment area of the specified school and having no brothers or sisters in attendance at that school.

Where the number of Priority 3 requests for admission to the specified school exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith i.e. (Roman Catholic and Episcopal Church)
- (b) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school\*\*.
- (c) Thereafter places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

**Priority 4:**

Children not resident in Perth and Kinross and not normally resident within the catchment area of the specified school but having a brother or sister (or relative permanently living at the same address as part of an extended family\*) in attendance at that school.

Where the number of Priority 4 requests for admission to the specified school exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith i.e. (Roman Catholic and Episcopal Church)
- (b) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school\*\*.
- (c) Thereafter places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

**Priority 5:**

Children not resident in Perth and Kinross and not normally resident within the catchment area of the specified school and having no brothers or sisters in attendance at that school.

Where the number of Priority 5 requests for admission to the specified school exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith i.e. (Roman Catholic and Episcopal Church)
- (b) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school\*\*.
- (c) Thereafter places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

**\* Provided that the member of the extended family for whom the placing request has been made has lived within that extended family for a period of at least two years.**

**\*\* Priority will be given to those pupils who have attended an associated primary school the longest.**

Placing requests will normally be granted except where there are circumstances defined in the Act which justify the Authority's refusal of such a request.

The Authority may also determine that in exceptional circumstances particular pupils may require to be placed in a specific school in order to meet exceptional needs, such as physical disability, as determined by the Authority. These placements will take priority over any of the 5 priorities above.

**Parents who have made successful placing requests for their children at other schools of their choice have to make their own transport arrangements and meet the costs thereof.**

Any pupil who attends a primary school other than the one proposed by the Authority (i.e. as the result of a placing request) and who is due to transfer to a secondary school will be offered a place at the secondary school in whose catchment area he/she lives.

[www.pkc.gov.uk/article/17276/School-enrolment](http://www.pkc.gov.uk/article/17276/School-enrolment)

## **B School Commencement Arrangements**

The school entry date in Perth and Kinross is the first day of the school session (Tuesday 19 August 2025). A child is of compulsory school age on the first school entry date from his/her fifth birthday. If your child is of compulsory school age on the first school entry date from his/her fifth birthday, they are eligible to start school on **Tuesday 19 August 2025** and you should register your child for primary school during the January 2025 registration week, or alternatively, his/her parents may delay the registration until the beginning of the next school session.

Parents will be notified by advertisement in the local press to register their child/children in the school of their choice during a designated registration week in mid-January. They will be invited to contact the Headteacher for further information about registration arrangements.

### **Early Registration**

Parents who enquire about the possibility of early registration (i.e., of children whose fifth birthday falls after the last day of February) should note that early entry is discouraged but are advised to contact Education & Children's Services on 01738 476200.

### **Expansion of Early Learning and Childcare (ELC)**

PKC Education and Learning offer Early Learning and Childcare (ELC) as outlined in the Scottish Government's Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland.

All 3-5 year olds and eligible 2 year olds have access to 1140 hours of fully funded ELC. This means that in PKC most children experience early learning and childcare in a funded provider for at least two full days a week and some full days for 5 days a week.

As a result of the changes to a child's experience prior to beginning their Primary School education across PKC, Primary One children attend school for a full day and therefore no longer access half days for the first two weeks of term.

## **C Equal Opportunities**

Perth & Kinross Council values the diversity of the communities in this Council area and works towards providing services that are inclusive and accessible. Perth & Kinross recognises that social inclusion and promoting equality of opportunity and good relations between different groups can only be achieved by incorporating equalities into the planning and implementation processes for all Council Services. We have a duty to promote and develop the practice of equality of opportunity for all members of our community regardless of:

- Race
- Gender
- Marital/family status
- Disability
- Religion

- Sexual orientation
- Age
- Language
- Place of residence
- Socio-economic status

It is the responsibility of all staff to support a climate conducive to providing equal opportunities for all.

## **Relationships and Behaviour**

Perth and Kinross Council takes a relational approach to achieving positive behaviour. This means that there is an emphasis on consistent, respectful relationships and an understanding of behaviour as communication. Our nurturing approach has a focus on the learning environment to ensure that happy and healthy relationships are the foundation for learning within classrooms. This requires inclusive classrooms based on an ethos of nurture, respect and a restorative approach to resolving difficulties.

## **Fostering Inclusion and Reducing Exclusion**

Fostering Inclusion and Reducing Exclusion is the Authority's revised guidance to support the planning and decision making for children and young people who may be at risk of exclusion or where an exclusion from school, has been deemed as a last resort and is required to take place. The guidance emphasises the need for learning establishments to create the conditions for inclusion through effective learning and teaching, promoting positive relationships and behaviour, and employing preventative approaches which reduce the need for exclusion.

This guidance applies to children and young people who are enrolled in a Perth and Kinross school or ELC setting and will be relevant to the parents and family of those children and young people, staff in schools, staff in Perth and Kinross Council's Education and Learning and agencies who support our children and young people and families.

The guidance is set out in two sections which can be accessed through the following link:

<https://www.pkc.gov.uk/article/17425/Exclusion-of-pupils>

Part 1 – Policy which explains the expectations of our schools and ELC settings and the legal basis and parameters relating to exclusions; and

Part 2 – Procedures which provides some easy-to-follow flowcharts and checklists to help school staff manage situations where exclusion might be considered. The Appendices hyperlinked in Part 2 provide copies of the template letters available on SEEMiS, the list of SEEMiS reference codes and a template for the minute of the meeting to resolve an exclusion and support a return to school.

## **D School Meals**

It is the Authority's policy to provide meals and facilities for the consumption of packed lunches in all schools.

Pupils in primary schools are offered a two-course lunch with a choice of main course including vegetarian option, supplemented by salads and bread, which meet The Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020. A choice of milk or water is also included. Meals are, in the main, prepared from fresh ingredients by well trained personnel in a food safe environment.

There is a fixed, subsidised charge for a meal in a Primary school which is £2.30 (as at 2024/2025). School meal charges are subject to review at any time.

School meals should now be paid through ParentPay, our online payment solution with parents/carers having much more choice of how, when and where they can pay for school costs using modern technology. School meals, trips and other school related items can be paid for online, on a smartphone, tablet or other mobile devices. Parents/carers have the ability to access their own secure account which will give information regarding their accounts,

including amount paid, when paid and amounts outstanding. It will also provide increased security for pupils who will no longer have to carry large amounts of cash or cheques to school.

ParentPay is our preferred method of payment, please contact the school for your ParentPay account activation code.

### **Medically prescribed diets and Nut and Peanut allergy**

School lunches can be provided for children in primary schools either requiring a medically prescribed diet or who have a nut and/or peanut allergy. Please download the [information leaflet](#) and [application form](#). Parents can also self-manage simple dietary requirements for their children by using the interactive menu and carbohydrate menu available at [Tayside Contracts](#).

Medically prescribed diets can usually be accommodated within the school lunch service. This does not include pupils who simply dislike certain foods.

For more information on school meals including menus, meal photos and forms, please visit the website:

<http://www.pkc.gov.uk/schoolmeals>

To access the current interactive menu which provides recipe, nutritional and allergy information, please visit:

<https://www.tayside-contracts.co.uk/catering>

and click on the interactive menu link. This site also contains details of forthcoming promotions.

For any other enquiry please contact:

School Catering  
Perth & Kinross Council  
Council Building  
2 High Street  
Perth  
PH1 5PH

E-mail: [SchoolCatering@pkc.gov.uk](mailto:SchoolCatering@pkc.gov.uk)

### **Packed lunches for trips**

Packed lunches are available for school trips either free (as appropriate) or charged at the standard meal price. The school will normally ask if you require a packed lunch and offer choices as part of the trip registration process.

### **Home Lunches**

Some parents/carers may wish their child to go home for lunch, rather than remain at school.

The school's responsibility for the pupils at lunchtime relates to those who remain at school for either a school lunch, or a packed lunch. Parents/carers are responsible for pupils who go home for lunch.

There is no requirement for school staff to pass a primary age pupil into the care of an adult, so parents/carers must have clear arrangements in place, including whether the pupil can make their own way home, if they require to be met at the school and any contingency plans if arrangements are to change.

### **Free School Meals**

Access to free school meals is an important part of the school meals service in Scotland. It is



important that pupils entitled to free school meals get them without fear of stigmatisation. They should not be made to feel different from those who pay, nor be readily identified by others. Our meal payment and pre-order systems fully support these aims.

## **Who is Eligible for Free School Meals?**

### **If your child is in P1 to P5**

Free School Meals are offered to all pupils in P1 to P5 without the need for parents/carers to submit an application form. However, an application form must be completed if you also require a school clothing grant for your child in P1-P5.

Don't forget to submit an application form for Free School Meals for your child when he/she moves into P6 as they will no longer be automatically entitled to Free School Meals.

### **If your child is P6 or above**

You can claim free school meals for your child(ren) if you are receiving:

- Income Support (IS)
- Income based Job Seeker's Allowance (IBJSA)
- Any income related element of Employment and Support Allowance (IRESA)
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £19,995
- Child Tax Credit (CTC) and Working Tax Credit (WTC) and your income is less than £9,552
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit where the monthly earned income does not exceed £796

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can claim free school meals for yourself.

For more information on Child Tax Credit and Working Tax Credit visit the [Inland Revenue](#) website.

You can apply online for free school meals at the following link: [www.pkc.gov.uk/freeschoolmeals](http://www.pkc.gov.uk/freeschoolmeals)

Alternatively, application forms may be obtained from Headteachers or Pullar House, 35 Kinnoull Street, PERTH, PH1 5GD.

## **E School Clothing Grants**

You can claim a school clothing grant for your child(ren) if you are receiving:

- Income Support (IS)
- Income based Job Seeker's Allowance (IBJSA)
- Any income related element of Employment and Support Allowance (IRESA)
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £19,995
- Child Tax Credit (CTC) and Working Tax Credit (WTC) and your income is less than £9,552
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit where the monthly earned income does not exceed £796

Education & Children's Services will consider one application per academic year for a grant towards the cost of purchasing essential clothing to enable children, up to the age of 16, to attend school.

You can apply online for a school clothing grant at the following link: [www.pkc.gov.uk/freeschoolmeals](http://www.pkc.gov.uk/freeschoolmeals)

Alternatively, application forms may be obtained from Headteachers or Pullar House, 35

## **F Music Tuition**

### **Instrumental Music Instruction and Central Groups 2025-26**

In recognition of the integral part instrumental music plays in pupils' education and welfare, Scottish Government has announced that instrumental music lessons will be delivered free of charge.

The Perth & Kinross Instrumental Music Service offers opportunities for pupils to play a musical instrument and participate in music making with many ensembles, orchestras and bands.

- Pupils learning musical instruments develop a wide range of unique skills, providing a means of fulfilment and enjoyment whilst nurturing a greater understanding of the arts.
- Parents can enjoy and share their child's excitement in learning to play an instrument. Your child performing at a concert will provide you with a great sense of pride and satisfaction.
- Schools will provide opportunities for pupils to enrich their curriculum and the life of the school.
- Instrumental music prepares pupils to make a meaningful contribution towards the artistic life of the community.

The service offers an exciting opportunity to participate in a unique course within education which will benefit all participants for the rest of their lives. Lessons will be delivered on a face-to-face basis.

After a short period of time, pupils will also be able to perform in school ensembles and local authority orchestras and bands as well as attending residential music camps. It is strongly advised that pupils receiving tuition in school strive to attend school bands and orchestras and one of these Central Groups as this is recognised as an integral part of tuition.

For further information, please visit our website, Instrumental Music Service App and social media pages via the contact details below.

[MusicService@pkc.gov.uk](mailto:MusicService@pkc.gov.uk)

[www.pkcmusic.com](http://www.pkcmusic.com)

Facebook – [PKC Music Service](#)

Twitter - [@pkcmusicService](#)

Instrumental Music Service App



Please download the Instrumental Music Service app by scanning the QR code above or search "School App for Parents" in the Apple or Google Play app stores and search "Perth and Kinross Instrumental Music Service".

## **G Travel to School**

The journey to and from school is a very important part of your child's day and it should be as safe and pleasant as possible. As a parent/carer you are responsible for ensuring this is the case. Where school transport is provided, responsibility is shared between the Council and parents/carers.

The school is very keen to reduce car travel to school and promote safe and healthy journeys to school which can help to reduce the use of the car and impact of the 'school run'.

The decision on whether a child is ready to make the journey to school independently, on foot, by bicycle, by public transport, etc., must rest with parents/carers and children themselves.

The Council wants as many children as possible to walk or cycle to school. We also want children to travel safely and to feel secure on the school journey. We are particularly aiming to increase levels of walking or cycling where journeys are less than a mile for younger children and less than two miles for older children.

Walking and cycling boosts children's health and well-being. It also allows them to travel independently and to access the range of flexible opportunities schools will increasingly offer outside the standard school day. Freedom to move around the local area independently is an important part of growing up. Other important benefits of active travel are development of social and life skills, less pollution and greater awareness of environmental issues.

If parents/carers have to drive, they can be asked to park away from the school - some schools suggest a local drop off point. Drivers can also be asked to think about teaming up with another family to share the school run. School Policies will obviously have to recognise different needs and circumstances: some staff and pupils may have no alternative to the car.

School Travel Plans are an essential part of Perth and Kinross Council's strategy to tackle issues related to school transport. School Travel Plans will frequently involve an element of engineering works required to improve the safety of the street environment for the school children, as well as the promotion of initiatives to increase the number of school children who walk, cycle or use public transport to get to their school.

A School Travel Plan is a strategy developed by each school to encourage and promote more active journeys to school for both pupils and staff. The role of the School Travel Plan is to make alternatives to driving easier and safer, and to give parents/carers plenty of information about the options.

A School Travel Plan can help to improve the school run, reduce congestion and increase road safety, make school and pupils healthier, make routes to school safer and look after our environment.

Please contact your school to find out more about their School Travel Plan or if you want to encourage or help your school to develop one.

Given these facts, please carefully consider your mode of transport to/from school with your child and try and leave the car at home if you can.

## **H Transport**

Free school transport is only available to pupils attending their catchment school and living more than two miles (primary) or three miles (secondary) from the school measured by the shortest available walking route.

Transport will be provided from a suitable point on the public highway. Please note that this can be up to two miles (primary) or three miles (secondary) from the pupil's home.

Parents of pupils who are refused school transport only have the right to appeal to the Review Sub-Committee of Lifelong Learning Committee where transport is withdrawn, or on the grounds of safety where there is no public service bus operating.

Where appropriate, the Authority may provide free transport for pupils who attend a special school or specialist unit.

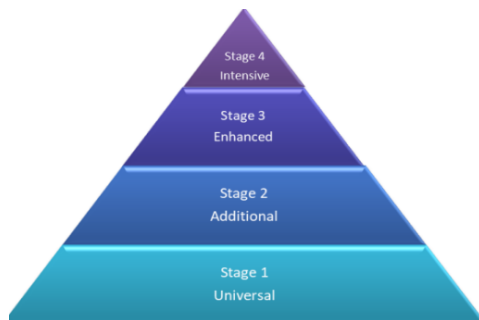
Parents who have made successful placing requests for their children at other schools of their choice have to make their own transport arrangements and meet the costs thereof.

You can apply online for free school transport at the following link:

Alternatively, application forms may be obtained from Headteachers or Pullar House, 35 Kinnoull Street, PERTH, PH1 5GD.

## I Additional Support Needs

Additional support is a broad term used to describe barriers to learning which may be long or short in duration. There are many reasons why children and young people may have additional support needs. These may arise from various factors, including family circumstances, the school environment, health issues, learning, and social and emotional difficulties. Therefore, it is common for children to require additional support at some stage during their education.



All Children and Young People are supported in ELC settings and schools by a **Staged Intervention Model**, which aims to identify and meet needs at the earliest opportunity to promote, support or safeguard well-being and improve education and wellbeing outcomes.

[https://www.pkc.gov.uk/media/52819/Staged-Intervention-Framework/pdf/Staged\\_Intervention\\_Framework\\_May\\_24.pdf?m=1718366451947](https://www.pkc.gov.uk/media/52819/Staged-Intervention-Framework/pdf/Staged_Intervention_Framework_May_24.pdf?m=1718366451947)

Most children make progress in school and their education can be fully supported at a **universal** level by the class teacher. However, some children require **additional** or **enhanced** support through targeted interventions at times within their mainstream educational journey to allow them to achieve their full potential.

Where the requirement for additional or enhanced support is identified, a Child or Young Person's Plan (CYPP) sets out their support needs and the interventions required to address them.

A very small number of children and young people with significant and long-term additional support needs that require input from services other than Education may need a Coordinated Support Plan (CSP).

[https://www.pkc.gov.uk/media/52817/Child-and-Young-Person-Planning-Guidance/pdf/Child\\_and\\_Young\\_Person\\_Planning\\_Guidance\\_May\\_24.pdf?m=1718365602270](https://www.pkc.gov.uk/media/52817/Child-and-Young-Person-Planning-Guidance/pdf/Child_and_Young_Person_Planning_Guidance_May_24.pdf?m=1718365602270)

### Placing requests

Placing requests may be made for Fairview School or an Intensive Support Provision (ISP) when a child's education needs cannot be met in their catchment school and their learning requires to be supported at an **intensive** level.

A Transition Panel will consider the request, basing its decision on a comprehensive assessment of the child's educational needs. This assessment will incorporate the perspectives of the child's parents, teacher, school Educational Psychologist, and the Inclusion Quality Improvement Officer.

Where a child has been identified as having support needs which cannot be met within the Authority, the Authority may consider placement in a special school (either within or out with Perth & Kinross).

<https://www.pkc.gov.uk/article/17301/Placing-request>

### Transitions

School transition is a process that prepares children, young people & their families with the necessary skills, knowledge and relationships to assist in successfully moving from one setting

to another. The transition process can be challenging for some children and young people with additional support needs. You should discuss any transition concerns with school staff and any professionals supporting your child.

Transitions will be discussed as part of the child or young person's planning process (CYPP). Additional arrangements (enhanced transition) may be agreed if appropriate.

The following leaflet explains the support that may be provided during this process:

[https://www.pkc.gov.uk/media/45195/Leaflet-7-Transitions/pdf/Leaflet\\_7.pdf?m=1724065845613](https://www.pkc.gov.uk/media/45195/Leaflet-7-Transitions/pdf/Leaflet_7.pdf?m=1724065845613)

## **Signposting**

If you have any concerns about the support your child or young person is receiving, please contact their school in the first instance.

Each school has a 'named person' who serves as a clear point of contact for all children, young people, and their families. This person can provide access to ASN information, advice, and assistance. They can also offer insights into your child's progress and discuss the support currently in place <https://www.gov.scot/policies/qirfec/named-person>

In most primary school settings, the named person will be the Head Teacher or Depute Head Teacher.

If you require further advice or guidance, enquiries can also be made by contacting [ASN@pkc.gov.uk](mailto:ASN@pkc.gov.uk)

## **Communication from school**

Schools continually monitor and assess all children and young people's needs. If it is identified that your child requires additional support, the school will contact you to discuss this. Schools aim to offer support, advice and to agree appropriate interventions and next steps.

If your child has established additional support needs, you will be contacted throughout the academic year as agreed within your child's CYPP or CSP should there be any changes.

Occasionally, challenges may arise that negatively affect a child or young person's attendance and engagement. To address this, support for the child and their parents or carers through assessment, planning, and action is provided. Therefore, the school will contact you following the attendance guidance outlined below:

[https://www.pkc.gov.uk/media/10236/Attendance-Recording-Management-Guidance-and-Operational-Procedure/pdf/Attendance\\_Policy\\_and\\_Guidance\\_for\\_Education\\_and\\_ELC\\_Settings.pdf?m=1717080323997](https://www.pkc.gov.uk/media/10236/Attendance-Recording-Management-Guidance-and-Operational-Procedure/pdf/Attendance_Policy_and_Guidance_for_Education_and_ELC_Settings.pdf?m=1717080323997)

## **Online Support and Information**

**Enquire** – This is a Scottish independent advice service for additional support for learning. It has two websites available [www.enquire.org.uk](http://www.enquire.org.uk) (tailored for parents/carers and practitioners) and <https://enquire.org.uk/category/children-and-young-people-info/> (tailored for children and young people).

Enquire also provides 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' <https://enquire.org.uk/enquire-resources/additional-support-for-learning-a-guide-for-parents-and-carers/>

**PKC website** - This has a variety of ASN information, along with links to related topics of interest: <https://www.pkc.gov.uk/article/17278/Schools-additional-support->

**PKC Directory of Services** – This offers comprehensive information on the various support services available to families locally and nationally. This includes designated sections on

additional support needs, parenting advice and mental health support  
<https://www.pkc.gov.uk/familysupportdirectory>

If you cannot access the internet, please ask the school office if you require copies of this information.

Further advice or enquiries can be made by contacting [ASN@pkc.gov.uk](mailto:ASN@pkc.gov.uk)

## **J Parental Involvement/Parent Councils**

The Scottish Schools (Parental Involvement) Act 2006 became legislation in September 2006. This Act proposed changes which were implemented in August 2007 to abolish School Boards and replace them with Parent Councils.

All parents of pupils attending school are automatically members of the Parent Forum for that school and will be entitled to have a say in what happens at the school.

The Parental Involvement Act aims to do several things:

- It aims to help parents become more involved with their child's education and in schools.
- It places duties on Scottish Ministers and education authorities to promote parental involvement, and a duty on each education authority to produce a strategy for parental involvement.
- It introduces a new system of Parent Councils to replace School Boards, aiming to make it easier for parents to express their views.

All schools have been working with parents to determine if a Parent Council is to be established for the school. The role of the Parent Council is to:

- Support the school in its work with parents.
- Represent the views of all parents.
- Encourage links between the school, parents, pupils, pre-school groups and the wider community.
- Report back to the Parent Forum.

There are currently 79 schools in Perth and Kinross which have established a Parent Council. For more information on the Parent Council for your child's school, please contact the Headteacher.

### **Advice, Information and Concerns**

Parental communication is encouraged and valued. Your child's school is your first point of contact should you require advice, information or to raise concerns. The school will deal with any concerns raised confidentially, timeously and work with you towards a resolution. Your school will advise you how to take your concerns forward should these remain unresolved.

Website link: [www.pkc.gov.uk/parentalinvolvement](http://www.pkc.gov.uk/parentalinvolvement)

## **K Insurance**

The authority insures against its legal liability for (i) personal injury, provided negligence is proved against the Council and (ii) loss or damage to property of third parties except where the following exclusions apply:

- Theft of personal belongings

- A pupil's own negligent actions
- The actions of a third party, i.e. another pupil
- Expensive personal items, e.g. mobile phones, personal electronic devices.

Parents are advised that no insurance cover is maintained for circumstances in which the Council does not have legal liability and may wish to consider making their own insurance arrangements.

## **L Child Protection/Looked After Children**

### **Child Protection**

Keeping children and young people safe and protected from harm, abuse and exploitation is *everyone's job and everyone's responsibility*.

Child Protection sits within the wider [GIRFEC](#) policy and practice framework. [The National Guidance for Child Protection in Scotland](#) (Scottish Government 2014) provides the overarching policy framework for child protection services in Scotland.

The [Perth and Kinross Child Protection Committee CPC Inter-Agency Child Protection Guidelines 2017](#) translate the national guidance into the local child protection working practices and arrangements across Perth and Kinross. These guidelines aim to support local practitioners and managers in the public, private and third sector organisations across Perth and Kinross, including all Schools.

Each school has a Child Protection Officer appointed to be responsible for child protection matters. This person is specially trained for the task.

All schools have good contacts with School Medical Officers, School Nurses and Police, any or all of whom may become involved if child protection concerns arise. Beyond this, close working relationships exist with social work staff who are also part of Education & Children's Services. Any discussion to bring in an outside agency to discuss a concern about a child will only be taken after involving the School Child Protection Officer. The Child Protection Officer will usually contact you to inform you if someone has expressed a concern about your child and discuss the situation with you in order to decide what will happen next, including what information, if any needs to be shared with other agencies. In less usual cases the Child Protection Officer may decide that the concern is so serious that they need to seek advice from Services for Children and Young People & Families (social work) before informing parent(s). These situations are unusual, and we will endeavour to ensure that you are informed and are enabled to participate as appropriate in any action which we may initiate regarding your child should a child protection issue arise.

If you are worried or concerned about a child or young person then, in the first instance you should contact:

- Your child / children's school.
- The Child Protection and Duty Team 01738 476768 (24 hour service)
- Visit the Council's Child Protection Website on [www.pkc.gov.uk/childprotection](http://www.pkc.gov.uk/childprotection)

### **Looked After and Accommodated (LAAC) Children**

Looked After Children, in line with Education (Additional Support for Learning) (Scotland) Act 2009 are considered to have additional support needs, unless it is otherwise determined at a relevant education planning meeting. A policy of supported mainstream inclusion is complemented by a range of intensive support provisions. These are either attached to or are part of mainstream schools. In addition, there is one all through special school (3-18) for children with profound and complex difficulties.

Each school has a designated Care Experienced Teacher who deals with all matters relating to children who are 'looked after' e.g. accommodated in foster or residential care, or who are subject to a compulsory supervision order through the Children's Hearing.



This designated teacher will be responsible for monitoring the progress of looked after children in the school and will provide a source of advice if your child is looked after.

Further information on Looked After Services can be found on:

[www.pkc.gov.uk/fosteringadoption](http://www.pkc.gov.uk/fosteringadoption)

## **GIRFEC**

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people. Wellbeing is described by 8 indicators' - Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included

These eight words help everyone to understand wellbeing in the same way and use the same language to talk about it. Sometimes the initials of the words are used, and the wellbeing indicators are referred to as SHANARRI.

The vast majority of Scotland's children and young people get all the help and support they need from within their families and their wider, local communities. But at times a child, young person or family might need extra help or support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get the help or support that they need. Within schools, key staff are available to children, young people and their parents/carers to provide help, advice or support should they choose to make use of it.

The Child or Young Person's Plan is one single plan which coordinates all the services and agencies involved in supporting a child/young person, will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.

Further information on GIRFEC can be found on:

<https://www.pkc.gov.uk/article/17389/Information-for-staff-GIRFEC>

## **M Access to Information – Parents and Pupils**

The [Pupils' Educational Records \(Scotland\) Regulations 2003](#) require the Authority to give a parent access to information relating to school pupils, past and present, held by them.

- The regulations cover information which originated from a teacher or other employee of the education authority, the pupil to whom the information relates or a parent of that pupil.
- The regulations only cover information relating to the school education of the pupil.
- The request must be in writing (or other permanent format for future reference purposes eg email/tape recording).
- The parent seeking access must provide the Authority with sufficient information to satisfy the authority of his/her identity and to enable the Authority to locate the information requested.\*
- The Authority must comply with a request within 15 school days of receiving a validated request. (A validated request means that the information requested at \*(see above) has been provided.

This is only a brief outline of the basic legal provisions. The regulations contain further detailed rules. They also provide for certain exemptions from the right of access to information.

Pupils can also make a request to see their educational records. Requests to see educational records should be made directly to the relevant school.

Data protection legislation means that you can request other personal information, not contained in an educational record, by submitting a Subject Access Request.



If a child is over 12 and is considered to have capacity, you will be required to provide a signed mandate from them authorising you to act on their behalf. You will usually be required to provide proof of your identity (and your child's if they are required to provide a signed mandate) before your request can be processed.

Subject Access Requests should be submitted to the Council's Information Governance Team at 2 High Street, Perth, PH1 5PH or to [DataProtection@pkc.gov.uk](mailto:DataProtection@pkc.gov.uk) , 01738 477933.

## School Records

The [Pupil's Educational Records \(Scotland\) Regulations 2003](#) gives parents, or people with parental responsibility, the right to see their child's educational record. These records are called Pupil Progress Records, or PPRs.

If you would like to exercise your right to see your child's PPR you should contact your child's school directly. Contact details for all Perth and Kinross Council schools are available below: [www.pkc.gov.uk/article/17285/Schools-in-Perth-and-Kinross](http://www.pkc.gov.uk/article/17285/Schools-in-Perth-and-Kinross)

Requests should usually be made by email or in writing, but other recorded formats can be accepted if necessary. The school may ask you to provide them with proof of your identity.

Schools have 15 school days to respond to your request. There is never any cost to view your child's records; the Council usually waives the charge it is entitled to make for providing a copy if this is required.

Please ask if you need the information requested to be provided in an alternative language or format e.g., braille.

Occasionally, a school record may contain information – such as information about another pupil - which must be removed before you are provided with it.

If you wish to request information about other records relating to your child, such as social work records, you should submit a [Subject Access Request](#) . If you're unsure about what kind of request you should submit, please contact the Council's Information Governance team on 01738 477933 or at [DataProtection@pkc.gov.uk](mailto:DataProtection@pkc.gov.uk) for advice.

## **N Transferring Education Data about Pupils**

Education authorities and the Scottish Government Education Department have collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus, the Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland; and the analysis of data for statistical purposes within the Scottish Government itself.

### **What Pupil Data is Collected and Transferred?**

Data on each pupil is collected by schools, local authorities and the Scottish Government. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government.

Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, it is hoped that the explanations contained in this information and on the ScotXed website ([www.gov.scot/Topics/Statistics/ScotXed](http://www.gov.scot/Topics/Statistics/ScotXed)) will help you understand the importance of providing

the data.

A complete list of the Scottish Governments School Education data collections can be found here: [www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation](http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation)

## Why Do We Need Your Data?

In order to make the best decisions about how to improve our education service, the Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- Plan and deliver better policies for the benefit of all pupils, or specific groups
- Better understand some of the factors which influence pupil attainment and achievement
- Share good practice
- Conduct teacher workforce planning
- Target resources better
- Enhance the quality of research to improve the lives of people in Scotland
- Provide a window on society, the economy and on the work and performance of government by publishing statistical publications and additional tables about School Education
- Providing school level information

Extracts of the data will also be shared with The Electoral Registration Officer to offer the opportunity to register on the Electoral Roll when approaching their eighteenth birthday, Glow to access digital learning environments, ParentPay for management of online payment of school meals, excursions and activities, CRB for cashless catering, Groupcall for messaging services, Young Person's National Entitlement Card for access to public services across Scotland and with the NHS for monitoring the child health immunisation programme.

The Scottish Government Privacy Notice for children and young people can be found at: [www2.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices](http://www2.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices)

The Perth & Kinross Council main education Detailed Privacy Notice can be found here: [www.pkc.gov.uk/detailedprivacynotices](http://www.pkc.gov.uk/detailedprivacynotices)

## Your Data Protection Rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the General Data Protection Regulation and Data Protection Act 2018. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data.

The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website ([www.gov.scot/Topics/Statistics/ScotXed](http://www.gov.scot/Topics/Statistics/ScotXed)). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

The Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the Scottish Qualifications Authority. On occasion we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order

to fulfil their official responsibilities.

Any sharing or linkage of data will be done under the strict control of Scottish Government and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

General Data Protection Regulation gives you the right to access your personal data. This is known as a Subject Access Request. Further details of how to make a Subject Access Request online or using the Subject Access Request Form can be found here: [www.pkc.gov.uk/article/20313/Accessing-your-information-Subject-Access-Requests](http://www.pkc.gov.uk/article/20313/Accessing-your-information-Subject-Access-Requests) .

Note that it's not necessary to apply online or complete the form in order to submit a Subject Access Request, but they provide a useful guide to what details we need in order to respond. If you would like further guidance about how to submit a request for personal information, contact the Information Governance team on 01738 477933 or at [DataProtection@pkc.gov.uk](mailto:DataProtection@pkc.gov.uk)

## Concerns

The Data Protection Officer for this data is the Data Protection & Information Assets team, [dpa@gov.scot](mailto:dpa@gov.scot)

If you have any concerns around this data collection please contact the DPIAT team, or Mick Wilson, Head of Education Analytical Services ([Mick.Wilson@gov.scot](mailto:Mick.Wilson@gov.scot)).

Or by writing to: Education Analytical Services, Area 2A-North, Victoria Quay, Leith, Edinburgh, EH6 6QQ.

Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

## O Attendance

Perth & Kinross Council is committed to working in partnership with parents, children and other stakeholders to ensure that, wherever possible, all children enrolled in our schools receive an education that maximises the opportunity for each child to achieve his/her potential.

In working towards this, Perth & Kinross Council Education & Children's Services' expects all schools to closely monitor the attendance of all children and young people.

It is every parent's legal duty to ensure that, if their child is of school age, they attend school regularly. Our staff in schools work with pupils and their families to ensure that pupils attend regularly and punctually.

A school may refer a child to the Scottish Children's Reporter for consideration of Compulsory Supervision measures if there are serious concerns about non-attendance. Perth & Kinross Council also has an Attendance Sub Committee to consider serious cases of school non-attendance. The membership of the Attendance Sub Committee is composed of Elected Members (Councillors) and parent representatives from Parent Councils in the area. It is advised by a representative of the Executive Director (Education and Children's Services).

If you are having problems with your child's attendance at school you should discuss this with the school in the first instance as they have a range of supports that can be provided before these actions have to be taken.

Website Link:

[www.pkc.gov.uk/article/17283/Schools-rules-attendance-and-behaviour](http://www.pkc.gov.uk/article/17283/Schools-rules-attendance-and-behaviour)

## **P Family holidays**

Family holidays will be marked in school as an unauthorised absence. This will be done even if you have told the school you intend to take your child on holiday. No school work will be given, although some schools may consider giving you information about what will be covered during the absence.

Extended visits overseas to relatives or extended absence in relation to children of travelling people would be marked as an authorised absence.

Extended is defined as a period of more than **four** weeks. If you wish to discuss the matter further in relation to your child, please contact the school.

Website link:

[www.pkc.gov.uk/article/19274/Family-Holidays](http://www.pkc.gov.uk/article/19274/Family-Holidays)

## **Q Care Standard Inspections**

Social Care & Social Work Improvement Scotland (known as the Care Inspectorate) has a responsibility to inspect all nursery schools and classes on a regular basis. These inspections are part of the Regulation of Care Standards within Early Education & Childcare. Further information on Care Inspectorate inspections is available from the Headteacher or by contacting Care Inspectorate (telephone 0345 600 9527) or [www.careinspectorate.com](http://www.careinspectorate.com).

### **Nursery Inspection Process**

All providers of early learning and childcare for 2, 3 and 4 year olds are currently inspected by the Social Care & Social Work Improvement Scotland (known as the Care Inspectorate) and Her Majesty's Inspectorate (HMI), part of Education Scotland. Staff follow national guidelines for the early learning and childcare of children aged 2-5 years that encourage learning through play and the service must meet standards laid down by HMI. Further information on inspections is available from the Headteacher.

## **R School Crossing Patrollers**

It is very difficult to recruit School Crossing Patrollers. If the School Crossing Patroller terminates their employment, or is absent for any reason, it may not be possible to provide cover.

If this happens, Headteachers will inform parents.

Parents have a responsibility for ensuring that their children are able to travel to and from school safely, whether or not the Authority is able to provide safe routes or safe crossing facilities.

## **S Employment of Children**

The employment of children under the age of 16 is subject to compliance with Perth & Kinross Council bye-laws which outline permitted types of employment and permitted periods of working.

**Children under the age of 13 are not permitted to undertake any type of employment.**

Further details and an information booklet called 'The Employment of Children – Perth and Kinross Council Bye-Laws' is available online:  
<https://www.pkc.gov.uk/article/17406/Employment-of-children-Permit-and-bye-laws>

Telephone: 01738 476200

E-Mail: [FBSSchools@pkc.gov.uk](mailto:FBSSchools@pkc.gov.uk)

## T Childcare and Family Information

Perth and Kinross Childcare and Family Information Service can supply details of childcare services within your local area including childminders and out of school care. The service also has a wide range of other information for families including leisure activities and support groups.

For further information please contact:

E-mail: [childcare@pkc.gov.uk](mailto:childcare@pkc.gov.uk)

Telephone: 0345 601 4477

Website: [www.pkc.gov.uk/families](http://www.pkc.gov.uk/families)

Families can also access information on the national website: [www.scottishfamilies.gov.uk](http://www.scottishfamilies.gov.uk)

## U Complaints

As part of Perth & Kinross Council, our schools are committed to providing high quality services. If something goes wrong or you are dissatisfied with the service provided at your school the Council's [Complaints Procedure](#) is there to help you.

The Council regards a complaint as 'any expression of dissatisfaction about our action or lack of action, or about the standard of service provided by us or on our behalf.'

Our schools aim to resolve complaints quickly. Should you make a formal complaint to your school you will receive a response at **Stage 1** of our procedure within **five working days**, unless there are exceptional circumstances. If you are dissatisfied with the school's response at Stage 1, you can ask for it to be escalated to the next part of the Council's complaints procedure.

**Stage 2** involves an investigation by an Officer appointed by the Head of Education & Learning. At this stage, Perth & Kinross Council will respond to your complaint **within 20 working days**. If the investigation is going to take longer, you will be contacted, and a revised response date will be agreed with you. You will also be kept updated on the progress of your complaint.

If you remain dissatisfied with the outcome of your complaint, you can contact the Scottish Public Services Ombudsman (SPSO). The SPSO is the final stage for complaints about most organisations providing public service in Scotland. Their service is independent, free and confidential.

The SPSO cannot normally look at:

- A complaint that has not completed our complaints procedure
- Events that happened, or that you became aware of, more than 12 months ago
- A matter that has been or is being considered in court.

The SPSO's contact details are:

SPSO  
Bridgeside House  
99 McDonald Road  
Edinburgh  
EH7 4NS

**Freepost SPSO**

Freephone: 0800 377 7330  
Online contact: [@spsso.gov.scot](mailto:@spsso.gov.scot)  
Website: [www.spsso.org.uk](http://www.spsso.org.uk)  
Mobile site: <http://m.spsso.org.uk>

### **Additional Support for Learning - Resolving Disagreements**

There are routes for resolving disagreements where a child or young person has additional support needs. Further information is available in our **Information Sheet on Resolving Disagreements** available on the Council's website: [www.pkc.gov.uk](http://www.pkc.gov.uk) or by contacting [ASN@pkc.gov.uk](mailto:ASN@pkc.gov.uk)

Further information on the Council's Complaints Handling Procedure is available on the Council's website: [www.pkc.gov.uk/complaints](http://www.pkc.gov.uk/complaints)

## **V Further Information**

In all cases relating to your child's education, you should discuss the matter with the Headteacher. If further information relating to your child's education is required, you should contact:

Education & Learning  
Council Building  
2 High Street  
PERTH  
PH1 5PH

Telephone: 01738 476200  
E-Mail: [FBSSchools@pkc.gov.uk](mailto:FBSSchools@pkc.gov.uk)



If you or someone you know would like a copy of this document in another language or format, (on occasion only a summary of the document will be provided in translation), this can be arranged by contacting  
Customer Service Centre on 01738 475000.

إن احتجت أنت أو أي شخص تعرفه نسخة من هذه الوثيقة بلغة أخرى أو تصميم آخر فيمكن الحصول عليها (أو على نسخة معدلة لمخلص هذه الوثيقة مترجمة بلغة أخرى) بالاتصال ب:  
الاسم: Customer Service Centre  
رقم هاتف للاتصال المباشر: 01738 475000

اگر آپ کو یا آپ کے کسی جاننے والے کو اس دستاویز کی نقل دوسری زبان یا فارمیٹ (بعض دفعہ اس دستاویز کے خلاصہ کا ترجمہ فراہم کیا جائے گا) میں درکار ہے تو اس کا بندوبست سروس ڈیولپمنٹ Customer Service Centre سے فون نمبر 01738 475000 پر رابطہ کر کے کیا جاسکتا ہے۔

如果你或你的朋友希望得到這文件的其他語言版本或形式 (某些時候，這些文件只會是概要式的翻譯)，請聯絡  
Customer Service Centre 01738 475000  
來替你安排。

Jeżeli chciałbyś lub ktoś chciałby uzyskać kopię owego dokumentu w innym języku niż język angielski lub w innym formacie (istnieje możliwość uzyskania streszczenia owego dokumentu w innym języku niż język angielski), Proszę kontaktować się z  
Customer Service Centre 01738 475000

P ejete-li si Vy, anebo n kdo, koho znáte, kopii této listiny v jiném jazyce anebo jiném formátu (v n kterých p ípadech bude p eložen pouze stru ný obsah listiny) Kontaktujte prosím Customer Service Centre 01738 475000 na vy ízení této požadavky.

Если вам или кому либо кого вы знаете необходима копия этого документа на другом языке или в другом формате, вы можете запросить сокращенную копию документа обратившись  
Customer Service Centre 01738 475000

Ma tha thu fhèin neo duine a dh'aithnicheas tu ag iarraidh leth-bhreacden phàipear seo ann an cànan eile neo ann an cruth eile, (aig amannan cha bhith ach gearr-chunntas a-mhàin ri fhaighinn air eadar-theangachadh) faodar seo fhaighinn le bhith a' cur fios gu:  
Customer Service Centre 01738 475000

You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

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