**Glasgow ASL Secondary**

**School Handbook**

Welcome to Middlefield School

Dear Parents/Carers and Friends

We are delighted to welcome you and your son/daughter to Middlefield School. This handbook contains a range of information that you might find helpful. Please do not hesitate to contact the school or check the school website if you need more information.

We hope that this handbook gives you a glimpse of life at Middlefield School. We look forward to having you and your child work with us and hope that this will be the start of a strong partnership.

This handbook provides you with all the relevant information relating to our school. If you require any further information, we would encourage you to make contact via email or telephone and the team will be happy to answer any queries.

The following page contains some information from our young people and families, past and present, that they agreed we could share with you in the handbook.

Yours sincerely

Anne Woods Mairi Graham

Head Teacher Head of School

We can both be reached via:

[headteacher@middlefield-res.glasgow.sch.uk](mailto:headteacher@middlefield-res.glasgow.sch.uk)

Last updated 10/03/2022**When asked what they wished they had known before starting at Middlefield and what would be useful for new people to know, our families and young people replied:**

‘[Expect] to be fully involved and helped in every way by amazing staff members’

‘Your welcome hospitality is heart-warming’

‘Your child will be valued for who they are.’

‘Good caring teachers who go the extra mile for the kids’

‘Great support not just for the child but the whole family’

‘The school is supportive and will give u the help and the help and you need for self.’

‘Kind staff’

‘Middlefield is a safe space for children to learn’

‘That my son would receive the help and education he deserves that he never got anywhere else’

‘I had read up on the school achievements I knew that this was best place for my son’

‘Your child really will come first and the teachers really want the best for them.’

In addition, here is a specific contribution sent via email:

‘Middlefield School is unlike any other, just walking through the door you are made to feel welcome. Every member of staff in the school truly cares about each and every pupil. As a parent you can see their care and compassion and they honestly want to help not only the pupils but the parents as well. The staff always make themselves available to help and offer advice. There is no judgement only kindness.

They are thoroughly invested in each and every pupil to help them achieve the best for them whilst taking care to nurture and keep their character and individuality. Middlefield School is a rare place where the pupils are truly cared for as individuals. Without this school and its wonderful staff I honestly don’t know what my son and I would have done. I could never thank them enough for the hard work and care that they have shown us’.

**School Vision & Values**

We know that happy, calm and confident young people make the best learners.

At Middlefield School we provide a welcoming and friendly environment, where we strive to improve the long-term outcomes for young people with Autism Spectrum Conditions (ASC). We recognise the importance of Neurodiversity, a term used to celebrate atypical ways of thinking and learning which recognises the variety found in the wiring of the brain. We focus on building learning programmes that help young people use and build on their specific strengths and talents.

We take time to get to know each of our young people as individuals. We find out about their likes and interests so we can build effective and engaging programmes that meet their learning, communication and sensory needs. We work as part of a team to ensure learning is transferred across different settings. Building strong partnerships with families, other agencies and services is at the core of what we do.

We support our young people to be confident, happy and active within their community. We place great importance on ensuring that our young people have opportunities to engage in a wide range of experiences in a variety of settings. Each of these is a well-planned learning opportunity.

We listen to pupil voice and choice around their learning. The planning of learning opportunities is informed by their communicated likes and dislikes. This is to ensure they develop the skills and confidence needed to make well informed choices about their life as they move into adulthood.

We encourage the development of skills for life by ensuring that our young people participate in all experiences as independently as possible and with the right balance of challenge and support.

At Middlefield, we work as a nurturing team committed to building positive relationships. We know our young people well, we are communication aware and de-escalation focussed. We continue to actively contribute to raising awareness and understanding of ASC across Education Services and the wider community.

Our current values were created with pupils, parents and partners and are based on the acronym STARS:

* Safe
* Teamwork
* Achieving
* Respect
* Skills

We are currently in the process of working in partnership with pupils, parents and our partners to review and update our Vision, Values and Aims. We will continue to underpin all we do with a commitment to Children & Young People’s Rights.

**School Information**

You can cut out the following information and have it on your fridge, purse or work desk etc. for ease of finding the numbers required.

**Contact Details:**

80 Ardnahoe Avenue,

Toryglen,

Glasgow

G42 0DL

Phone: 0141 643 1399

Email: [headteacher@middlefield-res.glasgow.sch.uk](mailto:headteacher@middlefield-res.glasgow.sch.uk)

**Background information**:

* Co-educational school
* Non-denominational
* Young people who are significantly affected by Autism Spectrum Conditions
* Stages taught: S1-S6
* Ages supported (advice & guidance): 3-18
* Current Roll: 25
* Capacity: 25
* Our pupils come from all areas of the city

Middlefield School continues to be situated temporarily in the south of the city at the former Hampden School in Toryglen. Renovations took place to ensure our learners could safely access the school which had been used as offices immediately prior to our temporary relocation. We have worked closely with the 4Rs team and City Building to ensure a safe space for learning for our young people.

**School staff**

A full list is available on the school website and parents will be updated on any changes as required.

The senior leadership team is as follows:

Headteacher: Ms Anne Woods

Head of School: Ms Mairi Graham

Snr Care Manager: Ms Linda Anderson

**Placements at Middlefield School**

Children and young people normally transfer to secondary school between the ages of 11 ½ and 12 ½, so that they will have the opportunity to complete at least 4 years of secondary education and a maximum of 6 years. A Transition Planning Review takes place during the last year of primary education to allow parents/carers and professionals the opportunity to discuss the most suitable placement for their child.

After this review, links will be established with the appropriate secondary provision to ensure a smooth transition for all young people.

Placements at Middlefield School (in school or outreach support for young people in other establishments) are agreed after discussion at the Area Inclusion Group.

Once attending Middlefield, a school review will take place every year to make sure the placement at Middlefield still meets the needs of the young person.

**The School Day**

**Session 2021-2022**

School Day 09.00-15.20

Morning clubs 9.00-10.20am

Lesson start from 10.20am slots of 50 minutes

Lunch 12.00-12.30

Lunch break 12.30-13.00

Transition time 3-3.20

We start the day with a soft start to support our young people to be learning ready. There are H&WB focussed activities running at this time, led by our Care and Support Staff.

**School Term Dates**

Details of school term dates are available on the Glasgow City Council website:

<https://www.glasgow.gov.uk/index.aspx?articleid=17024>

**Pupil Absence**

Within Middlefield School good attendance is encouraged at all times to ensure pupil success. Parents are asked to advise if their son or daughter is going to be absent. This should be done as early as possible on the first day of absence. If the young person is going to be absent for some time, it would be helpful to know at the earliest opportunity. The school will contact parents and carers to discuss the reasons for a young person’s absence if no contact is made. All unexplained absence is investigated by the school and appropriate action taken.

* Parents should call the school on **0141 643 1399** to report absence
* Parents should also call Transport Co-ordination centre on **0141 287 1056** as early as possible (open from 7am-8pm)

Please also advise the school of any advance appointments so that the taxi run can be adjusted or cancelled.

**Medical & Healthcare**

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

If a young person becomes ill during the course of the school day, he/she may require to be sent home. Please ensure that you keep the school informed of all contact details.

Parents and carers should inform the school of any medical requirements relating to their child. If a young person requires medication during the school day, parents must complete the appropriate medical form. This is available on request from the school office.

**Emergencies**

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

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

**School Dress Code**

Middlefield does not have a ‘school uniform’ as we feel it is important that the young person learns to make appropriate clothing choices independently.

Many people with ASC experience significant sensory difficulties around clothing. They may also require support with awareness of temperature and appropriateness of clothing choice or show inflexibility in clothing choices. Wearing everyday clothes helps staff to pinpoint those difficulties and help the pupils with the development of this life skill.

Any young person, however, is free to wear a generic school uniform if they choose which is often the case especially when they start with us.

**PE Kit**

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

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

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

**Clothing & Footwear Grants**

Parents/Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (see link below for thresholds), Housing Benefit, or Council Tax Benefit or Universal Credit (see link below for thresholds) will normally be entitled to monetary grants for footwear and clothing for their children. Information and application forms may be obtained from schools and at

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

**School Meals**

Our school provides a lunch service which offers a variety of meals and snacks within The Fuel Zone. A breakfast and mid-morning service is also available within The Fuel Zone. Medical diets can be provided. Please inform the head teacher.

Young people who prefer to bring packed lunches are accommodated in a suitable area.

Children and young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (see link below for thresholds), Child Tax Credit only (see link below for thresholds), Universal Credit (see link below for thresholds) and income-related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and at

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

**Transport**

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

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

**Communication with Parents**

At Middlefield we strongly encourage all parents to become involved in the education of their children. We are always ready to listen to suggestions for new ways of stimulating parental interest. We contact and involve parents in many ways. For example:

*Review meetings –* we use the review meeting process as a way to discuss strengths and progress in learning, it is an opportunity for families and young people to share their thoughts on ways to address any barriers to learning that the young people are experiencing

*Telephone calls* – we have regular contact with our families via the telephone

*Text messaging* – You may also receive text reminders about letters, events/school closures etc.

*Home/school diary* – we have a group working on exploring the use of Showbie as a digital way to celebrate achievements and share learning that takes place at school and at home.

*Newsletters* – will be sent out at least twice per year to keep parents and carers informed about the work of the school.

*Emails and letters* – further information which requires a response may be sent out in letter form and/or via email.

*School website/Twitter* – will contain a great deal of information about the school. It is a good idea to check this regularly (Twitter: @middlefieldsch)

*Meetings* - Parents and carers are welcome in the school to discuss any aspect of their child’s development and progress. To avoid disappointment, it is advisable to make an appointment. There are various opportunities throughout the year when parents can discuss their child’s progress with school staff.

Parents and carers are welcome at other events throughout the school year which include workshops, family events and information evenings. The school newsletter, twitter and website will keep you informed.

Strong communication links between home and school ensure parents and carers are confident to address any concerns they may have about their child’s education with teaching staff and the senior leadership team.

**Emergency Contact Information**

At the start of each school session, parents and carers will be issued with the annual data check form. Please ensure that this is completed and returned to the school. It is also important that you let us know if there are changes to your telephone number(s) or to those of your emergency contacts throughout the year.

**Data Protection – use of information about children and parents/carers**

We collect information about children attending school (and also about parents/carers, emergency contacts etc. provided in the annual data check) to allow us to carry out the Council’s functions as the education authority for the City of Glasgow. This may sometimes involve releasing personal information to other agencies and other parts of the Council, particularly in relation to child protection issues or criminal investigations, and it may also be used for research purposes (see the link below for more details regarding this).

Information held by the school is, in legal terms, processed by Glasgow City Council. The Council is registered as a data controller under the Data Protection Act 2018 and all personal data is treated as confidential and used only in accordance with the Data Protection Act, the General Data Protection Regulations and the Information Use and Privacy Policy approved by the City Council. For more information on how we use personal information, or to see a copy of the Information Use and Privacy Policy, see <https://www.glasgow.gov.uk/index.aspx?articleid=18010>

Education specific privacy statements can be accessed at <https://www.glasgow.gov.uk/index.aspx?articleid=22069>

**Appointments During School Hours**

If your child has an unavoidable appointment, please inform the school office to ensure that they have permission be absent from class and to allow time for the taxi run to be adjusted or cancelled.

**Comments & Complaints**

In Middlefield School we aim to have positive relationships across our school community. However, if you have a comment or complaint about any aspect of school life, please contact the Headteacher in the first instance.

Glasgow City Council complaints procedures are available:

<https://www.glasgow.gov.uk/index.aspx?articleid=16133>

Customer Care Team

Customer & Business Services

Glasgow City Council

City Chambers

Glasgow G2 1DU

Tel: 0141 287 0900

e-mail: [customercare@glasgow.gov.uk](mailto:customercare@glasgow.gov.uk) or [education.customercare@glasgow.gov.uk](mailto:education.customercare@glasgow.gov.uk)

The above website also includes information on data protection and freedom of information.

**Curriculum**

### The impact of Autism Spectrum Conditions (ASC) on our young people in terms of the development of their social communication, understanding and imagination demands that our curriculum prepares young people at Middlefield for life beyond the classroom.

Each young person has a Personalised Approach to Learning framework in place which informs their learning pathway. Engagement and participation lies at the heart of all our planned learning experiences.

### At Middlefield school we deliver explicit teaching of:

* Communication and Literacy skills
* Practical numeracy skills (awareness of time & use of money)
* Life skills – for use in the home and in the community
* Social skills – awareness of & self-regulation of emotions

### There is a strong focus on consolidating and reinforcing learning through the use of real life experiences and providing a range of rich learning experiences beyond the immediate school setting.

### We recognise the importance of ‘capturing’ learning in all opportunities and focus broadly on the 4 main Contexts for Learning: Ethos, Personal Achievement, Inter-Disciplinary Learning and Curriculum.

Teaching and Learning is firmly located in Curriculum for Excellence.

We recognize that our pupils are entitled to access a Broad General Education; however, we also are aware that the impact of their ASC may result in a narrower level of participation in certain areas of the curriculum and we take a more focused approach to planning individual learning opportunities.

Some aspects of our curriculum, particularly around the area of SHRE (Sexual Health and Relationship Education) are taught both as an embedded feature of our daily life and also in a more individualised way associated with the specific needs of our young people. Parents are made aware of the planned curriculum and have the opportunity to view our resources and speak to our staff. All our young people are treated with dignity and respect. It is recognized that issues around SHRE can present significant challenges for young people with ASC and their families.

**Curriculum for Excellence 3-18**

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

In line with their Curriculum for Excellence entitlement, pupils learn in all 8 curricular areas until the end of S3.

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

There is also a focus on developing literacy and numeracy skills across every subject area as well as Skills for Learning, Life and Work as young people prepare for their adult lives. In addition, learning takes place in the following ways:

* Inter-disciplinary experiences (working across a range of subjects to link learning)
* Learning through the ethos and life of the school
* Opportunities for personal achievement

At Middlefield, pupils have the opportunity to experience the broader curriculum through inter-disciplinary topics, enterprise, outdoor learning, eco schools etc.

All teaching and learning is driven by Curriculum for Excellence. Accreditation of learning experiences is achieved through SQA. Our Internal Verification process supports staff to ensure appropriate standards are maintained. At Middlefield School we strive to ensure learning experiences:

* engage and challenge
* build on prior learning
* develop transferable skills

Importance is placed on consistency and shared standards. We are committed to ensuring that our environment for learning and our approaches to teaching and learning meet the needs of our young people.

**The Senior Phase S4-S6**

### At Middlefield, the Senior Phase is firmly rooted in the context of Personalisation and Choice. Young People have the opportunity to try a wide range of experiences and to participate in SQA courses as appropriate.

Pupils in the Senior Phase have the opportunity to participate in a planned progression through SQA courses as appropriate. We are delivering National Qualifications at Nat 1, Nat 2 & Nat 3. These include Lifeskills Maths, English & Communication, Media, Science and Personal Achievement Awards.

### We also work with a range of partners to ensure that, during the Senior Phase, our Young People have a wide range of college and work experience opportunities. During this Senior Phase, we focus on increasing the level and range of challenge, both preparing our young people for life beyond school, but also identifying their interests, abilities and the level and type of support they are likely to require. We consider parent/carers and young people, to be important partners in the planning and delivery of our curriculum. We seek views on an on-going basis through questionnaires, surveys and feedback and try to represent these views in our practice.

In collaboration with the Scottish Qualifications Agency (SQA), we will assess National 1-4 qualifications. Individual courses at National 1-4 levels will not be graded but marked overall as pass or fail.

Courses at the new National 5, Higher and Advanced Higher levels will continue to include work assessed by the school, but for these qualifications, students will also have to pass an additional assessment (usually a question paper or assignment) which will be marked externally by SQA.

The SQA website [www.sqa.org.uk/cfeforparents](http://www.sqa.org.uk/cfeforparents) contains useful information to help you understand national qualifications.

**Courses available in S5 & S6**

As an inclusive school, we aim to meet the needs of all pupils in S5 and S6. We have strong partnerships with local colleges and employers. Opportunities for personal development continue within and beyond the taught curriculum. S6 in particular offers senior pupils a range of opportunities to build communication and team working skills through involvement in a wide range of school and community events. Encouraging excellence is central to our aspirations and expectations for all young people.

**Religious Observance**

We have a dedicated member of staff who is developing our approach to delivering and supporting Religious and Moral Education for our learners. We aim to link with other schools and to have a focus on celebrations from across a range of religions as a starting point to explore a range of belief systems. Parents have the right to withdraw their child from any religious observance and should inform the school in writing.

In addition, parents and carers from religions may request that their children may be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on up to 3 occasions in any 1 school session.

**Useful websites**

[www.curriculumforexcellencescotland.gov.uk](http://www.curriculumforexcellencescotland.gov.uk)

[www.educationscotland.gov.uk/parentzone/index.asp](http://www.educationscotland.gov.uk/parentzone/index.asp)

**Assessment & Reporting**

All young people are assessed informally throughout the school year. Ongoing discussion on progress allows young people and their teachers to identify their strengths and areas for improvement. A variety of assessment methods are used to enable staff to pass on information to parents and carers about the progress of their child.

Dates of all parents’ meetings and the schedule for issuing written reports is included in the school calendar which is issued at the start of term and is available on the website.

In line with GIRFEC and Glasgow’s ‘Every Child is Included & Respected’ policy, all of our pupils have a Wellbeing Assessment and Plan (WAP) and some also meet the criteria to have a Co-ordinated Support Plan (CSP).

In order to plan effectively, significant emphasis is placed on gathering a full picture of individual needs. This information is gathered from as wide a range of contributors as possible including parents and family, pupils, friends, college, work experience.

We work in partnership with all involved to ensure that each WAP / CSP has relevance, reduces the impact of barriers to learning and allows for clear progression in learning to be made.

WAP learning outcomes focus on:

* communication
* personal & social development
* functional numeracy skills

There will be obvious connections between home, school-day & the wider world.

If you have any concerns about your child’s progress do not hesitate to contact the school at any time.

**Support for Pupils**

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

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

Further information relating to additional support needs is available on the Glasgow City Council website –

https://www.glasgow.gov.uk/index.aspx?articleid=18941

Information on the Glasgow City Councils’ Parental Involvement Strategy can also be found at <https://www.glasgow.gov.uk/index.aspx?articleid=17870>

**Pupil Support Staff**

All staff in Middlefield School have a clear responsibility for the welfare of young people. Each young person will have a team of familiar staff who work with them. There will always be a lead teacher who provides a vital link between home and school as they have an ‘all-round’ picture of a pupil’s progress and general health and well-being. In most cases, a parent’s first point of contact with the school will be the lead teacher.

We are fully committed to meeting the needs of all pupils and hold regular meetings at which we plan for those who require any additional support. Full discussion is held with parents and carers and outcomes are planned and agreed in partnership.

**Nurturing City**

The Glasgow City Council vision ‘towards the nurturing city’, puts building positive, trusting relationships at the core of our work.  We ensure children, young people and families feel they belong, they are listened to and they are valued by embedding the principles of nurture across our early years, primary and secondary establishments.  Staff are trained in attachment and nurture which deepens understanding of child development and enhances effective practice by responding to the needs of all children and young people in a consistent and caring way. Nurture is a universal approach which builds resilience, helping to reduce the impact of adversity. Effective communication and collaboration with parents and carers builds an ethos of partnership working putting the child at the centre, fostering high quality learning contexts.

Each of our nurturing establishments contribute to the development of Glasgow as a nurturing city, creating safe environments which allow our children and young people to flourish by raising attainment and promoting positive mental health and wellbeing.

**Promoting Positive Relationships**

Children’s Rights as outlined in the UNCRC (United Nations Convention on the Rights of the Child) are fundamental to a good school ethos. Adults in our school will work with young people to ensure they are aware of their rights and fully respect the rights of others. Therefore, the approach within Middlefield School is to build a positive ethos that demonstrates care and respect for all.

The smooth running of Middlefield School requires a high standard of behaviour from all within it. We appreciate the support of parents and carers in helping us to achieve this. All pupils are required to behave well and respect their own safety and that of others. This is also important on journeys to and from school.

In line with Glasgow’s policy on promoting Positive Relationships we employ a range

of systematic approaches based on improved relationships, engagement, motivation

and emotional well-being.

* Solution Oriented Interventions and Approaches
* Restorative Approaches
* Motivation-based Approaches
* Emotion Works and Talking Mats
* nurturing approaches

All our staff are trained and annually re-accredited in CALM (crisis and aggression limitation and management).

All of our young people have an individual Risk Assessment and Communication Passport which is regularly reviewed, evaluated and updated.

Incidents are recorded for Health and Safety purposes and carefully monitored.

Strategies based on motivation are led by the young person’s specific needs, likes and interests.

**Homework & home learning**

As with all learning at Middlefield school, homework is highly individualised around the needs and interests of each young person. The amount of and type of homework varies in length, nature and frequency depending on the individual needs of each pupil and is considered on an individual level.

Core to our ethos is ensuring strong home school links and to encourage the transferal of skills across settings. As part of the learning and development of our young people we may suggest learning activities that will support the young people to thrive within the home and their local community. We strive to work in close partnership with families to ensure that strategies and approaches are shared to ensure the best possible outcomes for learners. Consideration will always be given to the mental wellbeing of our young people and the need for them to relax when in their home environment.

**Parent Forum**

We have parent forum and always welcome new members. All parents are welcome to attend meetings.

**Pupil Voice**

All young people are encouraged to contribute to their own curriculum planning and wider aspects of the school life. We strive to make everyone feel their voice is valued and central to continually improving things at Middlefield. To ensure the views of young people are heard we have a learning council that has a representative from each class. In addition, we use digital resources to encourage pupils to identify achievements, discuss the range of learning opportunities, make changes or air general grievances.

**Extra Curricular Activities**

We have a wide range of activities that run between Monday – Friday to extend the learning experience beyond the classroom and teacher led learning. The list constantly changes in response to opportunities and levels of interest and we link directly with families and carers to inform them of this.

The range of activities are led and guided by our Care Staff and Support for Learning workers in partnership with a range of professionals. The activities currently include climbing, trampolining, sports activities, art, music and horse riding.

Good links with community organisations and our Active Schools Co-ordinator are vital for the success of these programmes.

**School Improvement**

On an annual basis, a copy of our Standards and Quality report is made available for parents. Copies from previous years are available on request. The Standards and Quality report is used to share the overall performance of the school and highlights progress in key curricular areas such as literacy, numeracy and health & wellbeing. Our priorities for improvement are detailed in our School Improvement Plan which is discussed with our Parent Council. Any parent or carer seeking a copy of the plan can contact the school office.

Our collegiality with wider groups of partners such as the Area Improvement Group, the Language and Communication Resource group, ARC (Autism Resource Centre), and Glasgow’s Autism Strategy group helps us to maintain a broader context and perspective.

**Useful Contacts**

**Parentzone Scotland** is a unique website for parents and carers in Scotland, from early years to beyond school.  The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children’s learning at home in literacy, numeracy, health and wellbeing and science.  Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child’s school and education.  Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels.  Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>

**Connect**

Connect is a national organisation that provides advice and resources for parents and carers. [www.connect.scot](http://www.connect.scot)

**Enquire Scotland**

Enquire is a national advice service for families with additional support needs. [www.enquire.org.uk](http://www.enquire.org.uk)

**Glasgow City Council**

Education Services

City Chambers East

40 John Street

Glasgow G1 1JL

Tel: 0141 287 2000

[www.glasgow.gov.uk](http://www.glasgow.gov.uk)

Add local information as required.