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**Sanderson High School
High Common Rd
St. Leonards
East Kilbride
G74 2LX**

Headteacher : Mr. John McEnaney

**Tel No. 01355 588625
Fax No. 01355 588626**

Dear Parent / Guardian

Sanderson High School Handbook

This handbook is designed to introduce you to the work of Sanderson High School and to provide you with some preliminary information about our aims, organisation and achievements to date.

Many of you will have decided already to choose Sanderson for your child, so the receipt of this brochure is the first stage of our partnership.

Sanderson High was opened in 1994 and at present we have 12 classes. The school has recently moved into new state-of-the-art accommodation and facilities include a large gymnasium, shared dining room, Music, Home Economics, Technical, Science, Art, general classrooms and Support for Autism as well as provision for Health Board personnel.

Parents are most welcome to visit the school at any time to find out about the curriculum and our daily routine.

The information which follows is for your guidance. We hope you find it useful.

Please do not hesitate to contact me at the school if you require any further information or advice. The school telephone number is 01355 588625.

John McEnaney
Head Teacher

Introduction

Sanderson High School is one of 17 secondary schools throughout South Lanarkshire Council.

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.

South Lanarkshire Council, is committed to the provision of education of the highest quality. The services delivered through Education Resources reflect the council's core values set out within the council plan for 2003/07 (Fourcast). The core values are to:

Improve the quality of life for all its citizens.

Work in a way that is responsive to the needs of its citizens.

National and council values and priorities of education are taken forward through improvement objectives.

The aims of South Lanarkshire Council, Education Resources are shown on the back cover of the handbook.

It is hoped that with your support and that of other parents the school can work together in creating an environment where children are encouraged to learn and to achieve their full potential.

Introduction by the Head Teacher

Sanderson High has been delivering a high quality service to South Lanarkshire families since 1994 and we have collected an impressive range of leisure, sport, community and academic awards in the process. We fully intend, with your support, to maintain that tradition.

Sanderson High School is a non-denominational school which caters for pupils with Additional Support Needs from S1-S6. The school is part of the Calderglen Learning Community and has extensive links with the local community including Calderglen High School, Universal Connections, South Lanarkshire and Motherwell Colleges, community police, Calderglen country park, local businesses and local sports facilities.

At present most pupils have an Additional Support Plan with a few pupils having a Co-ordinated support plan.

Pupils are referred to Sanderson High School through South Lanarkshire Admissions Forum.

The curriculum mirrors that of a mainstream secondary and pupils have the opportunity to follow both 5-14 and Higher Still National Qualifications. As well as the formal curriculum pupils are provided with opportunities to develop independence, social skills and responsibility and are encouraged to be assertive and confident as they move through the school.

The school fosters a safe environment where pupils are able to fulfil their potential at a pace of learning that suits them and there is flexibility for pupils if they require.

The holistic approach taken by all staff ensures that pupils needs are met and time is taken to ensure that staff are aware of issues surrounding individual pupils.

Parents are encouraged to be part of their son / daughters education and are welcomed to contact the school as and when the need arises.

Our Aims

The aim of our school is to provide opportunities for all pupils to achieve their potential academically, emotionally and socially. This involves the acquisition of knowledge, skills and attitudes which will help them to be useful and fulfilled members of society. In addition to encouraging and promoting the developments of interest and leisure pursuits, our school also seeks to encourage attitudes of responsibility, self-discipline, initiative, endeavour and individual judgement.

We will do this

- 1. through working with pupils, parents, colleagues and outside agencies in an atmosphere of mutual respect.**
- 2. by presenting age appropriate learning opportunities in an organised manner.**
- 3. by constantly evaluating our skills and the provision we offer.**
- 4. by ensuring all resources - material, human and financial are managed to the best advantage of our pupils.**
- 5. by implementing current National and Regional guidelines.**
- 6. by ensuring issues of equal opportunity and social justice are addressed**

IT IS HOPED THAT PUPILS WILL DEVELOP A CONCERN FOR OTHERS, TOLERANCE, AND AN ABILITY TO FORM PERSONAL RELATIONSHIPS.

2) About our school

The school address is

Sanderson High school
High Common Rd
St.Leonards
East Kilbride
G74 2LX

The school contact numbers are:-

Telephone : 01355 588625
Fax : 01355 588626
e-mail : theoffice@sanderson.s-lanark.sch.uk

The Headteacher of Sanderson High School is Mr John McEnaney

Sanderson High School came into being in August 1993. It is a non-denominational special school, which provides secondary education for pupils with a wide range of additional support needs, including a number of pupils with severe and complex learning difficulties and with autistic spectrum disorders. The school is currently situated on the campus of Calderglen High School in East Kilbride.

The school recently moved into brand new state-of-the-art accommodation. It will share the building and the wider campus with Calderglen High School, a new school formed as the result of the merger of Claremont High School and Hunter High School. Calderglen High and Sanderson High will work closely together in partnership to support the development of a shared vision and an inclusive philosophy.

The roll of Sanderson High is currently 84, but it is anticipated that this will rise to 110 over the next three years. The accommodation of the new school will include classrooms for English, mathematics, modern languages, ICT, PSE/RE, expressive arts, science and technology, and home economics. In addition, there will be one dedicated classroom for pupils with autistic spectrum disorders. Pupils will access the facilities of the campus for other areas of the curriculum, such as physical education. There will also be facilities for personal preparation/beauty therapy, vocational skills, a sensory room, and a full medical suite with accommodation for therapists and visiting specialists.

Our Classes and Current Roll for session 2007-08

S1a	9
S1b	9
S2a	8
S2b	8
Sensory Class	5
S3a	7
S3b	8
S4	10
S5a	5
S5b	6
S6	9

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

Parent Council

The Parent Council is active in its support for the school.

The parent council members for 2008-09 are:-

Mrs Barbara Kendall (chairperson)

Mrs Michelle Gallacher

Mrs Pamela MacKenzie

Mrs Marjorie MacPherson

Mr Tom Ogilvie (vice chair)

Mrs Katie Ramage OBE

The school staff is as follows:

Headteacher

Mr John McEnaney

Depute Headteacher

Mrs Nicola Lavery

Principal Teachers

Ms Liz Coomber
Mrs Teresa Gordon
Mr George Walker

Teachers

Art

Mrs Gillian Johnston

English

Mrs Susan Anderson (chartered teacher)

English

Mrs Beatrice Beattie

French	Mrs Elizabeth Cloney (chartered teacher)
Home Economics	Mrs Fiona McCrae
ICT & Autism support	Mrs Marie Watts
Maths	Mrs Caroline Leiper
Maths	Miss Gayle Boyle
Music	Mrs Katherine Craig
Personal & Social Education	Ms Claire Benson
Physical Education	Mr Tad Rostek
Religious & Moral Education	Ms Claire Benson
Sensory curriculum	Ms Liz Coomber
Sensory class (0.5)	Mrs Jennifer Fegan
Sensory class (0.6)	Mrs Elaine Macgregor
Science	Mrs Susan Templeton
Social Subjects	Mr Des Tierney (chartered teacher)

Support Staff

Mrs Julie Wedlock (Team leader)	Mr Eddie Law
Mrs Isobel Flynn (Team leader)	Mrs Jean Lovatt
Mrs Janice Clark	Mrs Diane Marshall
Mrs Gerry Drew	Mrs Anne Needleman
Mrs Susan Black	Mrs Fiona Shearer
Mrs Margaret Gallacher	Mrs Margaret Smith
Mrs Maureen Harkness	Mrs Lydia Stewart
Mrs Eileen Justice	Mrs Anne-Marie Thomson
Mrs Jane Kelso	Mrs Margaret Woods
Mrs Eileen Glen	
Mrs Gill Goldin	

Mrs Doreen Barclay (Office)
Mrs Irene Munro (Office)

For all pastoral issues initial contact names and telephone numbers:-

S1 / S2	Mrs Teresa Gordon	
S3 / S4	Mrs Liz Coomber	
S5 / S6	Mr George Walker	01355 588625

Extended Team

School Nurse	Mrs Seonaid Clark
Active Breaks	Mrs Maureen Burnett
Home-School partnership (0.2)	Mrs Nikki Hill
Supported Employment Co-ordinator	Mr Alistair Gillen
Educational Psychologist	Mrs Shirley Patterson
Physiotherapist	Mrs Anne McKenna
Physiotherapy Assistant	Mrs Lorna Rollo
Speech and Language Therapist	Mrs Aileen Buchanan
Speech and Language Therapy assistant	Mrs Joan Marshall
Visual Impairment Support	Mrs Linda Sorenson
Careers Adviser	Mrs Geraldine MacDougall
Hearing Impairment support	Mrs Alyson Ross
Kitchen Supervisor	Mrs Marie McKinnon

Schools Modernisation

As part of South Lanarkshire Council's investment in improving school buildings, a new purpose built facility opened in 2008. Calderglen and Sanderson High Schools share a campus which ensures accessibility for all users. The school provides access to a full curriculum for all pupils, and the enhanced facilities has provided a stimulating and motivating environment for pupils to achieve their maximum potential whilst the medical and care facilities are of the highest quality thus allowing us to better meet the needs of all learners.

Learning Community

A learning community is made up of local education establishments including a secondary school, the local primary schools, early years establishments, early years partners and schools and bases which provide specialist additional learning services.

Each Learning Community is managed by a Head of Education (Area).

Anne Rooney is the Head of Education for East Kilbride

The Learning Community develops ways of working between establishments and with other agencies and organisations to ensure services are responsive, accessible and are delivered as effectively as possible.

All the establishments and services in a Learning Community share priorities for improvement and are involved in the deployment of additional support to meet the needs of the child and family.

3) Integrated Children's Services

In South Lanarkshire, all services to children, including schools, work together. Our aim is to make a positive difference for children by integrating our children's services. We do this through the Integrated Children's Services Plan, which can be seen at www.southlanarkshire.gov.uk, in the publications section. Working together also helps us to share resources and develop new initiatives for children and families.

4) The school day

The school day is from 8.55a.m – 3.30p.m with access to the building for pupils from 8.45a.m
Pupils have a 6 period day:

Registration	08.55 – 9.05
Period 1	09.05 – 10.00
Period 2	10.00 – 10.50
Interval	10.50 – 11.05
Period 3	11.05 – 12.00
Period 4	12.00 – 12.50
Lunch	12.50 – 13.40
Period 5	13.40 – 14.35
Period 6	14.35 – 15.30

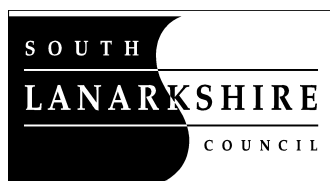
Pupils are supervised by support staff before registration, at breaks and lunchtime.

5) Information on emergencies

We make every effort to ensure the school is open, but on some occasions circumstances arise which can affect the school. Schools may be affected by, for example, severe weather, power failures or difficulties with the supply of fuel; in such cases we shall do all we can to let you know if this happens. We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements on local radio and through the Council's website (www.southlanarkshire.gov.uk).

Please ensure that you notify the school of any change to your mobile/home telephone number.

If 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 visit the council



Education Resources

The school year / holiday dates

Session 2008/2009

	Schools closed on the following dates	No of days holiday	Working days for teachers
First term			
Summer break	Monday, 30 June 2008: (Teachers return on Thursday, 14 August 2008) (Pupils return on Monday, 18 August 2008)		85
September Weekend	Friday, 26 September 2008 and Monday, 29 September 2008	2	
October Break	Monday, 13 October 2008 until Friday, 17 October 2008	5	
Christmas/New Year	Monday, 22 December 2008 until Friday, 2 January 2009	10	
Second term			
February Break	Monday, 16 February 2009 and Tuesday, 17 February 2009	2	58

Easter Holiday	Monday, 6 April 2009 until Friday, 17 April 2009	10	
Third term			
May Day	Monday, 4 May 2009	1	52
Local Holiday	Friday, 22 May 2009 and Monday, 25 May 2009 *	2	
Summer Break	Monday, 29 June 2009		
total		32	195

NOTES

Good Friday falls on Friday 10 April 2009.

*Lanark schools will close 11 and 12 June in association with Lanimer celebrations.

Pupil attendance will be 190 days after deducting 5 in-service days, two of which are Thursday 14 August and Friday 15 August 2008 (The other 3 days have still to be determined).

Schools will close at 2.30pm on the last day of Terms 1 and 2 (19 December 2008 and 3 April 2009).

Schools will close at 1 pm on the last day of term 3 (26 June 2009).

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

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

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

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.

Our Chaplain Team:

Deacon Paul Cathcart

Rev Mike Gargrave

Rev Father Pat Hennessey

Claremont Parish Church

Claremont Parish Church

St Vincent de Paul Church

Equal opportunities and social justice

Staff and Management work diligently to promote an appreciation of equal opportunities and an awareness of social justice within the school.

Pupils are encouraged to offer each other respect and value the opinions of others. Through the curriculum and ethos within the school pupils are enabled to become responsible citizens. All pupils who attend the school are valued and staff work hard to ensure pupils are safe, nurtured, achieving, healthy, active, included, respected and responsible.

Information in the form of literature relating to social issues is displayed in the reception area of the school.

The school can organise interpreters and advocacy for both pupils and parents by contacting the school prior to meetings and parents evenings.

Parents who require information regarding issues surrounding equality should contact the headteacher via the school office.

Reporting of racist incidents

Schools take seriously any reports of racist incidents. As part of the school's approach to promoting positive discipline a record of all racist incidents is maintained and each incident fully investigated.

Schools are required to notify the local authority of any racist incident.

Admission

Admission to the school is through the Admissions Forum which is held in May/June . 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.

Transfer from Primary to Secondary

Pupils normally transfer from primary to secondary school between the ages of 11½ or 12½, 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.

Pupils who attend Sanderson are involved in a comprehensive induction programme where regular liaison takes place with the primary school.

The Principal Teacher for S1 – S2, Mrs Teresa Gordon and the Primary / Secondary Transition Liaison Officer works closely with the school and the Home-school partnership worker is also involved.

We endeavour to ensure a smooth transition for pupils and through two induction days at the end of June we provide pupils with an opportunity to attend Sanderson and get to know teachers and other pupils. We have sixth year pupils who have been trained as buddies and support staff allocated to specific groups of pupils. The principal teacher in charge of S1/S2 collates information and provides staff with individual pupil profiles and works closely with parents to ensure that the transition is as smooth as possible.

Guidance Structure

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

There are three principal teachers 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 Mrs Teresa Gordon and she is also House Leader for Struthers House (Purple)

The S3/S4 principal teacher is Ms Liz Coomber and she is also House Leader for Torrance House (Yellow)

The S5 / S6 principal teacher is Mr George Walker and he is also House leader for Cameron House (Red)

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.

Child protection procedures

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".

Under the terms of this guidance, staff must report concerns relating to a child protection issue. This would include, where appropriate, sharing information with other agencies, following advice contained in 'Lanarkshire Information Sharing Protocol Obtaining Consent Good Practice Guide' 2005.

Child Protection – our shared vision for Lanarkshire's children.

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 are the driving force for ensuring that agencies individually and collectively work to protect children and young people as effectively as possible.

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

Courses available in the school and policy on class organisation

At present the courses offered within Sanderson take account of the pupil population and the specific needs of the individual pupils attending. It is the schools policy to work with pupils within year groups and classes will have between six and ten pupils of differing abilities. Due to the changing nature of the school population on a yearly basis it may not be possible to offer the prescribed courses on a yearly basis.

Organisation and Curriculum : Courses in S1 and S2

Most pupils follow what is known as the 5 – 14 curriculum with some pupils following the elaborated 5 – 14 curriculum. The curriculum focuses on :-

English

A good command of English is an asset in all aspects of life and communication is vital in every pupils personal development. Pupils attend English for 4 periods per week.

The 5-14 and elaborated curriculum covers reading, writing, listening and talking and all pupils have an Individual Education Plan which addresses their individual needs within the subject. Pupils use a variety of materials when developing their reading skills and a class novel is studied in depth throughout the school session. Listening and talking are encompassed throughout the school and pupils are involved with imaginative and functional writing as appropriate to their needs. Assessment is continuous and both formative and summative assessment is carried out in the English Department. Pupils who are ready will sit National Tests in reading and writing.

Maths

Maths affects everything we do in our lives and forms the basis for many other subjects. Pupils attend Maths for 4 periods per week. The mathematics curriculum in S1 and S2 follows 5-14 guidelines.

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 centres, public transport - where they have to call on skills they have learned in school.

Number, money, information handling, time, measurement, shape, position and movement 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.

Social Subjects

Through Social Subjects pupils are prepared for their future roles as responsible citizens and members of the workforce.

In the first two years their understanding of Society is increased by studying People in the Past, People and Places and People in Society.

French

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. Above all, learning a foreign language should be a fun way of communicating, and for this reason, French is taught mainly orally through role play, games, pictures and songs.

In the curriculum pupils learn French through Listening and Speaking with some Reading and Writing. Individual curricular targets for each pupil identify targets according to the pupil's own needs and abilities.

Religious and Moral Education

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.

Personal and Social Education

The programme for the first two years builds on previous knowledge gained from the primary PSE programme. Some of the topics covered over the two years are entering the teenage years, smoking, personal skills, emotions, drugs education and careers education

Physical Education. Outside agencies work collaboratively with school staff in presenting this course. All pupils have an Individual Education Plan which addresses the specific needs of pupils.

Physical Education

PE at Sanderson High School consists of Gymnastics, Games, Swimming, Athletics, Fitness and Outdoor Activities.

<i>Gymnastics</i>	The focus of attention being the body; requiring control, co-ordination, balance and versatility in increasingly challenging and more demanding situations whilst developing and sustaining strength and flexibility.
<i>Games</i>	Both individual and team provide pupils with experience of competitive and co-operative situations where it is necessary for them to apply their skills, tactics and strategies in order to outwit and outmanoeuvre their opponents. Pupils learn to send, receive and travel with a ball and/or implement. They learn to run, chase, weave, change direction and in the process become more alert, agile and controlled.
<i>Swimming</i>	An essential survival skill and a vital requirement for taking part in a wide range of activities in and around water. It is crucial for a pupil to develop confidence in water. In addition, swimming provides one of the best forms of exercise.
<i>Athletics</i>	Pupils endeavour to improve their performance against measurements, giving them the opportunity to pursue individual excellence. Athletics builds on a child's natural ability to run, jump, throw and in doing so encourages all physical development - speed, strength, stamina and flexibility.
<i>Fitness</i>	Pupils are measured in the five areas of health related fitness - aerobic endurance, muscular endurance, flexibility, strength and body fat - all of which enable them to carry out every-day tasks with ease. Pupils are helped to gain a knowledge of how to improve performance and also a basic knowledge of the effects of exercise on the body.
<i>Outdoor Activities</i>	A vital part of our programme providing pupils with an essential element of adventure as well as an opportunity to apply their skills in a challenging, stimulating and fulfilling environment where physical competence, fitness and safety awareness are all demanded in such a way that complements the broader programme of PE.
<i>Kit</i>	Pupils are required to wear white t-shirt, black shorts and white soled gym shoes for PE. One piece swimsuits should be worn for swimming.
<i>Hygiene</i>	Pupils are required to shower after P.E. lessons and should come prepared with a towel and personal toiletries. Aerosol sprays are not allowed.

Home Economics

Home Economics is available to all pupils.

Initially, pupils are introduced to basic cookery equipment and terms used in the subject. They will become familiar with simple practical skills eg measuring, cutting, choosing correct implements in order to prepare food.

An elementary knowledge of nutrition will hopefully promote healthy eating habits and sensible food choices and an insight will be gained into the eating habits of other countries.

At all levels, pupils are encouraged to work independently and follow instructions whether written or verbal, paying attention to safety and hygiene at all times.

Pupils will also have the opportunity to develop skills in fabric work and all pupils will become conversant with the use of cookers, microwaves, larger electrical equipment eg food processors, mixers as well as the laundry equipment.

Technical

The person who can both think and do is recognised as important to society. Technical provides pupils with an opportunity to create and invent items which are uniquely their own.

Pupils will learn the modern processes of technology and is predominantly practical where pupils will participate in projects and complete these from design to model.

Skills learned include communication, problem solving, working together, measurement and time and confidence in using tools and machinery.

Information Computer Technology

The school has a dedicated computer suite and connection to the internet. Pupils are provided with opportunities to use and learn about hardware and software which is readily available within the school. Text processing, adventure games, graphics packages are used to develop I.T. skills.

All access to the internet is supervised by staff in accordance with South Lanarkshire Council's procedures.

Pupils also experience use of video, audio and reprographic equipment as well as fax machine and telephones.

Computer aided learning is used throughout the school to reinforce mathematics and language work. Problem solving, hand - eye co-ordination, logical thinking and mental agility are developed through the use of computers throughout the curriculum. Pupils learn keyboarding skills and simple word processors are available.

Art

The pupils of Sanderson High School are offered a varied and flexible art curriculum in accordance with the criteria guidelines of 5-14 and Scottish Qualifications Authority.

The art curriculum is based on the needs and abilities of Sanderson High pupils and is age appropriate. All Sanderson pupils are expected to work at their own pace and are encouraged to ask for and expect assistance.

Art, as a means of self-expression, enables the participant to learn about their ability and therefore raises self-awareness and self-esteem.

The purpose of expressive art and design work, is to develop the pupils' sensory, creative, aesthetic and fine motor skills. For example, the process of drawing is an holistic learning exercise that teases out various valuable skills for participants and further, there is evidence that the brain is stimulated by the action of drawing. Through design activities, researching and problem solving are promoted.

The pupils are encouraged to make informed choices and work independently, whenever possible, on class projects. There is a wide variety of art projects offered to incorporate all the visual elements in both 2D and 3D. For example, printing, painting, collage, IT, clay modeling, mod-roc work and model making.

When it is appropriate, pupils use technology in the art class to aid their work, such as, overhead projector, scanner, digital camera and photocopier.

The pupils are also expected to show care in maintaining the tools and material in the art class. Pupils develop critical skills by evaluating the work of other artists and their own work through class discussion and worksheets.

Pupils experience art in the wider community through visits to galleries and working artists and, whenever possible, art is experienced through working with visiting artists in school. Sanderson High pupils have participated in many art projects and competitions and have shown their work in exhibition spaces outwith school.

Music

Music in Sanderson High School follows very closely the National Guidelines 5-14 programme, covering all six areas:-

1. Investigating and exploring sound.
2. Creating and designing.
3. Using instruments.
4. Communicating and presenting.
5. Using voice.
6. Observing, listening, reflecting, describing and responding.

Students in first year start with using percussion instruments to create their own piece of music. They then go on to modules on the keyboard, guitar and drum kit. Music of different styles and instrumentation will be listened to and discussed and all children have the chance to play in a group or solo performance using their voice or a chosen instrument.

Science

A topic based approach is used to introduce pupils to science.

Through simple experiments pupils develop scientific skills,

Observing, measuring, recording and learning to draw conclusions from their findings.

Environmental Studies

Pupils at Sanderson High School are encouraged to respect their environment - immediate and beyond. Whole school involvement in ECO Schools has raised pupils' awareness of litter, minimisation, energy conservation and the development of the school grounds. A cross-curricular approach ensures these areas are kept under review.

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.

Organisation and Curriculum : Courses in S3 and S4

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 S3 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 subjects 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 S3/S4 curriculum please see the S3/S43 Curriculum Handbook.

Organisation and Curriculum : 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 S3 & S4. For more information regarding the S5/6 curriculum please see the S5/6 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.

Alistair Gillen 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.

Assessment

Assessment takes the form of formal and informal within Sanderson and all staff have the opportunity to inform Guidance staff of pupils 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.

In S1/S2 pupils follow the national 5-14 or elaborated curriculum guidelines in all subjects. National assessments take place as pupils are ready and parents are informed of the outcome via letter and pupils report card. Parents have the option to choose whether their child should be tested and should inform the Head Teacher in writing if they do not wish their child to sit a National Test.

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

14) 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 in 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.

Information for parents – home and school links

Visits

Parents are welcome to visit the school. Teaching commitments may mean that staff cannot be released to speak with individual parents during school hours, so it is advisable to telephone before a visit.

Members of promoted staff make every effort to be available to talk with parents between 8.45a.m and 4.30p.m

Telephone

Parents may telephone the school between 8.45am and 4.30p.m to speak to a promoted member of staff.

Teaching commitments make it difficult for class staff to be released for telephone conversations.

In writing

Each pupil has a homework diary which may be used by staff, parents and pupils to share concerns or celebrate success. Pupils are encouraged to enter their own text in the diary, but staff and parents use it as a way of maintaining contact.

At the end of each term the Head Teacher provides a newsletter which reviews events which have taken place during the term and gives notice of forthcoming important dates.

Parents also find bus and taxi escorts can be a good link between home and school.

Escorts are aware of the importance of confidentiality.

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.

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.

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:-

- inform the school by letter or telephone, if your child is likely to be absent and to 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 the Scottish Executive Education Department 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, children and the school all have a part to play in encouraging children to attend 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

Information on change of school or transfer to another school

Children and young people may transfer school for a number of reasons such as families moving house, parental choice etc.

If you are proposing a change of school for your child please provide as many contact details as possible in relation to the new school so that we can ensure a smooth transfer of information relating to your child.

This will help us all to ensure the continued well-being of your child.

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.

There are forms of dress which are unacceptable in all schools such as :

- the wearing of football colours
- clothing with slogans that may cause offence (anti-religious, symbolism or political slogans)
- clothing which advertises alcohol, tobacco or drugs
- clothing which can be deemed unsuitable in terms of health and safety grounds such as shell suits, combat style clothing, dangling earrings, loose fitting clothes particularly in practical classes
- articles of clothing that could inflict damage on other pupils or be used by others to do so
- footwear that may damage flooring.

The council provides support to parents in receipt of Income Support, Working Families Tax Credit, Housing Benefit or Council Tax Rebate by providing financial assistance towards the purchase of school uniform/clothing.

Application forms for clothing grant are available from Q and A Offices, Audit and Development 01698 453504/453505/453213, the school or Education Resources, Almada Street, Hamilton, Telephone 01698 454545.

Homework

Homework 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.

Formal homework is issued in Core Subjects for one week in advance to allow families to plan ahead. The amount issued is intended to be covered over four evenings.

**INFORMATION FOR PARENTS 2007
SPECIAL SCHOOLS**

As our school is organised by stage the figures shown are for each relevant stage. The figures shown for our school are for the whole school.

School: Sanderson High School	Id No.: 380 - 8525749
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School Roll At September (Aged 12 Years And Over At 31 December)

2004/2005	2005/2006	2006/2007
66	68	75

Examination Results (within Scottish Credit and Qualifications Framework)

(2006/2007 Figures are Pre-Appeal)

Number of Pupils with:	School Year		
	Number of Pupils with: 2004/2005	2005/2006	2006/2007
1+ @ level 3 or better	4	0	0
1+ @ level 4 or better	0	0	0
1+ @ level 5 or better	0	0	0
1+ @ level 6 or better	0	0	0
3+ @ level 6 or better	0	0	0
1+ @ level 7	0	0	0

Leaver Destinations

Number Of Pupils Leaving In School Year 2006/2007 And Percentage With Destination As:

Total Number of Leavers (=100%)	13
Full-time Higher Education	0
Full-time Further Education	46
Training	38
Employment	0
Other Known	15
Not Known	0

Budgeted Running Costs For Financial Year 2007-2008

School Roll at September 2006	77
Total School Running Costs at April 2007 (£)	1,070,140
Cost per Pupil (£)	13,898

Attendance And Absence For School Year 2006/2007

Total Number of Possible Attendances(Pupil Half Days)	28616
Percentage Authorised Absences	4.4
Percentage Unauthorised Absences	3.1

For Information:

Scottish Credit and Qualifications Framework (SCQF) levels:	
Level 7	CSYS at A-C; Advanced Higher at A-C
Level 6	Higher at A-C
Level 5	Intermediate 2 at A-C; Standard Grade at 1-2
Level 4	Intermediate 1 at A-C; Standard Grade at 3-4
Level 3	Access 3 Cluster; Standard Grade at 5-6

Schools meals

Sanderson High school provides all pupils with an educational experience during lunchtime and therefore all pupils are provided with a school meal. Pupils share the dining facility with Calderglen High School and are provided with a choice of a hot meal, snack including sandwich, wrap or panini and a pasta or noodle dish. Pupils who bring a packed lunch are accommodated within the lunch hall facility. The school nurse specialist, guidance staff and catering manager work together to ensure that all pupils dietary requirements are catered for. Pupils are provided with water and fruit daily as part of Health Promotion.

Healthy eating is something that the school supports and a range of meals are available at lunchtimes.

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.

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 ('bus / taxi).

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.

South Lanarkshire Council has a policy of providing transport to secondary pupils who live more than two miles by the recognised shortest walking route from their local 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. These forms should be completed and returned before the end of March for those pupils beginning 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. The Executive Director of Education Resources has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred.

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 limits (see above paragraph).

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.

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

School Nurse:- The named nurse for the school is Mrs S. Clark. 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 infectious conditions should not attend school, as some pupils do not enjoy good health and are vulnerable.

Medication for seizures 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 pharmacists' 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: Pupils can attend the school dentist and dental hygienist at specific surgeries in Sanderson High School. Such visits may be supported by Sanderson High School staff.

Parental involvement (PTAs, parent forums/parent councils)

South Lanarkshire Council recognises the importance of parents as partners in the education of their child.

Parents, carers and family members are by far the most important influences on children's lives. After all, 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 representation is about helping parents and schools work together as partners in children's learning.

A new approach to involvement

Because parents have such a vital role to play in their children's education, the Scottish Parliament has passed a new law called the Scottish Schools (Parental Involvement) Act 2006 – to encourage and support more parents to become involved.

The main aims of the Parental Involvement Act (the new law) are to :

Learning at Home

Help parents become more involved with their child's education and learning

Home/School Partnership

Welcome parents as active participants in the life of the school

Parental Representation

Provide easier ways for parents to express their views and wishes

To help achieve these aims, all parents will automatically be members of the Parent Forum at their child's school and will be entitled to have a say in what happens at the school. Parents can also decide to form a Parent Council to represent them.

Parent Council

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 :

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

who should be a member of the Parent Council

how they should be appointed

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.

a) Parental involvement – what does it mean?

As a member you can expect to:

- get information about what your child is learning
- get information about events and activities at the school
- get advice/help on how you can support your child's learning
- be told about opportunities to be involved in the school

- have a say in selecting a parent council to work on behalf of all parents at your school

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 has established a “Working with Parents Team” to promote liaison among schools, members of Parent Councils, parents/carers and Education Resources. Members of the team are available to provide advice and support to Parent Councils, parents/carers and headteachers and can, where necessary, act as mediators and facilitators.

All enquiries and concerns received from parents are taken seriously. In order to ensure that enquiries are dealt with effectively staff have been assigned to deal with issues as follows :

Working with parents team		
Name	Area of responsibility of team	Contact number
John Edgar	Bullying and related issues, care and welfare issues, other Parental Council matters	01698 454666 john.edgar@southlanarkshire.gov.uk
Des Dickson	Parent Council: procedural and administrative issues (only)	01698 454495 des.dickson@southlanarkshire.gov.uk
Jessie McPherson	Class organisation and all staffing related issues	01698 455632 jessie.mcpherson@southlanarkshire.gov.uk

Parental enquiries and concerns relating to school transport, placing requests, property, Inclusive Education and Early Years should be directed to the appropriate service manager:

David Hinshelwood	School transport (mainstream), placing requests and property issues	01698 454408 david.hinshelwood@southlanarkshire.gov.uk
Trevor Baxter	Inclusive Education Manager	01698 454455 trevor.baxter@southlanarkshire.gov.uk
Morag McDonald	Early Years Manager	01698 454474 morag.mcdonald@southlanarkshire.gov.uk

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, dance, martial arts, transporters, diablo skills, ICT, magazine 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 and pupils are transported home by their normal means of transport at the end. Some of the clubs on offer include Trampolining, Craft, ICT, Duke of Edinburgh, Photography and Golf.

Throughout pupils school career there are opportunities to attend a residential experience which is linked to aspects of the curriculum. These can take the form of an activity week related to Art or PE or a field trip linked to PSE or Social Subjects.

Residential trips are subsidised by the school, but parents may be asked for a financial contribution.

Parents' Information

In line with national advice on information for parents, schools must include the undernoted information in their school handbooks. This information is clearly set out in SOEID Circulars Nos. 10/93 and 12/93.

Attendance and absence by stage
School running costs
Examination results
School leaver destinations
5-14 attainment performance

Transferring educational data about pupils

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

Why do we need your data?

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

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors which influence pupil attainment and achievement,
- share good practice,
- target resources better.

Data Policy

The ScotXed programme aims to support schools and Local Authorities by supporting the collection, processing and dissemination of statistical information required for planning, management and monitoring of Scottish education services.

A subset of this information is passed to Scottish Government for research and National Statistics publications. Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any

information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be published by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only. We hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information.

Your data protection rights:-

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

Scottish Government works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at Peter.Whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ.

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

Want more information?

Further details about ScotXed are available on the ScotXed website, www.scotxed.net, which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.

Addresses

Useful Information and contact addresses are as follows:-

- (i) Larry Forde, Executive Director (Education Resources), Council Offices, Almada Street, Hamilton, ML3 0AE
- (ii) Education Resources Helpline Telephone 01698 454545.
- (iii) Make reference to :-
 - a) Head of Education East Kilbride is Mrs Anne Rooney.
 - b) The Education Manager for Sanderson High School is Lorraine Bell

- (iv) The local councillors for Sanderson are
John Cairney
Graham Scott
Jim Wardhaugh

i) **Data Protection Act 1998**

The following paragraph should be inserted in the school handbook where personal data of pupils, parents and guardians is processed and stored on a computer within the education department.

Data Protection Act 1984

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 it's schools. For more information please contact the school.

ii) **Disclaimer**

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document before the commencement or during the course of the school year in question in relation to subsequent school years. We will do all we can to let parents know about what is going on in our school.

*Education Resources
Operations Service
Communications and Information (Ext 4495)*

Item possibly to be added:-

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.

