



Education Resources



Sanderson High School School Handbook 2013-2014

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1)	Introduction by the headteacher
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A very warm welcome to Sanderson High School. Our handbook is designed to give you an overview of our school. (Further information can be viewed on our website at www.sanderson.s-lanark.sch.uk)

Sanderson High School is a non-denominational ASN Secondary School with a roll of 100 which serves East Kilbride and the surrounding area.

At Sanderson High School we value all of our pupils equally and provide them with a range of individualised education programmes which are designed to meet their needs and prepare them for life after they leave school.

We believe in challenging all our pupils to achieve their full potential both in attainment and through recognising their gifts and talents in all areas. We are also committed to developing the qualities and values in our young people which ensure they become active participants in their local communities.

Developing a strong partnership with parents is very important to us as we know parental support is crucial to a young person's success. We encourage all parents to get involved in the corporate life of the school. We operate an open door policy at Sanderson and you can contact us by phone or e-mail or in person through our school office.

We are very proud of our school and the success of our young and we hope that with your support this can continue.

Yours sincerely

John McEnaney
Head Teacher
September 2013

South Lanarkshire Council is the fifth largest authority in Scotland. It covers the following main areas; Clydesdale in the south which features extensive rural areas, Cambuslang, Rutherglen, Blantyre and Uddingston to the north as well as the towns of East Kilbride and Hamilton.

The Council's Plan Connect sets out the Council's vision which is, "to improve the quality of life for all within South Lanarkshire".

For Education Resources this means delivering services of the highest quality as well as striving to narrow the gap. It is about continually improving the services for everyone at the same time as giving priority to children, young people, families and communities in most need. The priorities for schools and services are set out in the Education Resources Plan which confirms the commitment to provide better learning opportunities and outcomes for children and young people.

2)**About our school****IF VISITING THE SCHOOL -**

Please enter at the Main Entrance on High Common Road and report to the Reception Area.

The Head Teacher of Sanderson High School is **Mr John McEnaney**

SCHOOL NAME Sanderson High School
ADDRESS High Common Rd, St.Leonards, East Kilbride, G74 2LP
TELEPHONE 01355 588625
FAX 01355 588626
E-MAIL office@sanderson.s-lanark.sch.uk
WEBSITE www.sanderson.s-lanark.sch.uk

WHO TO CONTACT

**For information or pastoral issues initial contact names and telephone numbers:-
01355 588625**

	Mr John McEnaney headteacher@sanderson.s-lanark.sch.uk
CLD Classes	Mr George Walker headteacher@sanderson.s-lanark.sch.uk
S1 / S2 (Acting)	Ms Nancy Pearson npearson@sanderson.s-lanark.sch.uk
S3 / S4	Ms Katie Robinson krobinson@sanderson.s-lanark.sch.uk
S5 / S6	Ms Shona McCormack smccormack@sanderson.s-lanark.sch.uk

Stages covered are from S1 to S6 and the current roll is as follows:

S1	1A1	10	1A2	5
	CLD 1	1		
S2	2A1	8	2A2	8
	CLD 2	2		
S3	3A1	7	3A2	6
	CLD 3	3		
S4	4A1	5	4A2	6
	CLD 4	3		
S5	5A1	8	5A2	7
	CLD 5	2		
S6	6A1	8	6A2	6
	CLD 6	3		

Total Roll: 100

Total number of staff	Teaching	25.3 FTE
	Support	28.2 FTE

Total 53.5

The school is part of the Calderglen Learning Community, which includes 1 secondary school, eight primary schools, three specialist schools for children with additional support needs, and one stand alone nursery.

SCHOOL STAFF

Headteacher		Mr John McEnaney	
Depute Head Teacher		Mr George Walker	
Principal Teachers	(Acting)	Ms Nancy Pearson	S1 / S2
		Ms Katie Robinson	S3 / S4
		Ms Shona McCormack	S5 / S6

Teachers

Art	Mrs Gillian Johnston
English	Mr Graham Wright
English	Mrs Lorna Blair
French / Asdan/ASD support	Mrs Elizabeth Cloney (chartered teacher)
Home Economics	Mrs Fiona McCrae
Home Economics (0.4 FTE)	Mrs Sandra Gemmell
ICT & Autism support	Mrs Marie Watts
Maths	Mr Alistair Carratt
Maths	Mrs Caroline McKay
Music	Mrs Katherine Craig
Physical Education	Mrs Carol Bellshaw (Maternity Leave)
Physical Education	Ms Lee Rossi
Religious & Moral Education / Asdan	Mrs Claire Law (chartered teacher)
Science (0.6FTE)	Mrs Susan Templeton
Social Subjects	Mrs Leila Lindsay
Technical	Mr D Ferguson
MER & Autism support	Ms Sheena Moss
CLD 5/6 (0.6FTE)	Mrs Jennifer Fegan
CLD 5/6 (0.4 FTE)	Mr R Osborne
CLD 3/4	Mrs Elaine Macgregor

Extended Team**School Nurse**

Mrs Seonaid Clark

Home-School partnership (0.2)

Mrs Nikki Hill

Careers Adviser

Mrs Maureen McMullen

Supported Employment Co-ordinator

Mr Andrew Cross

Educational Psychologist

Mrs Shirley Patterson

Mrs Kirstie Rees

Physiotherapist

Mrs Anne McKenna

Physiotherapy Assistant

Mrs Lorna Rollo

Speech and Language Therapist

Mrs Aileen Buchanan

Visual Impairment Support

Mr Brian Latta

Hearing Impairment Support

Mrs Elaine Moir

Ms Alison Ross

Kitchen Supervisor

Mrs Marie McKinnon

GUIDANCE STRUCTURE

Within Sanderson every member of staff is first line guidance support and is aware that a pupil may wish to discuss a situation they are faced with.

There are three principal teachers and the DHT who have responsibility for supporting pupils on issues surrounding the curriculum, attendance, behaviour, relationships, subject reports, setting personal targets, subject choices and communicating with the family

In the Sanderson High a House System is in operation. There are 3 Houses: Struthers, Torrance and Cameron and all staff and pupils belong to one of the Houses.

In general terms the Principal Teacher and House Staff follow the progress of each pupil in their House from First Year until the time he / she leaves school. We are concerned with each pupil's personal, social and vocational welfare and are able to offer support and guidance throughout their school career. We have close links with outside agencies : - Social Work Department, Psychological Services, Medical Services, Careers Services, School Chaplains Teams, which may be of help in some circumstances. We are keen to encourage close contacts between home and school and to involve parents in all aspects of their son / daughters school career.

The S1/S2 principal teacher is Ms Nancy Pearson (Acting)

The S3/S4 principal teacher is Ms Katie Robinson.

The S5 / S6 principal teacher is Ms Shona McCormack.

The responsibility for CLD classes is Mr George Walker (DHT)

ABSENCES

If pupils are absent from school it is important to inform the office on the first day of absence.

Sanderson Office: 01355 588625

INFORMATION ON EMERGENCIES

telephone number and change of address.

If for any reason, you are unsure if the school is open, please contact the school or Education Resources, Operations Service, Communications and Information, Almada Street, Hamilton. (Telephone 01698 454545) or email us at: education@southlanarkshire.gov.uk

We make every effort to ensure the school remains open during term-time for pupils. However, on occasions circumstances may arise which can affect the school. Schools may be affected by, for example, severe weather, power failures or through any other circumstances that may impact on the school day. In such cases we shall do all we can to let you know if this happens. We shall keep you in touch by telephone, text, where appropriate, letters, web news and through local radio stations particularly if there are prolonged periods of severe weather. The Council's website www.southlanarkshire.gov.uk will be used to let you know if the school is closed and when it will re-open.

It is important for parents/carers to let the school know of any change to your mobile/home

TRANSFER/ ENROLMENT/ PLACEMENT REQUESTS

PRIMARY - SECONDARY

Pupils normally transfer from primary 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. Parents of P7 children will be informed of the transfer arrangements to secondary school normally by the head teacher of the primary school your child attends.

ADMISSION TO SANDERSON

Admission to the school is through the Admissions Forum which is held when pupils are in P6. The panel would consist of the Head Teacher, Educational Psychologist and a representative from the authority.

The case for the pupil would be presented by the host school and following discussion a recommendation would be made. After the meeting the authority would liaise with parents. The starting date would then be a year in August, at the commencement of a new session.

After the Admissions Forum, the parents and pupil would have the opportunity to visit the school on one of the Open Days or by arrangement.

TRANSITION ARRANGEMENTS

Pupils who attend Sanderson are involved in a comprehensive induction programme where regular liaison takes place with the primary school and units. The principal teacher, Ms Shona McCormack, with responsibility for S1/2, works closely with the school and the Home-school partnership worker is involved. We endeavour to ensure a smooth transition for pupils.

- Throughout the school year, subject teachers visit schools to get to know the pupils.
- An Open Day is held for parents in March.
- Ms McCormack visits all associated schools to talk and get to know the pupils prior to transfer to Sanderson High.
- In May, our S5 pupils receive “buddy” training. On arrival at Sanderson, each new first year is teamed with a senior pupil who will support the pupil in transition.
- All Primary 7 pupils attend a two day induction in May.
- In March, all primary pupils attend a social transition event in Sanderson.
- Throughout the year pupils are invited to various events held within Sanderson.
- Pupils and families are invited to our Annual Family BBQ in June.



3)	Parental involvement
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South Lanarkshire Council recognises the importance of parents as partners in the education of their child and has published a strategy entitled, ‘Making a difference – working together to support children’s learning’. This is available from the Council’s website: www.southlanarkshire.gov.uk

Parents, carers and family members are by far the most important influences on children’s lives. Children between the ages of 5 and 16 children spend only 15% of their time in school! Research shows that when parents are involved in their child’s learning, children do better at school and throughout life. Parental involvement can take different forms but we hope you share the same aims and agree that by working together we can be partners in supporting children’s learning.

As a parents/carers we want you to be:

- Welcomed and given an opportunity to be involved in the life of the school;
- Fully informed about your child’s learning;
- Encouraged to make an active contribution to your child’s learning;
- Able to support learning at home;
- Encouraged to express your views and involved in forums and discussions on education related issues.

To find out more on how to be a parent helper, or a member of the Parent Council and/or the Parent Teacher Association just contact the school or visit our website.

Some useful information contacts for parents to find out more on education are as follows:-

- Parentzone – www.parentzonescotland.gov.uk
- Engage Parent Forum – www.engageforeducation.org
- National Parent Forum for Scotland – www.educationscotland.gov.uk/parentzone
- South Lanarkshire Council – www.southlanarkshire.gov.uk

A new approach to involvement
<p>The Scottish Schools (Parental Involvement) Act 2006 aims to encourage and support more parents to become involved in supporting their children’s learning.</p> <p>The main aims of the Parental Involvement Act focus on the following supports for parents:</p> <ul style="list-style-type: none"> • Learning at Home <ul style="list-style-type: none"> > Help parents become more involved with their child’s education and learning • Home/School Partnership <ul style="list-style-type: none"> > Welcome parents as active participants in the life of the school • Parental Representation <ul style="list-style-type: none"> > Provide easier ways for parents to express their views and wishes

All parents of children at school are automatically members of the Parent Forum and are entitled to have a say in what happens at the school. Parents can also decide to form a Parent Council to represent them. Our school has a Parent Council and a copy of its constitution and what it does is available from the school.

Other means parents can support a school is through volunteering as helpers or joining the PTA. Just ask!

What does the Parent Council do?

The school and the local authority are obliged to listen to what the Parent Council says and to respond to the issues raised. Parent Councils decide such things as :

- | |
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| <ul style="list-style-type: none">> how their Parent Council will be set up> what it should be called (Parent Council or other name)> what size it should be – e.g. in a very small primary school, all parents could be involved (no limit on size)> who should be a member of the Parent Council (majority of members must be parents)> how parents can join and support the school> how they can work together with the school and pupils to support children's learning> when the most convenient time is to hold meetings> What will be discussed at meetings – these might be topics such as school uniform, parking near the school, the school's anti-bullying policy, etc. However, it should be noted that a Parent Council cannot discuss issues attributed to individual pupils.> More interesting is how parents can play an active part in helping the school to take forward, Curriculum for Excellence. |
|--|

a) Working together – here is what we are trying to achieve

We wish to give parents/carers every opportunity to become more involved in their child's education.

Parents/carers should be :

- welcomed and given an opportunity to be involved in the life of the school;
- fully informed about their child's educating and learning;

- encouraged to make an active contribution to their child's learning;
- able to support learning at home;
- aware of their responsibility for the school;
- encouraged to express their views and involved in forums and discussions on education related issues.

b) Schools and establishments should be the first point of contact for parents who wish to discuss issues about their child. Our aim is to resolve issues at a local level. Education Resources wishes to promote liaison among schools, members of Parent Councils, parents/carers and with other services. We wish to provide advice and support to Parent Councils, parents/carers.

All enquiries and concerns received from parents are taken seriously. In order to ensure that enquiries are dealt with effectively contact should be made in the first instance with the school.

- **General** **Bullying and related issues, care and welfare issues** parents@southlanarkshire.gov.uk
- **Des Dickson** **Classroom organisation and complaints**
- **Des Dickson** **Parental Involvement, Parent Council: procedural and administrative issues** **01698 454375**
des.dickson@southlanarkshire.gov.uk

Parental enquiries and concerns relating to parental involvement, class organisation, school transport, placing requests, property, additional support needs and inclusive education, and Early Years can be directed to the appropriate service manager:

- **David Hinshelwood** **School transport (mainstream), placing requests and property issues** **01698 454408**
david.hinshelwood@southlanarkshire.gov.uk
- **Lorna Kinsman** **Inclusive Education Manager (Acting)** **01698 454455**
lorna.kinsman@southlanarkshire.gov.uk
- **Morag McDonald** **Early Years Manager** **01698 454474**
morag.mcdonald@southlanarkshire.gov.uk

4)

School Ethos



Our vision for children and young people in South Lanarkshire is to ensure that they live in a community where they feel safe, included, nurtured and respected. They should be part of a society where they have the opportunity to maximise their full potential and have access to good quality health, education and leisure services and to have co-ordinated support for the most vulnerable.

*The schools values are based on **Respect, Equality and Inclusion.***



5)	The Curriculum
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Curriculum for Excellence is the name given to the new curriculum in Scotland for all children and young people aged 3-18. It is a forward; looking, coherent, more flexible and enriched curriculum that provides young people with the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future.

The curriculum includes all of the experiences that are planned for children and young people to support the development of their skills, wherever they are being educated, for example in the family and community, pre-school centre, nursery and school. This broad, general education will allow them to become successful learners, confident individuals, responsible citizens and effective contributors to life in the 21st century.

In taking this forward our school will work closely with South Lanarkshire Education Resources and other services to enable Curriculum for Excellence to be fully embedded, ensuring the best possible education for all children and young people. We wish you to feel confident that your child is encouraged and supported to develop their literacy, numeracy and other skills whilst they attend our school. The curriculum areas are as follows:

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Science
- Social studies
- Technologies

If you want to know more about Curriculum for Excellence, please visit website www.curriculumforexcellence.gov.uk or www.parentzonescotland.gsi.gov.uk

Our learning and teaching activities are based on the outcomes and experiences in the guidelines that all schools have for Curriculum for Excellence.

Level	Stage
Early	The pre-school years and Primary 1 or later for some.
First	To the end of Primary 4, but earlier or later for some.
Second	To the end of Primary 7, but earlier or later for some.
Third	Secondary 1 to Secondary 3, but earlier for some the fourth level broadly equates to SCQF level 4.
Senior Phase	Secondary 4-6 and college or other means of study.

Spiritual, social, moral and cultural values (religious observance)

A statement of the school policy in relation to the development of pupils' spiritual, moral, social and cultural values. This statement should be based on the national guidance issued by the Scottish Government on 21 February 2011 and the Education (Scotland) Act 1980. The statement must include reference to the parental right of withdrawal and how it may be exercised.

Parents may request that their children be permitted to be absent in order to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted and the pupil noted as an authorised absentee in the register.

Organisation and Curriculum : Courses from S1 and S3

The curriculum in Sanderson follows the national guidelines and includes experiences and outcomes that contribute to our pupils becoming confident individuals, successful learners, effective contributors and responsible citizens. These are the signposts that signify progression in learning and set pupils challenging standards that will equip them for the 21st century.

Pupils are taught within subject areas and their learning is enhanced with opportunities for learning beyond subject boundaries i.e whole school events such as Burns Supper, Health Promotion, Eco, Enterprise and assemblies and interdisciplinary opportunities such as two or three subjects working towards one outcome.

Pupils are encouraged and motivated through a positive ethos and climate of respect and trust based upon shared values across the community.



Further information on individual subjects is available on the following pages.



English – Pupils attend for 4 periods per week

Aim of course

To consolidate and develop skills in communication, where appropriate. As the tasks and circumstances suit, to develop skills and confidence in reading, writing, talking and listening. To make pupils aware of the diversity of texts.

Course content

- Welcome to Sanderson unit - develop self and peer awareness
- Halloween topic
- Trick or treat (S1) / Monster House (S2)
- Marvellous Medicine (S1) Holes (or other text) (S2)
- George (Linked to bullying topic)
- Christmas Topic
- Scotland Unit
- Eco Unit
- Equality Unit
- Looking back on S1 / S2

Homework

- Reading Programme
- Diary - recording events, writing about school / home events
- ICT research opportunities at home (where appropriate)

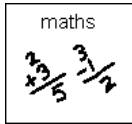
Assessment arrangements

- Written evidence to reflect progress (where appropriate)
- Recorded evidence (photographs, audio, video)
- Attestation
- Drama / Role-Play scenarios
- Self and peer assessment

Reporting

- S1 / S3 Reports
- Parent nights
- Curriculum liaison meetings
- Reporting in pupil diary





Maths - Pupils attend for 4 periods per week.

Aim of course

Mathematics is important in our everyday life, allowing us to make sense of the numbers in the world around us and to manage our lives. Learning mathematics gives young people access to the wider curriculum and the opportunity to pursue further studies and interests.

Mathematics uses a universal language of numbers and symbols which allows us to communicate ideas and develop problem-solving skills.

Course content

The mathematics curriculum in S1 to S3 follows the Curriculum for Excellence guidelines. The experiences and outcomes are structured into 3 main sections: Number, money and measure; Shape position and movement; and Information handling.

Pupils are taught skills and concepts in formal and informal learning situations. Formal lessons are reinforced by placing pupils in situations - for example, the use of shopping centres, sports centre, public transport, allotment - where they have to call on skills they have learned in school.

Number, money, time, measurement, shape, position, movement and information handling are taught in such a way as to allow the pupils to see the relevance of what they are learning.

Realistic maths attainment targets are identified in Individualised Education Plans, drawn up by class teams in consultation with parents, pupils and other professionals.

Learning and teaching situations are adapted to ensure that pupils' abilities and needs are met in an encouraging, supportive environment.

Homework (home learning)

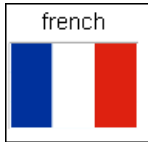
Home learning is often practical in nature and is designed to reinforce ideas introduced in class through application to an everyday, practical setting e.g. using money when out with parents/carers shopping, using kitchen measuring utensils, telling the time at home. Home learning is tailored to the individual needs of the pupil.

Assessment arrangements

Assessment in mathematics focuses on a young person's abilities to work increasingly skilfully with numbers, data and mathematical concepts and use them in a range of contexts.

Reporting Formal reports and parents' evenings.





French – Pupils attend for 2 periods per week

Aim of course

Language is a central element of the curriculum and is at the heart of pupils' learning. An essential element of language learning is understanding the many forms that language can take. Learning to communicate in a foreign language also helps pupils to develop intercultural awareness and to understand the need to act with empathy and responsibility towards others. Learning other languages enables young people to make connections with different people and their cultures and to play a fuller part as global citizens.

Course content

Pupils learn French through Listening and Talking with some Reading and Writing. Topics include Self and Family, Colours, Animals, Weather, Seasons, Food and Drink. Pupils also learn about French culture and festivals such as French Christmas traditions and Bastille day.

The course follows the experiences and outcomes as outlined within a Curriculum for Excellence.

Homework

Homework takes the form of investigation and links to current modern language websites.

Written homework is issued on request from parents or the young person

Assessment arrangements

Pupils are assessed in line with National guidelines as outlined within the Modern Languages Curriculum for Excellence document.

Reporting

Reporting takes the form of annual reviews and written reports.

Parents and carers have the opportunity to discuss their children's progress at two parents' nights





Science

Pupils attend Science for 2 periods weekly. (Sensory pupils attend for 1 period)

Aim of course

To give pupils a broad understanding of the three areas of Science, and an introduction to practical techniques. We aim to increase their understanding of their environment and how their body works.

Course content

We cover 4 topics per year. In first year, these are Introducing Science; Sight, Light and Colour; Sharing the Environment; and Energy. In second year they are Heat and Temperature; Sound and Hearing; Water; and Solids, Liquids and gases. If there is time at the end of the year, pupils can decide on a mini topic to research and present to the class, such as Space.

Topics are based on Curriculum for Excellence guidelines and outcomes take account of individual needs of the pupils.

Homework

Pupils are usually given homework once per topic. This may include research on a subject or revising what they have learned in class.

Assessment arrangements

Assessment takes place continually within the class through questioning and pupil feedback. Written work is assessed in class and kept in pupil folders.

Assessment is related to the appropriate outcome(s) in Curriculum for Excellence.

Reporting

A settling in/review report is prepared for first year, and a full report is issued later in the year.

Second year receive an annual written report.

There are two parents' evenings throughout the year.





Religious and Moral Education – pupils attend 1 period per week

Aim of course

- To enable pupils to develop their own values and beliefs
- To allow pupils to appreciate moral values such as honesty, fairness, concern for others
- To enable pupils to learn about other cultures and religions in order to demonstrate respect to other people
- To help pupils develop questioning skills
- To help pupils learn to express personal opinions
- To encourage pupils to develop responsible, caring and informed attitudes to all members of society

Course content

Levels: S1 = early to second level

S2 = early to third level

- Joseph – Jealousy, Telling lies, Forgiveness, Reconciliation, Jewish/Christian belief that God helps in all situations
 - Christmas - Why Christians celebrate Christmas, Religious and Secular aspects, Christmas customs, People who have a difficult time at Christmas, e.g. folk in hospital
 - Weddings – Commitment, Love, Respect, Relationships, Respecting the wedding practices and traditions of others
 - Parables - The Parable of the Prodigal Son – forgiveness, The Parable of the Lost Sheep – looking after people who are important to us, The Parable of the Good Samaritan – helping people, The importance of caring, sharing and cooperating with each other
 - Easter - Holy week, Why Christians celebrate Easter, Easter customs in other countries
 - Divali - Introduction to Hinduism, Story of Rama & Sita, Good overcoming bad, What happens at the festival
- S2
- Moses - Trust in God, The Ten plagues, The Ten Commandments, Rules and obedience, Passover
 - Hanukkah - Story behind Hanukkah, Why Jews celebrate Hanukkah, Customs, e.g. Dreidel game
 - Ultimate Questions - Does God exist?, Suffering, Life after death, How did the world begin?

Sacred Places & Symbols – Christianity, Hinduism, Judaism, Sikhism

Assessment arrangements

- Informal assessment (worksheets, verbal answers)
- End of unit assessment
- Formal assessment
- Observations

Attestations

Reporting

Reports take place in written form through end of term reports and for review meetings, and verbally at bi-annual parents night.

Sanderson High is non-denominational.

Religious education is provided throughout the school with pupils being offered the opportunity to raise their awareness of others, develop personal values and respect the needs and feelings of other people through discussion and topic study.

Pupils study a range of world religions and issues related to personal search.

Pupils are encouraged to make Sanderson High School a place of safety for all who attend and this attitude requires respect and consideration for all members of the school population.

Regular whole school assemblies are used to celebrate successes and promote the feeling of unity.

Parents and friends are welcome to attend end of term services.

All religious beliefs are respected in Sanderson High School and parents may withdraw their children from religious education and observance by informing the Head Teacher. Alternative arrangements will be made.



S3 Investigating Sikhism



S1 Wedding



Social subjects- pupils attend for 2 periods per week.

Aim of Course

The social subjects course in s1 to s3 aims to introduce pupils to the three social sciences; history, geography and modern studies. Pupils study a variety of topics which will develop skills of enquiry, critical thinking and opinion.

Exposure to the three sciences allows pupils the opportunity to choose a final term topic from choices provided by the teacher. This allows pupils to develop the skills needed to make choices about their learning as they progress through the school.

The subject helps to improve an understanding of our place in the wider world.

Course content

Term 1- history topic	Term 2 Geography topic	Term 3 Modern studies topic	Term 4 Pupil choice
S3 Politics in the UK SS Industrial revolution S1 what is history?	S3 Africa S2 Tourism in Scotland S1 Japan	S3 Equality in the UK S2The media S1 Rights and responsibilities	

Homework

N/A Most of the time

Assessment arrangements

Ongoing formative assessment based on teacher observation of pupils’ written work, oral responses to questions asked and overall pupil enthusiasm whilst in class.

Reporting

End of year full report.





ICT - Pupils attend ICT for 2 Periods a Week

Our students have a large, bright well equipped lab for all their I.C.T needs. We have a range of equipment including powerful networked desktop machines, multimedia projectors, scanners, webcam and printers

Aim of course

In an increasingly IT-orientated society, our Computing department provides opportunities to use and learn about a variety of Hardware and Software.

Course content

In S1 and S2 pupils learn about Word Processing, Desk Top Publishing, Presentation Software, Internet and identifying Hardware and Software.

Topics are based on Curriculum for Excellence Outcomes and Experiences and take account of the individual needs of pupils

Homework

Homework in S1/2 will be in the form of selecting images/adverts from Newspapers/magazines to bring from home to class for group discussions and wall displays.

Assessment arrangements

Progress and achievement is assessed within the class through class discussions, observations and pupil feedback and from completion of printed/written tasks retained in pupils folder.

Reporting

A settling in review report is prepared for S1, and a full report issued at the end of the year.

S2/S3 receive an annual written report.

Two parents' evenings are held throughout the year for S1-S3.





Music - Pupils attend for 2 periods per week (Sensory pupils attend for 1 period)

Aim of course

Using CfE guidelines through music learners have rich opportunities to be creative, develop vocal and instrumental skills and understand the capacity to enjoy music through listening.

Course content

Play and sing along to music of different styles. Develop musical ideas and composition skills. Communicate feelings through musical activities, listening with concentration using aural memory to internalise and recall sound and use for a particular purpose.

Homework

No Formal homework is given .Children are encouraged to watch out for a range of music programmes on T.V. eg. Orchestral concerts ,Tattoo. Celtic Connections.

Assessment arrangements

Video and taped evidence, Use of appraisal skills in their own work to make improvement and progress, Discussion of work of peers. Live performance opportunities.

Reporting

Review report for year groups and full reports are issued at the end of the year.

Sensory classes

Access music once per week. (aim of course same as above)

The pupils are encouraged to be tactile with all instruments available and use the sounds within sensory stories ,percussion groups, songs and along to music.





Physical education – Pupils attend for 2 periods per week

Aim of Course

To give pupils the opportunity to develop personal, social and life skills through practical skills in P.E.

Course content

The course is based on Curriculum for Excellence guidelines.

The course includes learning of physical skills through Gymnastics, Creative Movement, Games and Athletic type of activities.

All outcomes and experiences are delivered through physical activity within indoor/ outdoor, sport hall, gymnasium and community facilities and take into account individual needs of the pupils.

Homework

N/A

Assessment Arrangements

Assessment takes place continually within the class using questions and answer tests, photos, videos and “I can do statements”

Reporting

Settling in review for first year pupils, annual report at the end of year and 2 parents’ evenings during the year.





Home –Economics - Pupils attend for two periods per week.

Aim of course

The aim is to ensure Home Economics is fun, stimulating an interest and raising awareness of the many aspects of practical work.

Literacy and numeracy skills are used when carrying out practical work

Course content

Food based course:

- Food safety and hygiene
- Cookery terms
- Food preparation techniques
- Building knife skills and cooker skills for independent living

Preparation of healthy snacks and meals to enable a healthy lifestyle

Homework

Practice of skills learned within the class to reinforce and build confidence e.g. using scales, measuring jugs and basic hygiene practice and washing and drying dishes.

Assessment arrangements

Assessment will be in line with the national guidelines for Curriculum for Excellence and appropriate to young persons ability within the subject.

Reporting

Parents' evenings and formal reports and reviews





Art – Pupils attend for 2 periods per week (CLD pupils attend for 1 period)

Aim of course

Art and Design enables learners to have a rich opportunity to be creative and to experience inspiration and enjoyment. They explore a wide range of two and three dimensional media and technologies through practical activities, and create, express and communicate ideas. They study work by a variety of artists to enhance their enjoyment and deepen their knowledge.

Course content

Pupils work on projects throughout the term. They are introduced to various materials and create work observing the different visual elements. During the year pupils will be encouraged to develop their hand and eye coordination skills along with their observational recording. Topics will include:- exploring line, colour mixing, introduction to pattern and texture, composition, designing, portraiture and working in three dimensions. Pupils will investigate various artists related to their project work. Pupils are given the opportunity to work on seasonal topics throughout the year. Course work links with the experiences and outcomes of the Curriculum for Excellence.

Homework

Pupils are encouraged to collect visuals, research in magazines and on the internet as and when appropriate to each project.

Assessment arrangements

Pupils are continually verbally assessed and given individual targets within the class. They are encouraged to talk with their peers through informal presentations/discussion of their own individual work and that of their class peers. Photographic and or video evidence of work will be gathered for assessment purposes

Reporting

S1 settling in reports are compiled during the first term with the full report being completed in the summer term.

S2 reporting is completed with reviews held during the month of March.

It is always beneficial for children of all ages to be encouraged when possible to explore art galleries when at all convenient. Art and design is an important part of all our daily lives.





A1/2 pupils attend CLD Base for 23 periods a week focussing on English Language and Communication, Understanding and relating to the Environment and Health and well-being. They also attend Home-Economics, Art, Music, Physical Education and Science

Aim of course

To develop ability and confidence in decision making, communication, interpersonal skills, personal care, sequencing and accessing the community.

Course content

Themes include; All about Me, Choices, Out and About and our World.

We use seasons, celebration times and routines to develop the skills outlined above.

Homework

Targets are shared through IEPs. Specific targets may be shared through home school diaries, parents' evenings or review meetings.

Assessment arrangements

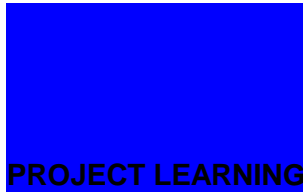
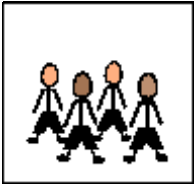
Ongoing Formative Assessment. Photographic and Video evidence used to document experiential learning.

Reporting

As per school Calender.

Also – Daily reports through Big Mack/Home School Diary Meetings with Parents if required.





All pupils in s1-s3 have three periods of project learning a week. During this time pupils work in mixed age group, which develops and extends friendships across the school.

Aims:

- Pupils will be involved in active learning opportunities.
- Pupils will take responsibility for their own learning.
- Pupils will participate in outings and trips and will engage in learning within the local community.
- Pupils will learn practical skills which will support them in life, learning and work.

Course content

<p>13/8-20/8</p> <p>Settling In Timetables Team Building</p>	<p>27/8-24/9</p> <p>Outdoor Learning</p>	<p>1/10-4/11</p> <p>What is Learning Away and Residential at Sanderson</p>	<p>5/12-17/12</p> <p>Christmas</p>	<p>7/1-4/2</p> <p>Scotland Culture/environment</p>	<p>18/2-1/4</p> <p>MORL Pupils working in school and at MORL, allotment, garden</p>	<p>22/4-10/6</p> <p>Visit Our World Commonwealth Games, Countries, Sports Day</p>	<p>17/6-24/6</p> <p>Transition, Achievement</p>
<p>Forest schools</p>				<p>Forest schools</p>			

Reporting

Information about skills learned and used during project learning will be referred to in the end of term report.



Organisation and Curriculum : Courses in S4 – S6

Pupils continue with the full range of subjects and where appropriate, National Qualifications (NQ) can be taken. These units help the pupils to develop educationally, socially and personally. Options are an integral aspect of curricular provision for all students from S4 onwards. Options allow pupils to pursue courses / units in which they have a personal interest / aptitude.

Prior to choosing options, pupils will have the opportunity to take part in an induction programme. This will involve input from subject specialists, careers service and colleges. As part of this process an option information booklet will also be issued to all pupils / parents.

Pupils also have access to a range of units delivered at South Lanarkshire and Motherwell Colleges. For more information regarding the S4-S6 curriculum please see the S4-S6 Curriculum Handbook.



Organisation and Curriculum : Further courses in S5 and S6

The students in our S5 and S6 continue to follow a full range of subjects with an emphasis on preparation for life after school. Work experience, Careers Education, College Placements and Options provide students with an appropriate and challenging pre-vocational two year course.

Arrangements for choosing options for S5 & S6 will take the same format as S4. For more information regarding the S5/6 curriculum please see the S5/S6 Curriculum Handbook.

Work Experience Work It Out Programme

Work Experience is an important part of the S3 – S6 curriculum. In S4, pupils will have the opportunities of a one week work experience placement.

In S5 – S6 students will have the opportunity of two further work experience placements. Our extensive work experience programme allows pupils to prepare for life after school, experience a wide range of job styles and the opportunity to develop job skills. Our flexible programme allows individual needs to be met.

Andrew Cross is the school Work It Out Co-ordinator

College Provision

Students can attend college from fourth year, with courses available at either South Lanarkshire or Motherwell colleges. Courses followed are dependent on ability and the interests of each individual student.

Provision varies from half day vocationally based courses to full day courses, structured for individual students. Where required support staff will accompany students.

Students are encouraged to choose appropriate options after their induction programme.

Community

Pupils use local community resources such as banks, libraries, shops and leisure centres under adult supervision to improve their independent living skills. Some pupils take part in the school's independent travel programme using the local 'bus service.

Health Education

Pupils are encouraged to take care of themselves. Physical fitness, healthy eating and good personal hygiene are encouraged. The school has a policy on sex education which was compiled after consultation with the parents and takes account of the additional support needs of the pupils.

Pupils follow a programme of study which is differentiated and tailored to the individual pupil. Through the comprehensive transition programme offered by Sanderson pupils learning experiences are appropriate with progression and continuity on entering the school. Pupils have opportunities throughout the year to participate in Enterprise, Citizenship, Health promotion and ECO schools. All pupils are involved in Inclusion with Calderglen High School where links include, Anti-bullying workshops, Natural High Drugs workshops, Anti - Racism workshops, Discrimination workshops, choir and a variety of fundraising activities. Some pupils may also access curricular areas in Calderglen. Assessment is an integral part of the teaching and learning process and continuous process of assessment is used throughout Sanderson to measure pupil's progress. The school has a structured policy on assessment for all curricular areas in operation by all members of staff. Pupils are also involved in the evaluation and assessment process including self and peer evaluation. National assessments in reading, writing and Mathematics are administered in accordance with current regulations.



EXTRA CURRICULAR ACTIVITIES

The benefits of extra curricular activities are acknowledged within the school. At lunchtimes pupils attend clubs supervised by teachers and support staff. These clubs include Football, Trampolining, ICT, Basketball, Samba Band, Drums, Senior Boys, Games Club, Girls' Club, Film, Reading and Drop In which is an inclusive club for 1st and 2nd year pupils with Calderglen.

After school clubs take place regularly throughout the school session however parents are required to collect pupils from after school activities. Some of the clubs on offer include Trampolining, Duke of Edinburgh, Football, Basketball and Golf.



Learning Away / School Excursions

Over the last year our pupils have been involved in a range of residential experiences. S1 had the opportunity for team building events in September and some of our S1 pupils visited Inverclyde as part of the South Lanarkshire Sports programme.

Our S2/3 visited Keswick Outdoor Centre in November. A full range of activities were on offer including hill walking, canoeing, horse riding etc.

During March our S4/5 visited Bendrigg Trust in Cumbria and our S6 are preparing for a city visit to Paris in June.

These excursions are designed to build teamwork, self esteem, confidence and build independent skills.



Personal Choice S4 – S6

All pupils in S4, S5 and S6 will have the opportunity to choose from a list of short courses. The aim of these courses is to develop skills for life, learning and work, and to encourage hobbies and interests.

The short courses will include; Music Technology, Conversational Spanish, IT User Skills, Sports Leadership, Sports Academy/Football, D.Jaying, Photography, Basic Electronics, History Club, Media and Folios, Chumble Band and French (S6 only).

Pupils will be able to make a choice for each term.

6)	Assessment
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Assessment takes the form of formal and informal assessment within Sanderson and all staff have the opportunity to inform the management team of pupil's progress in both curricular and social situations.

Presently pupils have an IEP where formal targets are set in English, Maths and Personal and Social Education. These targets are discussed with parents and are continually assessed and adapted according to individual progress.

Presently in S1/S2 pupils follow Curriculum for Excellence in all subjects. A process of continuous assessment is used in their First and Second years. Formative assessment is used extensively, this involves pupils in analysing and evaluating their own learning. Assessment results are used to monitor and support pupil progress through their own learning. Assessment results are used to monitor and support progress through confirming strengths and needs, and identifying the pupil's next steps.

Assessment for both units and courses is continuous and evidence is collated through written and oral, observation, staff attestation and photograph. Pupil's records are maintained by guidance staff within the school and information on assessments held for 5 years

In S3/S6 pupils follow National Qualifications in all subjects and are assessed according to the Learning Outcomes prescribed by specific courses. Pupils have the opportunity to follow a single unit or course and levels from Access 1 – Higher are available. .

We are presently working within Building the Curriculum 5 to review our assessment in line with the principles of the Curriculum for Excellence.

Reporting will be ongoing and comprise of a range of activities which can include children presenting their learning, newsletters, and ongoing oral discussions.

We will provide parents with reports so that you can see what your child is doing and how they are progressing. In addition, there will be parents' meetings which offer you the opportunity to discuss how your child's progressing and how you can contact the school if you wish further information. The school will offer you an appointment time so that you can visit in person to discuss your child's education.

Our 'pupil reports' will help you to get to know more about the curriculum which each child follows and will describe their strengths, achievements and areas for development so you know what encouragement and support you can give.

We welcome any comments or additional information from parents to help us provide the best possible education for your child.

REPORTS TO PARENTS

Sanderson High School recognises good teamwork among parents, children and schools and is the key to a successful education for your child(ren)

Each year we will provide parents with one written report so that you can see what your child is doing and how they are progressing. In addition, there will be parents meetings held in October and March which offer you an opportunity to discuss how your child is doing in school.

More formal reviews are necessary in order to provide information for pupils, parents, teachers and other support agencies working with the pupils. These are set up to help

- identify the skills and knowledge the pupil has gained
- to provide reassurance to parents
- to identify needs that are not being met
- to identify any new situations and set long term targets
- to consider and plan any new learning support measures
- to review the pupils Additional support plan or Co-ordinated support plan and update accordingly

THE REVIEW PROCESS AT SANDERSON

Review meetings are held for pupils at yearly intervals. These meetings are attended by parents, Headteacher or Depute Headteacher, guidance teacher and in some cases social work, educational psychologist, careers advisor and college staff, specialist school nurse, physiotherapist or Speech and Language Therapist.

Pupils are encouraged to attend either part or all of their meeting and contribute to decisions being made.

A written report is provided by the school in advance of all review meetings and a member of staff makes sure the pupil is aware of the contents of the report. Everyone attending the review meeting is given an opportunity to speak freely. Recommendations are provided by the school.

Review Programme for Session 2013-2014

Review days would be held over a week. Reviews involving agencies would be held on Tuesday, Wednesdays or Thursdays. All agencies will be informed of all reviews.

September 2013		CSPs
October 2013	S1	Placement reviews
(October/November)		Parents' Evening Dates to be confirmed
November 2013	S6	Leavers' Review
February 2014	S3	Future Planning Meeting
March 2014	S2	Future Planning Meeting
(March/April)		Parents' Evening Dates to be confirmed
April 2014	S4	Future Planning Meeting
May/June 2014	S5	Future Planning Meeting

8)

Transitions

Pupils normally transfer from primary to secondary school between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Arrangements are made by the school to transfer children to the associated secondary school as determined by their home address. Parents of P7 children will be informed of the transfer arrangements made for their child to attend secondary school.

We will also provide you with information at this time and on events designed to let P7 children visit the secondary school, meet up with other P7 children from other schools so that the transition period is as smooth as possible.

Normally children attend the school in their catchment area. However, there are times when parents may wish their children to go to other schools. If you wish your child to go to another school then you may make what is known as a 'placing request'. If you live in South Lanarkshire and decide to submit a 'placing request', we are unable to reserve a place in your local school until the Council have made a decision on the 'placing request'. Please note if your 'placing request' application is unsuccessful and all places at your catchment school are filled you will be offered a place at the next nearest appropriate South Lanarkshire School.

Please note that if an application for a 'placing request' is successful then school transport is not provided.

If you move outwith your catchment primary school a 'request to remain form' must be completed. If you move outwith your catchment primary, this may affect your right to transfer to the associated Secondary School. Please note the secondary school is determined by the pupil's permanent home address and chosen denomination. If you require further information, please contact Education Support Services on 01698 454102.

ADDITIONAL SUPPORT FOR LEARNING NEEDS

All pupils who attend Sanderson have Additional Support Needs and have an additional support plan or co-ordinated support plan to assist the school in planning a curriculum which supports pupils in achieving their potential.

Support for pupils is provided in the form of smaller class sizes and specific strategies employed by teaching staff to overcome specific individual difficulties. Inclusive opportunities with Calderglen and a comprehensive personal and social education programme has been designed to enable pupils to cope with the challenges presented post school.

Within the classroom pupils are supported by staff who are allocated to work with specific classes and provide pupils with structure, continuity and security during transition periods.

Pupils are supervised at break and lunchtime by support staff and provided with assistance with personal and intimate care if required.

South Lanarkshire Education Resources have published a series of leaflets available which cover information for parents and carers about the Additional Support for Learning Acts. These are available through the school or on the South Lanarkshire Council website www.southlanarkshire.gov.uk. The leaflets available are;

- The Additional Support for Learning Act
- Requesting an Assessment
- Planning for Learning – ASP
- Planning for Learning – CSP
- Transitions
- Future Planning
- Information for Parents and Carers about moving on from school.
- Inclusive Education
- ICT Assessment
- Visual Impairment Support
- Early Years Specialist Support
- Independent Adjudication



Sequencing the story of Coraline in English



Experiencing and overcoming new challenges



Problem solving as part of a team

PROMOTING POSITIVE BEHAVIOUR

It is the responsibility of senior staff within the school to ensure that staff, parent council members, parents and pupils are involved in the creation of a positive school ethos that encourages good behaviour. Equally, the school whilst trying to promote positive behaviour must support young people should incidents or bullying occur. Parents have a significant role to play in working with the school so that teachers, parents and pupils know what is expected of them in trying to change the behaviour and attitudes that contribute to bullying behaviour.

Our approach is to create an environment where better behaviour will encourage better learning. The school, along with the support of parents, can work together to create a learning environment which young people can enjoy and feel safe.

Incidents of bullying should be reported to the school immediately so that each alleged incident can be looked at. Together we can work towards creating a safer school for children and staff.

In addition, a guideline (Management of Challenging Behaviour) has been produced to support all teaching and support staff and inform them of their roles and responsibilities in respect of dealing with the small number of children and young people who display challenging behaviour. Early identification is crucial so that intervention can be provided to support children and young people to help them address their issues and concerns. Staff training is provided to help develop the skills needed to respond to and manage challenging behaviour. A wide range of appropriate staff development opportunities has been developed for this purpose.

In Sanderson High School we recognise that behaviour has an impact on pupils learning and that the pupils of Sanderson have high expectations placed upon them to develop the skills, attitude and maturity to cope with the challenges that they face on a daily basis

Procedures the school have put in place to recognise and reward this behaviour include;

1. 'Get Gold' system linked to our House Groups – Struthers, Torrance and Cameron. Pupils are encouraged to 'Get Gold' through Teamwork, Effort and Good Behaviour. All pupils are encouraged to attain and achieve their targets by supporting others, doing their best and working together. Each week, staff grade pupils 3,2,1,0 – depending on how well they have performed. Points are converted into a 'Get Gold' award at the end of the month. Points for all subjects are added together at the end of the month and, hopefully, pupils achieve the 'Get Gold' award. These awards are celebrated during our achievement assemblies and pupils are presented with a certificate which recognises their work. Pupils are given these certificates to take home and share their achievements with family and friends.
2. Parents can see at a glance in their son/daughter's diary how they are getting on in particular subjects. Pupils achieving their 'Get Gold' awards over two months are allowed to choose from a set list of options. These include cinema visits, ice-skating at George Square, social and museum visits.

"TREAT ME WELL"

Sanderson High School places a strong emphasis on pupil safety and parents may wish to know that an adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.



Getting it right for every child, (GIRFEC)

Getting it right for every child, (GIRFEC) is a national policy and programme which is implemented in Lanarkshire. The Scottish Government introduced GIRFEC as a long term programme; it is relevant to each and every child in Scotland, and reaches across children's and adults' services in the public and voluntary sectors to ensure there is firm commitment and drive towards achieving better futures for all of our children and young people.

GIRFEC promotes key values in working with children and their families across all agencies and is based on core components which will help bring these values about.

The programme calls for all workers in health centres and hospitals, nurseries, schools and leisure centres, family centres, social work services and housing offices, and in the community to work together towards changes in culture, systems and practice that will help all children and young people to grow, develop and reach their full potential.

Support for All (Additional Support Needs)

In keeping with duties set out in the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) the guidance states that handbooks should specifically mention Enquire, the Scottish advice service for additional support for learning.

Enquire is funded by the Scottish Government to provide information on the framework for supporting children who require additional support for learning and to encourage positive partnerships between families, schools and local authorities to ensure children get the right support.

Enquire – the Scottish advice service for additional support for learning

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 www.enquire.org.uk

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

If you would like to order our leaflets, postcards or guides to share with parents and carers of pupils in your school, please contact us on info@enquire.org.uk

10)	School Improvement
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The school produces a School Improvement Plan and a Standards and Quality Report each year.

In relation to the Improvement Plan priorities, the following are some of our achievements from 2012-2013.

- 15% of our population involved in inclusive opportunities within Calderglen.
- Increase in the number of SQA stand alone units at National 1 and 2 delivered.
- All staff have engaged with Education Scotland in National 1 & 2n awareness raising workshops.
- Transition programmes, P7 – S1 and S6 – post school, have been reviewed and a comprehensive transition programme which involved extensive partnership working, support for parents and pupils has been established.
- Designated literacy support teacher identified to enhance pupils skills prior to leaving school.

11)	School policies and practical information
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Free School Meals

Children of parents who receive the following benefits are entitled to a free lunchtime meal for their child

- **Income Support, Income-based Job Seeker's Allowance, Employment and Support Allowance (income related), Working Tax Credit and Child Tax Credit (where your income does not exceed £6,420 gross per annum as assessed by the HM Revenues & Customs) , Child Tax Credit only (where your income does not exceed £16,190 gross per annum as assessed by the HM Revenues & Customs).**

We would encourage parents of children who are in receipt of any of the above benefits to take up this opportunity of having a meal provided for their child when they are at school. Arrangements are in place so that children who receive free meals are not singled out and we encourage all children to remain in school at lunch time.

Healthy eating is something that the school supports and a range of meals are available at lunchtimes. The current cost for a school lunch is £1.20.

We would wish to draw to your attention to the fact that milk is available for pupils as part of the meal provision. Children who wish to have milk with their lunch can do so.

Education Maintenance Allowance

**Forms are available from South Lanarkshire Council website
www.southlanarkshire.gov.uk**

Clothing grant

In certain circumstances the Council provides support to parents/carers for the purchase of school wear.

Application forms for clothing grant are available from the Council's website: www.southlanarkshire.gov.uk or from Q&A Offices, Audit and Development 01698 453504/453505/453213, the school or Education Resources, Almada Street, Hamilton, telephone 01698 454545.

School hours/holiday dates

The school day at Sanderson starts at 8.45 a.m. Lunchtimes are from 12.30 to 13.20 on Mondays, Wednesdays and Fridays school finishes at 15.00. On Tuesday and Thursdays the school day ends at 15.50 p.m.

**Holidays for 2013-2014 are
Draft School holiday Dates Session 2013/2014**

Break	Holiday dates		
First Term	Teachers return	Monday	12 August 2013
	Pupils return	Wednesday	14 August 2013
September Weekend	Close	Thursday	26 September 2013
	Re-open	Tuesday	1 October 2013
October Break	Close on	Friday	11 October 2013 (43)
	Re-open	Monday	21 October 2013
Christmas	Close on	Friday	20 December 2013 (45)
Second Term	Re-open	Monday	6 January 2014
February break	Close on	Friday	7 February 2014
	Re-open	Wednesday	12 February 2014
Spring break/Easter	Close on	Friday	4 April 2014 (63)
	Re-open	Tuesday	22 April 2014
Third Term			
Local Holiday	Closed	Monday	5 May 2014
Local Holiday	Close on Re-open on	Thursday Tuesday	22 May 2014 27 May 2014
Summer break	Close on	Wednesday	25 June 2014 (44)
Proposed in-service days	*Proposed date for teachers return (subject to consultation)	Monday	11 August 2014
		Wednesday	13 August 2014

Notes

- ◆ Good Friday falls on Friday, 18 April 2014
- ◆ Lanark schools will close 12 and 13 June 2014
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Friday, 20 December 2013 and Friday, 28 March 2014)
- ◆ Schools will close at 1pm on the last day of term 3 (Wednesday 25 June 2014)
*Two in-service days proposed for Monday 11 August 2014 and Tuesday 12 August 2014

TOWARDS A SAFER SCHOOL

Sanderson High School places a strong emphasis on pupil safety and parents may wish to know that an adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

(iii) **ATTENDANCE AT SCHOOL**

It is important for the school to work with parents in encouraging all children to attend school. All absences from school are required by law to be recorded. Absences will normally fall under two categories – authorised or unauthorised absence. In cases where your child is unable to attend school parents are asked to:-

- If you know in advance of any reason why your child is likely to be absent from school, please tell someone at the school, telephone us or let us know in writing. Please also give your child a note on his/her return to school, telling of the reason for absence;
- Notify the school first thing in the morning when your child is going to be absent. Let the school know the likely date of return and keep them informed if the date changes;
- inform the school of any change to the following :-
 - home telephone number
 - mobile number
 - emergency contact details
- Requests for your child to be absent from school to make an extended visit to relatives must be made in writing to the head teacher, detailing the reason, destination and duration of absence and arrangements for their continuing education. On these occasions the pupil will be marked as an authorised absentee in the register.

Family Holidays During Term Time

- Every effort should be taken to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. If holidays are taken during times when the school is open parents should inform the school in advance by letter.
- If your child is taken on a family holiday during term time then in line with Scottish Government advice this will be classified as an unauthorised absence. However, in exceptional circumstances schools may register a family holiday during term time as an authorised absence when for example, parents are unable to obtain leave during the school holiday period.

Clearly, absence with no explanation from parents will mean that the absence will be recorded as unauthorised.

In our approach to raising achievement it is recognised that attendance at school is something that should be continuously encouraged. Parents/ carers, children and the school all have a part to play in encouraging and stressing the importance of attendance at school.

Every effort should be made to ensure that your child attends school during term time. Please contact the school should your child be unable to attend school.

(iv) **SCHOOL UNIFORM**

In support of many parents' wishes, South Lanarkshire Council encourages all pupils to wear a school uniform. The wearing of a school uniform helps promote the identity of the school in the local community and helps create an ethos of sharing and pride in the school.

In addition, the wearing of a uniform helps towards increasing the protection of all pupils in light of the need to be more security conscious in all of our schools. The wearing of a uniform helps staff and the pupils to distinguish between who belongs to the school and those who may be visitors. This enables staff to approach and identify visitors more readily and helps in trying to offer a safer environment for pupils and teachers alike.

Equality of opportunity is an important aspect of the life of the school and any proposals on the wearing of a uniform will be the subject of consultation with parents, pupils and staff.



HOMEWORK

Homework is given to pupils as and where appropriate and is presented to pupils as formal or informal exercises and activities to reinforce classroom learning and help pupils put into practice skills which they have learned in school.

Formal homework is issued only with parental agreement and parents are under no pressure to request formal homework.

SCHOOLS MEALS / SCHOOL MILK

The majority of pupils attending Sanderson attend Calderglen Street for their lunch where arrangements with catering staff include pupils attending 5 mins early to ensure they are seated before the bell for their mainstream peers. Pupils are supported to queue, make a choice and socialise with their peers and there is a management

presence on a daily basis. Those pupils who require intensive eating and drinking programmes are catered for within Sanderson's Street.

Pupils attending Sanderson High School are provided with an allowance for their school meal on a daily basis and pupils have the opportunity to top up this allowance by using the card machine located in Sanderson Street area.

Packed Lunches : Pupils who choose to bring a packed lunch to school are accommodated in the lunch-hall with their class group

Special Diets: The school nurse specialist, DHT and catering manager liaise regularly on the special diets and requirements for individual pupils

Donna Wilson the Speech and Language Therapy Eating and drinking specialist liaises with the DHT and School nurse specialist on a variety of issues surrounding lunchtime and skills for independence

Pupils attending the school are provided with milk, water and fruit as part of Health Promotion

As Sanderson High School is a **Gold Health Promoting School** we encourage pupils at break and lunchtime to eat a healthy snack.

INSURANCE FOR SCHOOLS – PUPILS' PERSONAL EFFECTS

South Lanarkshire Council is concerned at the level of claims being received for loss or damage to pupils' clothing or personal effects. Parents are asked to note the Council's position in terms of insurance for pupils' personal effects:

(i) Theft/loss of personal effects

The Council is not liable for the loss or theft of pupils' clothing or personal effects and any items are therefore brought into the school at the pupil/parents' own risk.

Parents can assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

Teachers and other staff have been advised not to accept custody of any such items.

The same principle applies to musical instruments and other equipment used for activities within the school, which belong to the pupil, but are brought into the school. Parents should be aware that if such equipment is left in school, it is done at the pupil/parents' own risk.

In the case of valuable items such as musical instruments, parents should ensure that these items are covered by their own household insurance.

(ii) Damage to clothing

The Council is only liable for damage caused to pupils' clothing where the damage has resulted from the negligence of the Council or one of its employees. Claims arising otherwise will not be accepted by the Council's insurers.

Transport

(i)

School transport

South Lanarkshire Council has a policy of providing school transport to Secondary pupils who live more than two miles by the recognised shortest walking route from their catchment school. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or Education Resources, Hamilton, telephone 01698 454102 or web www.southlanarkshire.gov.uk. These forms should be completed and returned before the end of March for those pupils starting the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year and will be considered by Education Resources.

A paid privilege transport scheme is operated for mainstream school contracts where a pupil is not entitled to free school transport. Privilege transport will only be granted providing there is spare capacity on an existing school contract and will be from and to designated pick up and drop off points. Privilege transport will not be provided where a service bus is used on the school run. Any spare capacity will be allocated using agreed priorities. For more information on school transport contact Education Resources telephone 01698 454102.

(ii) Pick-up points

Where school transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's distance limit for school transport.

It should be noted that it is the parent's responsibility to ensure their child behaves in a safe and acceptable manner while travelling in and alighting from the vehicle. Misbehaviour can result in your child losing the right to school transport.

Parents are asked to note that South Lanarkshire Council does not provide transport for those pupils who attend school via a placing request. Where there is a request to place a child under school age in a school within the local catchment area they may receive transport in line with the Council's transport policy.

Any information on transport appropriate to the school should be mentioned.

The Education Authority provides transport to and from school for pupils at Sanderson High School. Parents are responsible for ensuring that their child is ready to board the bus when it calls. Bus Escorts are not permitted to leave the bus to escort pupils between the bus and their home. Sanderson High School promotes independence and some pupils may travel to and from school using local transport. Applications for bus passes are made in conjunction with guidance staff in the school.

In the event of a child being absent, parents are asked to inform the appropriate transport agency.

Contact numbers are as follows:

<i>For all South Lanarkshire school buses - Fleet Services</i>	<i>Peter Henry Gerry Morrow / Gary McFarlane</i>	<i>01698 717703 01698 717713</i>
<i>For taxis -</i>	<i>Janet Rae</i>	<i>01698 717709</i>

Applications for changes in transport arrangements are made through the school but involve a number of processes undertaken by the Education Resources Transport Section. Any parent wishing to make even temporary changes to transport arrangements must inform the school in writing at least 7 days prior to the requested change.

Insurance for schools – pupils’ personal effects

South Lanarkshire Council is concerned at the level of claims being received for loss or damage to pupils’ clothing or personal effects. Parents are asked to note the Council’s position in terms of insurance for pupils’ personal effects :

(i) Theft/loss of personal effects

The Council is not liable for the loss or theft of pupils’ clothing or personal effects and any items are therefore brought into the school at the pupil/parents’ own risk.

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The same principle applies to musical instruments and other equipment used for activities within the school, which belong to the pupil, but are brought into the school. Parents should be aware that if such equipment is left in school, it is done at the pupil/parents’ own risk.

In the case of valuable items such as musical instruments, parents should ensure that these items are covered by their own household insurance.

(ii) Damage to clothing

The Council is only liable for damage caused to pupils’ clothing where the damage has resulted from the negligence of the Council or one of its employees. Claims arising otherwise will not be accepted by the Council’s insurers.

Family holidays during term time

Every effort should be made to ensure that your child attends school during term time. Please contact the school as soon as possible if your child is unable to attend school.

Family holidays should be avoided during term time as this both disrupts the child's education and reduces learning time. If holidays are taken during times when the school is open parents should inform the school in advance by letter.

If your child is taken on a family holiday during term time then in line with Scottish Government advice this will be classified as an unauthorised absence. However, in exceptional circumstances schools may register a family holiday during term time as an authorised absence when for example, parents are unable to obtain leave during the school holiday period.

Clearly, absence with no explanation from parents will mean that the absence will be recorded as unauthorised.

In our approach to raising attainment and achievement it is recognised that attendance at school is something that should be continuously encouraged. Parents/carers, children and the school all have a part to play in encouraging and stressing the importance of attendance at school.

The school holiday dates and in-service dates are available from the website www.southlanarkshire.gov.uk

MEDICAL / HEALTH CARE / GENERAL WELFARE

The community medical team of paediatricians will carry out medical reviews when appropriate.

School Nurse:- The named nurse for the school is Ms S Robertson. She is not resident in the school although attends the school on a daily basis to work with pupils whose health issues require medical intervention. Her hours are 8.45 am until 5.00 pm and she can be contacted via the school for parents who wish to discuss health related issues. The nurse will carry out routine medical examinations and immunisation programmes as well as having input to the Health education and Personal Development programmes within the school. The nurse trains staff to administer medication, manage seizures and deliver gastrostomy care and feeding.

Medication: Pupils who have prescribed antibiotics for infections should not attend school, as some of our pupils do not enjoy good health and are vulnerable.

Medication for seizure management can only be given as first aid if parents have completed the appropriate consent form. A number of staff are trained to administer seizure management medication.

- Prescribed medicines may be given by school staff.
- All medicines must be supplied in the pharmacist's container and bear the pharmacist's label indicating patient name, name of medicine and dosage. Medicines are given by a member of staff, logged in the school's medicine log and only administered after parents complete the relevant consent form.
- Non prescription medicines cannot be given to pupils by school staff.
- The school nurse specialist co-ordinates prescribed medicine for all pupils.

Emergency: Pupils who take ill during the school day may be sent home if it is felt appropriate. It is essential that emergency contact numbers are kept up to date.

Any pupil who suffers gastrointestinal infection are at increased risk of spreading the infection to others. They are therefore advised to remain off school for 48 hours after symptoms of diarrhoea or vomiting have resolved.

Dental:

Dental Service is available on request.

Child Protection

All staff in educational establishments in South Lanarkshire Council are required to follow the advice and guidance contained in "South Lanarkshire Child Protection Interagency Guidance and Education Procedures".

The shared vision for Lanarkshire's children is: "all children and young people in Lanarkshire have the right to be cared for and protected from abuse and harm in a safe environment in which their rights are respected." All agencies will work together in a collaborative way to promote the safety and wellbeing of children and young people in Lanarkshire.

The Chief Officers and Child Protection Committees of North and South Lanarkshire Council's are the driving force for ensuring that agencies individually and collectively work to protect children and young people as effectively as possible.

The Council has a duty in law to report suspicions that a child has been abused or is at risk of harm, in terms of the Children (Scotland) Act 1995. Therefore, Council staff have a professional and contractual obligation to report concerns to the head of establishment or the child protection coordinator immediately.

Education Resources staff and visitors from other agencies and services are required to follow these Child Protection Procedures to protect and support children and to fulfil their professional obligations to report all allegations or suspicions of child abuse.

For more information, or if you have a concern of a child protection nature, please contact the head of the educational establishment which your child attends.

The Council has produced an information leaflet – 'stay safe' for parents/carers on how to help ensure their child is safe when using the internet and mobile devices.

Copies are available from the school or the web: www.southlanarkshire.gov.uk

Information on emergencies

We make every effort to ensure the school remains open during term-time for pupils. However, on occasions circumstances may arise which can affect the school. Schools may be affected by, for example, severe weather, power failures or through any other circumstances that may impact on the school day. In such cases we shall do all we can to let you know if this happens. We shall keep you in touch by telephone, text, where appropriate, letters, web news and through local radio stations particularly if there are prolonged periods of severe weather. The Council's website www.southlanarkshire.gov.uk will be used to let you know if the school is closed and when it will re-open.

It is important for parents/carers to let the school know of any change to your mobile/home telephone number and change of address.

If for any reason, you are unsure if the school is open, please contact the school or Education Resources, Operations Service, Almada Street, Hamilton. (Telephone 01698 454545) or email us at: education@southlanarkshire.gov.uk or visit the website www.southlanarkshire.gov.uk

Your commitments

We ask that you:

- support and encourage your child's learning

- **respect and adhere to the schools policies and guidance**
- **let the school know if you change your mobile/telephone number and/or address**
- **enjoy and take part in school activities**
- **accept your responsibility to respect staff who work in the school and for the school to be proactive in taking forward it's commitment to care for and educate your child.**

Data Protection Act 1998

Information on pupils, parents and guardians is held by the school to enable the teaching, registration and assessment of pupils as well as associated administrative duties. The information is stored and used as per the requirements of the Data Protection Act 1998 with South Lanarkshire Council defined as the data controller. The Council have established a data protection policy that applies to all of its schools. For more information please contact the school.



Education Resources

Draft School holiday Dates Session 2014/2015

Break	Holiday dates		
First Term	Teachers return	Monday	11 August 2014
	Pupils return	Wednesday	13 August 2014
September Weekend	Close	Thursday	25 September 2014
	Re-open	Tuesday	30 September 2014
October Break	Close on	Friday	10 October 2014(43)
	Re-open	Monday	20 October 2014
Christmas	Close on	Friday	19 December 2014 (45)
Second Term	Re-open	Monday	5 January 2015
February break	Close on	Friday	6 February 2015
	Re-open	Wednesday	11 February 2015
Spring break/Easter	Close on	Thursday	2 April 2015 (63)
	Re-open	Monday	20 April 2015
Third Term			
Local Holiday	Closed	Monday	4 May 2015
Local Holiday	Close on Re-open on	Thursday Tuesday	21 May 2015 26 May 2015
Summer break	Close on	Wednesday	24 June 2015 (44)
Proposed in-service days	*Proposed date for teachers return (subject to consultation)		

Notes

- ◆ Good Friday falls on Friday, 3 April 2015
- ◆ Lanark schools will close 11 and 12 June 2015
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Friday, 19 December 2014 and Thursday, 2 April 2015)
- ◆ Schools will close at 1pm on the last day of term 3 (Wednesday 24 June 2015)
*Two in-service days proposed for August 2015 to be confirmed.

This annex provides links that schools and local authorities may find helpful when developing a School Handbook. The list is not intended to be exhaustive and authors may wish to consider additional sources of school, local and national information, material and resources.

CONTACT DETAILS

Education Scotland's Communication Toolkit for engaging with parents –
<http://www.educationscotland.gov.uk/learningteachingandassessment/partnerships/engagingparents/toolkit/index.asp>

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities –
<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system – <http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

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

PARENTAL INVOLVEMENT

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others –
<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils –
<http://www.educationscotland.gov.uk/parentzone/index.asp>

SCHOOL ETHOS

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

Journey to Excellence - provides guidance and advice about culture and ethos –
<http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

Health and wellbeing guidance on healthy living for local authorities and schools –
<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence Through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support – <http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education –
<http://www.sces.uk.com/this-is-our-faith.html>

CURRICULUM

Information about how the curriculum is structured and curriculum planning –
<http://www.educationscotland.gov.uk/thecurriculum/>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas –
<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literary, numeracy and health and wellbeing –
<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

Broad General Education in the Secondary School – A Guide for Parents and Carers –
http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64

Information on the Senior Phase –
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnerexpect/seniorphase.asp>

Information on Skills for learning, life and work –
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnerexpect/skillsforlearning.asp>

Information around the Scottish Government's 'Opportunities for All' programme –
<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services – <http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning – <http://www.skillsdevelopmentscotland.co.uk/>

ASSESSMENT AND REPORTING

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework – http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf

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

Curriculum for Excellence factfile - Assessment and qualifications –
http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp

Information on recognising achievement, reporting and profiling –
<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

TRANSITIONS

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond – http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy – <http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

Choices and changes provides information about choices made at various stages of learning – <http://www.educationscotland.gov.uk/supportinglearners/choicesandchanges/index.asp>

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

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition – <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Enquire is the Scottish advice service for additional support for learning – <http://enquire.org.uk/>

Parenting Across Scotland offers support to children and families in Scotland – <http://www.parentingacrossscotland.org/>

SUPPORT FOR PUPILS

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

Information about the universal entitlement to support that underpins Curriculum for Excellence – <http://www.educationscotland.gov.uk/supportinglearners/whatisupport/universalsupport/roleofkeyadult.asp>

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

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

SCHOOL IMPROVEMENT

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports – <http://www.educationscotland.gov.uk/scottishschoolsonline/>

Education Scotland's Inspection and review page provides information on the inspection process – <http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish Credit and Qualifications Framework (SCQF) – <http://www.scqf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications – <http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland –

<http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

SCHOOL POLICIES AND PRACTICAL INFORMATION

Schools and local authorities should consider the most relevant school, local and national policies and include details or links for parents to sources of further information.

National policies, information and guidance can be accessed through the following sites:

<http://www.scotland.gov.uk/Topics/Education>

<http://www.scotland.gov.uk/Topics/Health>

<http://www.scotland.gov.uk/Topics/People/Young-People>

Children (Scotland) Act 1995 – <http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000 –

<http://www.legislation.gov.uk/asp/2000/6/contents>