

Crieff Primary School



School Handbook Academic Session 2025-2026



Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity



School information

1. Introduction
2. Delineated Area
3. **Contact Details**
4. **School Ethos**
5. **Parental Involvement**
6. **Transitions**
7. **The Curriculum**
 - a) Language
 - b) Maths
 - c) Environmental Studies
 - d) Expressive Arts
 - e) **Religious Observance**
8. **Assessment & Reporting**
9. **Support for Pupils**
10. **School Improvement**
11. **School Policies and Practical Information**
12. Name of Child Protection Officer

Introduction

WELCOME FROM THE HEADTEACHER

Dear Parent/Carer,

A warm welcome to Crieff Primary School.



Crieff Primary School is a values-based learning community where we take pride in developing all aspects of children's learning. We are committed to promoting care of the environment and providing children with opportunities to 'make a difference' in our local situation.

We look to foster in our children's positive attitudes to work, achievement, self-esteem, and the wider world. We support the children to develop the skills to be successful learners, confident individuals, effective contributors, and responsible citizens. To this end, we build effective partnerships with you and the wider community so that together we can share the important task of preparing our children for the opportunities and challenges of the future so that they can achieve their full potential and follow their dreams.

We do not wish to focus only on academic achievement, but also to recognise and celebrate all aspects of our children's development. We have several pupil groups in school where pupils plan collaboratively with staff to take decisions on learning and the life of our school.

We offer you opportunities to share in your child's learning through regular planned activities where we welcome parents, families, and friends to see and share in the fantastic learning environment which is Crieff Primary School.

Many additional activities are offered through partnerships within our wider school community. We have a highly proactive Parents in Partnership group and indeed a very supportive whole school forum who support a range of extra-curricular activities.

Please be assured that no concern about your child's learning, care and welfare is too small or unimportant to share with us; don't hesitate to contact us at any time.

We hope that the following pages will give you an insight to our school.

Suz McKenzie
Headteacher

Delineated Area

Crieff and surrounding area – contact Perth & Kinross 01738 475000

Contact Details

School Name: Crieff Primary School
Broich Road,
CRIEFF
PH7 3SE

Office Telephone Number: 01764 657888

Absence Line: 01764 657 899

Email: crieffprimary@pkc.gov.uk

Roll: 420 inc. 40/40 Nursery, 5 Strong Start places in the morning & afternoon
Intensive Support Base (ISP)

Headteacher: Suz McKenzie
Telephone Number: 01764 657888
Email: crieffprimary@pkc.gov.uk

Parents should inform the school on the first day of absence by phoning the dedicated absence line on 01764 657 899 which is available 24hrs or by email or letter to class teacher. If any child is absent without the school being notified the school office will telephone home to ensure the child's safety.

Should a parent have a concern about any aspect of their child's welfare and learning, they should in the first instance speak to the class teacher to resolve this concern. If they feel that their concern is of a more serious nature then a letter to, or an appointment made through the school office with either one of the Deputes or the Headteacher, is always available. At that point or in response to any written communication the appropriate member of the school leadership team will respond to the concern, investigate any matters appropriately and then feedback to parents.

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.

School and class newsletters/bulletins detailing information about school events and activities are sent home via email. See Saw and X are all great methods by which parents can keep up to date with their child's daily learning experiences.

We will contact you by telephone if there is ever anything specific that we wish to discuss with you. Should you wish to discuss any aspect of your child's development, please telephone the school and an appointment to meet will be arranged at a mutually convenient time.

During the Autumn and Summer terms, you will be invited to attend Parent Contact Evenings. This is a chance to share with your child's teacher your knowledge of your child and your hopes for his/her progress, and any additional support needs/relevant information. At these meetings, the teacher will share information regarding your child's personal and social development as well as indicating any curricular development needs and strengths. The teacher will also share ideas as to how to help your child at home.

You will receive interim reports twice a year and a final written report on your child's progress during the Summer Term.

When requested by either parent or teacher, a follow up or an additional meeting can be arranged.

Other means of communication include parent open events and workshops, curricular events, concerts, assemblies and performances.

School Ethos

Our school **Values** is to aspire for our whole school community to be:

Respectful, Responsible, Ready

Our values have been developed in consultation with all staff, children and parents and reflects our desire to provide Equity in Quality for every child and their family every day.

We aim to create a happy and welcoming environment where there are positive relationships and there is a high level of responsibility and regard for the safety and well-being of others. We ensure that all children have equal access and opportunity to be included in every aspect of school life, from their learning to their social development. We promote and value high standards and high levels of attainment through a curriculum which values individual achievement and progress. We place great importance on the development of self-esteem, ambition, and pride within a positive and supportive environment. We provide a wide range of experiences for all children encouraging enthusiasm for learning.

The choices we make are so important in life. We strive to ensure that pupils have the information and skills to enable them to make positive, informed, and healthy lifestyle choices.

A sense of community is at the heart of our school. We encourage close, cooperative links between school, parents, and the wider community.

Developing our Sense of Community

We recognise major Christian festivals of Harvest, Christmas and Easter and sometimes choose to celebrate them in our local church. Parents who wish to withdraw their child from assemblies should contact the Head Teacher to arrange this.

We encourage the community to take an interest in our school life as we also go out into the community and become involved in community life.

As a school we follow a restorative approach. We firmly believe strong relationships are at the heart of a school and relationships include staff, pupils, and parents. As a school we have developed our School Code of Conduct, which, together with our UNCRC class charters, emphasises the positive approach to behaviour throughout our whole school community. There are procedures to follow in terms of sanctions or referral, should the need arise.

The aim of our school is to establish a very effective, positive relationship between pupils and teachers so that unacceptable behaviour is less likely to arise. Most children show a caring attitude towards others and a responsible outlook towards the school. Staff make every effort to show children that they have high expectations and good behaviour is valued. Where cases of indiscipline occur, incidents will, in the first instance, be investigated by the class teacher or playground assistant and, if necessary, by the Head Teacher or one of the Depute Head Teachers. All those involved will be given the chance to express their point of view. Children will be given advice about how the incident could have been prevented.

Behaviour, which is unacceptable, is in the first instance explored through conversation with each child. A pupil's voice is heard, and pupils are given an opportunity to rectify their actions. If behaviour occur again, Behaviour Slips are shared class teacher, DHT or HT as appropriate. Our Positive Relationship Policy can be found on our website and in school.

To foster a sense of whole school identity children and staff are allocated a "House". Children from the same family are allocated to the same House. The Houses are named after local landmarks. Individually, children are given points as reward for a range of personal achievements which include consistently good classroom behaviour, politeness, and helpfulness towards others. The House system continues to build upon classroom practice.

Health Care is an integral aspect of Crieff Primary School in terms of child welfare and in the curriculum. We are a Health Promoting School and value a healthy diet, exercise and general health and wellbeing of staff and pupils. The school has well equipped First Aid packs at various locations throughout the school and a number of staff are qualified in First Aid treatment.

Playground staff carry first aid packs to administer basic first aid. A number of staff have completed First Aid Training. School staff will contact parents if there are any concerns about a child 's welfare following an incident.

Parents should ensure that the school is informed of any specific medical conditions their child may have or medications he/she is currently receiving. A form for recording this information is available from the school office. Where there is a need for medication to be administered during the school day, parents must complete the appropriate form, available from the office, before the medication is administered by staff. The medicine must be clearly labelled with the child's name, date, and amount of dose.

For safety reasons, children should not wear earrings at gym time. If however, you prefer that your child keeps his/her earrings in at all times then please tape over the earring so that it cannot be caught on gym equipment

All P1 children have a 5-year-old vision, height and weight check. At other stages of the school hearing and vision tests are carried out only if concern is expressed by parents or teachers. At age 11 forms are sent home regarding 11-year-old screening. This is carried out only if parents' express concern.

The school office keeps Emergency Contact number/s and family doctor register for every pupil in case they are ever required. It is essential that Emergency Contact numbers are kept updated.

A variety of Health Care professionals are also linked to the school and attend joint meetings to support pupils and families.

Transitions

Transitions information

The transition to Primary 1 here in Crieff Primary school is not just for Crieff Primary School Nursery Children alone. We have a number of children who come to use from childcare settings in and around the Crieff area and sometimes further afield dependent on what their parents working circumstances are.

We feed from our fellow Local authority nursery:

St Dominic's Primary School nursery class
Broich Road
Crieff
PH7 3SB
01764 657800

Locally the Partner Provider nurseries that we have a close working relationship with are:

Morrison's Academy Nursery
Ferntower Road Crieff
Crieff
PH7 3AN
01764 653885

Auchlone Nature Kindergarten
Abercairney Estate
Crieff
PH7 3QZ
01764 683656

The other nursery in our locale from which we receive children is:
Little Scallywags Ltd
22 Galvelmore Street
Crieff
01764 656274

There is a well-paced programme of transition events for all children moving into Primary 1 in Crieff Primary and a process of Enhanced transition for children with Additional Support Needs to allow school staff, parents and children to work together to ensure that the process is smooth and effective. The same is true of the transition from P7 to high School. The majority of pupils in Crieff Primary School move onto Crieff High School with arrangements in place to allow parents children and staff to have confidence in the move.

Crieff High School
Strathearn Community Campus
Pittenzie Road
Crieff
PH7 3JN

The Curriculum

Curriculum for Excellence in Perth and Kinross

As we prepare our children for the future in our fast-changing world and equip them for jobs which may not yet exist, Curriculum for Excellence is being introduced, in schools across Scotland, for all learners aged 3-18. In Perth & Kinross we have built on our Setting the Standard documents and the Improving Learning series by producing Creating a Curriculum for Excellence – which incorporates a four-part guide outlining the role played by the 3-18 Curriculum Framework, Effective Learning and Teaching, Enterprise and Vocational Education and Assessment for Learning in creating Curriculum for Excellence in our schools.

Under Curriculum for Excellence every child is entitled to a broad general education with opportunity to acquire depth of knowledge in some areas and to develop Skills for learning, skills for life and skills for work. The learning experiences we deliver will offer learners the opportunity for personalisation and choice. Learning activities will be structured to ensure children work at a pace they can cope with and with the challenge they will thrive on. Plans and tasks will link knowledge in one curriculum area to that in another, helping children to understand the world and to make connections. Children will think for themselves, make sound judgements, challenge opinions, enquire and find solutions.

Curriculum for Excellence empowers our teachers to make professional judgments about what and how they teach. It encourages creative approaches and promotes cooperative strategies as we seek to engage, motivate, and inspire our learners.

Progress in learning will continue to be assessed in rigorous ways throughout a young person's time at school. There were new qualifications for Literacy and Numeracy in 2012-13 and new National 4 and 5 qualifications in 2013-14. Our Scottish Access, Higher and Advanced Higher courses will be updated to take account of and support these new approaches to learning and teaching.

All staff have a responsibility to develop, reinforce and extend learning in Literacy, Numeracy and Health and wellbeing for all our learners. We continue to offer personal support to help young people fulfil their potential and make the most of the opportunities we offer. Ultimately Curriculum for Excellence aims to improve the life chances of all our children and young people, to nurture them as successful learners, confident individuals, effective contributors, and responsible citizens.

Curriculum for Excellence in Crieff Primary School

A holistic approach

Curriculum for Excellence promotes the need to view learning and teaching across curriculum areas as inter-connected and integrated. In Crieff Primary School, we recognise that this is particularly important for young children, who develop their understanding of, for example, science, language, communication, technology, and mathematics from an everyday experience, such as water or sand play, supported by knowledgeable adults. Our challenge is to ensure that these experiences are enriching and stimulating and that adults working with children can understand, appreciate, and assess children's achievements and learning.

Active, experiential learning

We are committed to developing learning in natural and real contexts, familiar to children and appropriate to their interests and stages of development. This reflects our understanding that young children's learning is most effectively supported through interaction with adults and other children, and through play and active exploration of their environment.

NUMERACY

- Number, money, and measure
- Shape, position, and movement
- Information Handling

We plan experiences for children that will stimulate and promote their enjoyment of mathematics. Teachers in all classes plan active learning activities which provide opportunities for children to observe, explore, investigate, experiment, play, discuss and reflect. Children have the opportunity to develop mental agility and are encouraged to make links across the curriculum to show how mathematical concepts are applied within a wide range of contexts.

Throughout the school, there is a focus on using a Concrete, Pictorial, Abstract (CPA) approach to the teaching of Numeracy and Mathematics. The CPA approach is a system of learning that uses physical and visual aids to build a child's understanding of abstract topics. CPA is a highly effective approach that develops a deep and sustainable understanding of maths in pupils and is a core concept of Teaching for Mastery.

The structure of the maths framework allows staff to have a strong focus on the four operations of maths and core skills to ensure greater depth of understanding. This has ensured that children are more secure and able to use and apply the skills in a real context.

Learning maths outdoors is a developing and important part of our maths curriculum. This allows children to apply their understanding in different contexts and situations, and grounds their learning more securely.

Creating a positive maths mindset is at the heart of all lessons. Maths anxiety can impact on a pupil's ability to develop their understanding of new maths concepts. Teachers support pupils by demonstrating and teaching a variety of strategies to solve problems, at a pace that is appropriate.

LITERACY

- Listening and talking
- Reading
- Writing

Throughout the school we use a skilful mix of approaches to ensure that all children encounter a wide range of different types of texts in a variety of media.

Language and literacy are at the heart of pupils' learning. Through language, pupils receive much of their knowledge and acquire many of their skills. We aim to provide structured and stimulating opportunities to use language in contexts appropriate to the needs of individuals and the world in which they live.

Imaginative, functional, and personal writing are systematically taught, monitored, and recorded. The development of these types of writing is enhanced by programmes of study in spelling, punctuation, structure, and handwriting. Pupils are encouraged to present their work attractively and examples of written work can be seen throughout the school. We have programmes in place to ensure that the development of writing skills is accessible to all children by implementing ICT programmes.

We continue to raise and maintain high standards in reading for our learners. By introducing benchmarking of materials, children are appropriately challenged and extended in learning. Identification of skills progression for literacy across the curriculum, throughout the school, matching Es & Os to assessment criteria allow children's reading skills to develop through a consistent and structured approach resulting in raised attainment. We provide opportunities for the development of valuable skills in literacy.

Listening & Talking

The closely related skills of listening and talking skills are very important skills for life and we work to develop these through a variety of classroom activities and experiences. Through spoken language activities we aim to help children develop the skills to express themselves clearly, concisely, and confidently. In addition to this, we work to develop discussion skills. Through the development of listening skills, we aim to improve a child's ability to focus on and understand the spoken word. These skills are also fostered through the structured play activities developed in Nursery and the early stages.

Reading

The introduction of classroom motivational reading programmes, such as Oxford Reading Tree in the lower stages and Accelerated Reader in the upper classes, impacts on attainment and enthusiasm in reading and supports overcoming barriers to participation. This focus on developing good reading skills starts in the Nursery with a firm commitment to evaluating books and developing early reading skills.

We use a range of different reading approaches throughout the school, and we match these to the stage and needs of the individual child.

In addition to the work done through graded reading books and the very valuable reading homework you do with your child; class teachers work regularly with children teaching reading comprehension skills. We call this Reciprocal Reading, and we use a range of attractive resources and approaches to take this forward.

As your child's skills develop and the reading habit becomes increasingly independent, there will be a gradual transition from graded readers to good quality paperback fiction, both for group and individual reading. As basic skills develop and are consolidated, we begin to concentrate more on the development of the more complex comprehension skills and the important research and reference skills. This might be seen as the transition from learning to read to reading to learn. Our own library plays a role in this aspect of reading development as does the community library which the children from nursery to primary seven access regularly.

Writing

In writing we want our children to learn:

- To communicate clearly and confidently, in a variety of forms and for a range of purposes
- To develop a legible and quick style of handwriting and the best possible standards in the skills of spelling, punctuation, sentence construction and use of language

Other Languages

French is taught throughout the school from Nursery to P7 and our senior pupils pick up on Spanish.

EXPRESSIVE ARTS

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

By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social, and cultural identity. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture locally, nationally, and globally.

Physical Education

All pupils now receive 2 hours of PE each week, provided jointly by the visiting specialist teacher and the class teacher. This involves a wide range of activities aimed at developing agility, strength, stamina, coordination, and games skills. The school has a well-equipped gym, which is put to good use. We also use the local area around the school for cross-country running and orienteering.

We try to make the most of opportunities for inter-school competition and most years children compete in netball, football, rugby, and kwik-cricket. We also enter regional and sometimes national competitions, in cross-country running, relay and orienteering.

Music

The emphasis is on music-making and enjoyment. Children are given regular opportunities to develop their musical abilities in singing and playing instruments. Class teachers also support children's musical development, and we create regular opportunities for our pupils to perform through concerts and shows and to experience the live performance of visiting professional musicians.

Instrumental tuition Cello, Violin & Brass is available for a limited number of children, usually from P4/5 upwards. Tuition is provided by a visiting instrumental instructor. Details of the scheme and current charges are available from the school office.

Art & Drama

Our Art & Drama curriculum focuses on Art & Drama skills and development. Each piece of creativity is celebrated and shared within and beyond the school.

Pupils will have the opportunity to explore a range of materials across their school years, exploring the results when manipulating and combining these.

RELIGIOUS & MORAL EDUCATION

Under the terms of the Education (Scotland) Act 1980, any pupil may be withdrawn by his/her parents from any instruction in religious subjects. Parents wishing to discuss this issue or exercise this right should contact the Head Teacher. Our Religious and Moral Education programme follows Perth & Kinross Council Guidelines and seeks to provide children with knowledge of Christianity and other major world faiths. It also provides children with opportunities for personal reflection on spiritual and moral concerns.

Religious Observance

We hold regular assemblies which provide opportunities for pupils and staff to come together to celebrate as a community. Gospel Hall from Perth take assemblies on a regular basis and support our services at Easter and Christmas. Any pupil may be withdrawn by his/her parents from religious observance. Parents wishing to discuss this issue or exercise this right should contact the Head Teacher.

The Development of Children's Values

In our school, we are committed through the school ethos and curriculum to provide opportunities for the development of pupils' moral, spiritual, social, and cultural values.

This is undertaken in partnership with parents and considers the individual needs of pupils and the views of parents.

The school welcomes and encourages diversity and individuality while emphasising our common commitment to the moral values implicit in the school's rules. It is a very important principle that all members of the school community have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

We implement the Council's policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available in school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender, or disability.

ENVIRONMENTAL STUDIES

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, children and young people's experiences will be broadened using Scottish, British, European, and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

The social studies experiences and outcomes have been structured under the three main organisers:

- people, past events, and societies
- people, place, and environment
- people in society, economy, and business.

These organisers recognise the special contribution made by each of the social subjects, whilst enabling them to reflect local contexts. Teachers will use this framework to provide children and young people with opportunities for effective interdisciplinary working by making connections across and between subject boundaries.

Assessment & Reporting

Assessment

Assessment is an integral part of learning and teaching, and its purpose is to inform of the child's next steps to ensure progression in his/her learning. Both formal and informal methods are used; summative and formative assessment strategies that are both systematic and consistent.

Assessment strategies include:

- diagnosing learning difficulties and special aptitudes
- sharing learning intentions and success criteria with pupils
- using formative assessment strategies to gauge the effectiveness of learning and teaching and to adjust teaching accordingly
- praising effort as well as achievement and progress
- providing effective feedback so that teachers, pupils, and parents have a shared understanding of progress and next steps
- sharing information with colleagues to ensure continuity and progression, moderating learning at school, cluster, and national level
- tracking pupil progress indicating the strengths and development needs of individual pupils

The assessment process should allow all children opportunities to demonstrate what they know, understand, and can do.

Curriculum for Excellence is divided into Levels and most children will take three years to be secure at each level. The Levels we will focus on in primary are:

- Early Level – pre-school –P1, or later for some
- First Level – children in P2-P4, or later for some
- Second Level – children P5 – P7, or later for some

For assessment:

- Teachers will ensure that a range of both formative and summative assessment strategies are used to evaluate learning and teaching.
- Progress is evaluated, and the information used to identify next steps in learning.

Nationally, attainment is gauged through the Scottish National Standardised Assessment at P1, P4 and P7.

Reporting

Parents are invited to the school in November and March to discuss their children's progress with class teachers over and above this, Conferencing Grids outlining the learning, experiences and outcomes for your child will be produced and discussed with you and your child prior to the Parent Contact meeting. Interim reports are shared twice a year, leading to the final written report in the summer term. All these reports relate to pupil progress in curriculum, achievement, and future learning.

Copies of these reports are put into each pupil's 'Pupil Progress Record' folder. One of these folders is kept for each pupil in the school from the time they enter Primary 1 until the time they leave. When a pupil leaves to go to another Primary school or High school their folder goes with them. It is kept by the High School until the child completes his/her education.

Further information on this is available on the Education Scotland website:

<https://education.gov.scot/>

Support for Pupils

Pupils with Additional Support Needs

The Continuum of Additional Support Needs

Pupils have additional support needs when they face difficulties in, or any barriers to, learning.

The additional support needs of the majority of pupils relate to problems in a particular aspect of the curriculum.

Some pupils have additional support needs because of physical impairments, sight or hearing difficulties. Others find learning slow and difficult because of specific problems, such as those related to talking or reading or to delayed intellectual development. Very able pupils who are under challenged may become passive or even disruptive and opposed to learning.

Teamwork is central to effective Support for Learning. To further develop this in Crieff Primary School the Pupil Support teacher and staff work closely with external agencies e.g., Social Work, Educational Psychologist, Speech and Language Therapists, adopting a multi-agency approach which provides greatest benefit to pupils. Co-ordination of this team is led by Mrs Millar, DHT for children in Nursery to Primary 3 and Mr Stewart for children in Primary 4 to Primary 7 with the overall responsibility lying with the Head Teacher.

If parents wish to have a discussion about their child's learning needs or thinks that their child has additional support needs, they should speak to either the class teacher, the appropriate DHT or the Headteacher. There is also further advice available from **Parent zone**: <https://education.gov.scot/parentzone>

Class teachers, however, have a vital role to play in providing appropriate learning experiences for all pupils.

In the event of Additional Support Needs being identified, the child's parents would be informed and invited to a meeting to establish that additional support needs do exist and to discuss how best to support the child. The permission of parents / carers will be sought for any psychological assessments or if their child is to be supported by the Support for Learning Teacher.

If a child has ongoing difficulties or a permanent condition, regular ASN reviews will be held to discuss progress. An Individual Education Plan may be put in place and will be reviewed three times annually. For some children with severe difficulties a meeting may be held to consider opening a formal Coordinated Support Plan. The final decision regarding opening a Coordinated Support Plan will be taken by the Director of Education or his nominated representative; the parents will however have right of appeal at an Additional Support Needs Tribunal.

INTENSIVE SUPPORT PROVISION WITHIN CRIEFF PRIMARY SCHOOL

Crieff Primary School is committed to providing an effective and flexible range of support for primary school aged children who have difficulties consistent with Autistic Spectrum Disorder and associated Language and Communication difficulties, as well as a range of complex Neurodiverse and Physical needs. **This enhanced learning provision supports pupils both from within the Crieff area and from the wider Perth & Kinross locality. Pupils are allocated a place within ISP, through our central Inclusion panel.**

The overall objective of is to provide the highest quality education, which addresses the specific needs of pupils with a range of physical and neurodiverse needs. Taking account of the individuality of each pupil, including individual learning styles and will:

- Provide education for each pupil in a safe, caring and stimulating environment.
- Value each pupil as an individual and treat him/her with dignity and respect.
- Acknowledge the pupil's entitlement to a broad and balanced curriculum, which is differentiated to take account of individual need.
- Work in partnership with parents, families, and other professionals in meeting the needs of the pupil.
- Develop skills, understanding and knowledge that will enable each pupil to achieve his or her full potential.
- Develop staff awareness of Neurodiversity through continual staff development.
- Build on each pupil's strengths and celebrate their achievements.
- Promote the understanding of Neurodiversity amongst the wider school community.
- Develop effective collaborative working

Intensive Support Provision

The Intensive Support Provision is an integral part of Crieff Primary School, which enables the additional support needs of each individual pupil to be met through a continuum of integrated experiences.

Our practice is based on the understanding that integration in classes is a process through which we can meet the needs of individual pupils educationally, socially, and personally. Due to the complex nature of each pupil the needs may be at a different point or stage in this process. Progress can only be achieved through small incremental steps. Children's needs for integration will be planned for, monitored, and recorded through their individual planning processes.

In Crieff Primary we currently support a number of children through the Enhanced Learning Class who have a range of needs, some consistent with Autistic Spectrum Disorder. The class provides a more dedicated space, equipped to meet the specific needs of children at all stages in their learning from Primary 1 to Primary 7.

The Principal teacher is responsible for supporting our children to allows us to:

- provide effective and consistent support to children in school
- provide enhanced and effective support to families
- develop whole school process in developing an effective communication environment for learners
- develop outreach support programmes to help build capacity to support children with difficulties consistent with a range of Neurodiverse and physical need, in their own mainstream primary school.
- Maintain and develop effective collaborative working with allied health professionals and colleagues across Education and Children's Services.

Ongoing support arrangements for pupils including pastoral support arrangements.

The Main Entrance to the school is from Broich Road in Crieff and there are classrooms and learning spaces on two levels. To ensure the school is accessible to all there are additional points of access at different levels. Please speak to Office staff for an alternative route into school. A lift is provided between levels.

There is a range of support for children at breaktimes and lunchtimes provided by staff in the playground who supervise and engage with children at these times. The support staff are trained in Restorative Approaches and a number are trained first aiders.

Getting It Right for Every Child

The school has many ways of supporting children, both curricular and pastoral, and designated staff are allocated to children as required, within the school's positive and safe environment. Learning activities help our pupils develop the knowledge and skills to keep themselves safe and appropriate programmes for health and personal safety are provided as part of the overall curriculum provision. Parents are given information on specific health and safety programmes, including Internet safety. We make it clear to pupils that they will be respected and listened to.

All staff in the school are required to be aware of child protection issues and are provided with regular information on Child Protection Policy and Procedures. The school maintains close working relationships with all other relevant agencies to ensure appropriate information is shared and that professionals from various agencies work collaboratively for the well-being of the children and young people. All staff have a responsibility to report concerns regarding the welfare or safety of a child or young person to the Headteacher. If the Headteacher, or the DHT is of the view that there may be grounds for concern, they will immediately contact the duty senior social worker and advise them of the circumstances. All of our pupils have frequent and regular opportunities to discuss their learning with adults who know them well. The school's curriculum structure has time allocated for such discussions each week, with teachers supporting pupils in setting appropriate goals for the next stages in learning.

For Further information on School Support Processes please see the Additional Support Needs Policy of the school website or ask for a copy at the school office.

Information on "Getting it Right for Every Child is available on <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

The key adult who has the overall picture of each pupil's progress, in the first instance is their teacher's class teacher however the Headteacher also has an overview of each child's learning and is happy to discuss progress with parents at any time.

In addition to the information shown above, parents may find the following information from the PKC website below as specified by the Education (Additional Support for Learning) (Scotland) Act 2009 which includes –

- a) the authority's policy in relation to provision for additional support needs,
- b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.

- c) the other opportunities available under this Act for the identification of children and young persons who -
 - a) have additional support needs,
 - b) require, or would require, a co-ordinated support plan,
 - c) the role of parents, children and young persons in the arrangements referred to in paragraph (b),
 - d) the mediation services provided
 - e) the officer or officers of the authority from whom parents of children having additional support needs, and young person's having such needs, can obtain advice and further information about provision for such needs.

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

The following organisations also offer advice, further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- 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: 0845 123 2303

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at <https://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, a charitable body registered in Scotland under registration number SC033576; and
- c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.

School Improvement

Information on the improvements agenda in the school is available through the School Improvement Plan and the school's Standards and Quality Report which is available on the school's website. www.crieffprimaryschool.org.uk

Details of where information regarding the school's performance at local and national level can be obtained by logging onto the Education Scotland website for inspection information for the school. This specifically reports on our most recent Education Scotland inspection, November 2022.

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details?id=2216>

School Policies & Practical Information

ORGANISATION OF THE DAY

Primary & ISP

Morning Session	9.00 am - 12.40 pm
Afternoon Session	1.35 pm – 3.15 pm

Nursery

Morning Session	9.00 am - 12.40 pm
Afternoon Session	1.35 pm – 3.15 pm

UNIFORM/CLOTHING

Wearing school uniform is actively encouraged and promoted. It enhances the reputation of our school, is associated with an attitude of mind appropriate to school and puts each child on a more equal footing with other children.

Primary uniform

Trousers - grey

Skirt - grey / CPS tartan

Pinafore - grey/CPS tartan

Shirt/blouse - white

Sweatshirt - burgundy with Crieff Primary School Badge

Jumpers - burgundy with Crieff Primary School Badge

Sleeveless jumpers - burgundy with Crieff Primary School Badge

Ties - CPS Tartan

Polo shirts - white with Crieff Primary School Badge

In summer: Early Years/Infants – navy gingham checked dresses.

For gym lessons, our Crieff Primary PE Uniform is as follows:

- black/ burgundy shorts or plain tracksuit bottoms
- burgundy t-shirt with Crieff Primary School logo or plain
- black plimsolls for Lower school & Nursery
- indoor trainers for Upper school

Items not permitted

We would be grateful if families, would adhere to the elements of dress that are not permitted:

- logos or named sports/designer items may be worn.
- football colours and jeans are not acceptable in school.
- chewing gum is also not permitted.
- painted/extended nails is not permitted.

Ordering school uniform

School uniform is currently available online at www.border-embroideries.co.uk and annually through the school office please contact school office for more information. Recycled school uniform items are available at school for a small donation to school funds. All items of clothing and footwear should be clearly marked with the child's name so they can be traced if lost or mislaid preferably with a permanent label.

Lost property can be accessed in the foyer at main entrance to the school, unclaimed items are recycled or sent to charity shops.

Nursery Uniform

Although pupils are most welcomed to wear a Crieff Primary jumper, we aim for relaxed clothing which allows for freedom of movement across the Nursery.

VISITS

School Trips

During the school year many of our classes will organise educational trips that will help to deepen their knowledge and understanding of a particular subject. These trips are seen as part of your child's education and are a valuable learning tool. There will usually be a cost for these trips, and you will be advised when necessary.

Residential Trip

A residential trip to an activity centre is organised for all P7 pupils. Planning for this trip will take place early in the P7 year and parents are invited to a meeting to discuss the aims of the trip and any requirements that may be necessary.

Class Visits

Throughout the school year class teachers often organise visitors to come to the classroom to share their knowledge and expertise with the children. These visits are extremely valuable and allow the children to speak to and work with many different people from different walks of life. If you have something of interest that you could share with a class, please let your child's class teacher know.

Parents Visiting School

All prospective parents are made most welcome and can contact the office to make an appointment to meet with the Head Teacher

Please telephone or call to make an appointment to ensure that the person you wish to speak to is available. Class teachers have a responsibility to their class first and are very busy people. They need to know of any visit in advance so that they can plan their day accordingly. In an emergency someone is available at any time during the school day. Visitors must enter the school through the Main Entrance and report to the Office to sign in where they will receive a 'visitor badge'.

SCHOOL POLICIES

Attendance

It is a legal requirement for parents to ensure that their child attends school regularly and children should only be absent from school if they are still ill or have been given special permission by the Head Teacher to be absent.

We would hope family holidays could be arranged to coincide with school holidays so that children do not miss any school time unnecessarily. Family holidays will be marked in school as unauthorised absence. No schoolwork will be given, however families are more than welcome to make a diary of their holiday to share with the class on return. Pupils who have been absent should bring a written explanation of their absence. Any pupil who has a doctor / dental appointment during school hours must be signed in/out at the school office.

Frequent, unexplained absences will be construed as non-attendance. The school will work with parents to re-establish normal attendance. If the school and parents' initiatives fail we will enlist the aid of the Educational Support Service.

Health Care

Health Care is an integral aspect of Crieff Primary School in terms of child welfare and in the curriculum. We are a Health Promoting school and value a healthy diet, exercise and general health and wellbeing of staff and pupils.

The school has well equipped First Aid packs at various locations throughout the school and a number of staff are qualified in First Aid treatment.

Playground staff carry first aid packs to administer basic first aid. Several staff have completed First Aid Training. School staff will contact parents if there are any concerns about a child welfare following an incident.

Parents should ensure that the school is informed of any specific medical conditions their child may have or medications he/she is currently receiving. A form for recording this information is available from the school office. Where there is a need for medication to be administered during the school day, parents must complete the appropriate form, available from the office, before the medication is administered by staff. The medicine must be clearly labelled with the child's name, date and amount of dose.

For safety reasons, children should not wear earrings at gym time. If however you prefer that your child keeps his/her earrings in at all times then please tape over the earring so that it cannot be caught on gym equipment.

All P1 children have a 5-year-old vision, height, and weight check. At other stages of the school hearing and vision tests are carried out only if concern is expressed by parents or teachers. At age 11 forms are sent home regarding 11-year-old screening. This is carried out only if parents' express concern.

The school office keeps Emergency Contact number/s and family doctor register for every pupil in case they are ever required. It is essential that Emergency Contact numbers are kept updated.

A variety of Health Care professionals are also linked to the school and attend joint meetings to support pupils and families.

Instrumental Tuition

Pupils are selected for instruction by the instructors; the numbers selected depending not only upon aptitude but also on the availability of tutors and instruments. This instruction is additional to the school curriculum but takes place during the school day involving release from class.

An annual fee is charged for tuition which can be paid over a period of time. Information regarding fees and payment can be obtained from the school office. Should your child be selected for Instrumental Tuition, no fees will be charged if you are in receipt of either Family Credit or Income Support. No application is necessary as you will be contacted by the school if your child is selected for tuition.

Further school policies can be found within our school website.

Name of Child Protection Officer

Across the school we have 6 Child Protection Officers. Concerns can be taken to any of the below staff, regardless of class the child is at within the school.

Ms Suz McKenzie, Mrs Hannah Wallace, Mr Adam Stewart, Mrs Janet Copland,
Ms Jo Simpson, Mrs Bridget Thomson