

Communities and Families

Redhall School



Information for Parents Handbook

2021/22



3c Redhall Grove

Edinburgh

EH14 2DU

Tel: 0131 443 1256

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email: admin@redhall.edin.sch.uk

Website: www.redhallschool.com

Headteacher: Charlotte Chiswick

Session 2021-22

Welcome from the Head Teacher

Dear parents

Welcome to the Redhall School Handbook.

This handbook offers an introduction to our school and a general overview of the education your child will be getting at school.

If you have any questions, or would like any further information on any aspect of this handbook or the education of your child, please do not hesitate to contact me.

To make our handbook easy to use I've divided the information into five different sections :-

- Section One – Practical Information about the School
- Section Two – Parental Involvement in the School
- Section Three – School Curriculum
- Section Four – Support for Pupils
- Section Five – School Improvement

Contact Details

Name of Head Teacher: Charlotte Chiswick

Name of School: Redhall School

Address: 3C Redhall Grove, Edinburgh. EH14 2DU

Telephone Number: 0131 443 1256

Website: www.redhallschool.edin.org

E-mail Address: admin@redhall.edin.sch.uk

About the school

Stages of Education provided for: Primary Special

Present Roll: 69

Denominational Status of the School: Non-denominational

Organisation of the School Day

Start Time: 9 am

Morning Break: 10.45 am

Lunch Time: 3 sittings 11.40 am, 12.10 pm, 12.35 p.m.

Finish Time: Monday to Thursday 3.05 pm, Friday 12.35 pm

Outdoor Learning days for pupils are Monday/Tuesday

Autumn

Term starts Wednesday 18 August 2021.

Mid-term holidays

- Monday 20 September 2021, autumn holiday.
- Monday 18 to Monday 25 October 2021, mid term break.

Term ends Friday 17 December 2021.

Christmas holidays

- Monday 20 December 2021 to Wednesday 5 January 2022.

Spring

Term starts Thursday 6 January 2022.

Mid term holidays

- Monday 14 to Friday 18 February 2022, mid term break.

Term ends Friday 8 April 2022.

Easter holidays

- Monday 11 to Friday 22 April 2022.

Summer

Term starts Monday 25 April 2022.

Mid term holidays

- Monday 2 May 2022, May Day.
- Tuesday 3 May 2022, staff only day.
- Thursday 2 June 2022, Platinum Jubilee (changed from 23 May Victoria Day).
- Friday 3 June 2022, Platinum Jubilee.

Term ends Friday 1 July 2022.

Section One – Practical Information about the School

This section deals with the practical aspects of your child's attendance at our school. It provides details on such things as:

- travelling to and from school
- school meals and milk
- financial assistance with school clothing, transport and school meals
- school closures in an emergency or unexpectedly for any reason
- general supervision available for your child in the morning and at lunchtime
- wet weather details
- how the school communicates with parents
- how to complain if you are not happy about something.

Communicating with the School

This section provides you with some background information on our school. It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill.

Registration and enrolment

The date for registration of new school entrants is advertised in the local press and on the council's website www.edinburgh.gov.uk. Registration for Primary One and First Year Secondary takes place in November each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Placing requests for places within a special school are considered by the Case Management Review Group (CMRG). A child's Educational Psychologist will normally support families through this process. Further information on placing request is available in Section 4 of this booklet.

Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated.

Absence from school is recorded as authorised, that is approved by the children and families department, or as unauthorised, that is unexplained by the parent (truancy).

Please let the school know by letter or phone if your child is likely to be absent for some time, and give your child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time. I can approve absence from school for a family holiday in certain extreme situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with me before the holiday. If I cannot give permission before the holiday, it will be recorded as unauthorised absence. I can authorise a holiday if you can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by me on this basis is regarded as authorised absence.

Any requests for extended absence over two weeks will be referred to the Senior Education Manager: Inclusion who will decide if it will be recorded as authorised or unauthorised leave.

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

A supportive approach is taken to unexplained absence. However the children and families department has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

School Uniform

In Redhall School the wearing of uniform is actively encouraged.

The Redhall School uniform consists of a white or red polo shirt (with or without the school logo), a red sweatshirt with school logo and black/grey trousers, joggers or skirt. Sweatshirts, polo shirts and jackets with the school logo can be ordered from Border Embroideries website <https://www.border-embroideries.co.uk>.

Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE equipment which are often lost.

Please help us by ensuring that pupils do not bring valuable or expensive items of clothing to school.

If you have any queries regarding the school's dress code, please contact the school office.

Footwear and Clothing Grants

For information on footwear and clothing grants available please check

<https://www.edinburgh.gov.uk/food-clothing/free-school-meals-school-clothing-grants>

School Meals

Menus offer healthy and tasty meal options while reflecting the Scottish Government food and drink legal requirements for school lunches. Special diets and allergies are usually accommodated subject to consultation with parent/guardian and catering services. Meal prices are reviewed annually.

Snack Time

As part of our Health Promoting Schools Project, children can be provided with a Healthy Snack at a cost of £2.00 per child per week which is payable in advance via Parentpay. Snacks provided may include fruit, yogurt, crackers and cheese, toast or rice cakes. Special diets will be catered for including gluten free and non-dairy. You may decide to send in a healthy snack daily for your child to eat.

Cooking

Your child will participate in cooking throughout the school year in class. The cost of ingredients will be £19 per school year. You can pay this monthly, Termly or annually in advance via Parentpay.

School Lunches

School lunches are currently provided at the cost of £2.25 per day. A choice of two cooked meals or a baked potato option is available from Monday to Thursday and a packed lunch is available on Fridays. The three week lunch menu is part of the Children and Families Department 'Hungry for Success' initiative designed to increase the quality of food served in schools. Milk can also be purchased at the cost of 17p a carton per day on a termly or annual basis in advance. Please note that on a Friday packed lunches are given to the child to take home and are not eaten in school.

Free School Meals

Some families may be eligible for free school meals. Application forms are available online at <https://www.edinburgh.gov.uk/food-clothing/free-school-meals-school-clothing-grants>. The forms should be completed by the parent along with supporting documentation as detailed on the application form. An application is required for every school session.

Travel to and from School

Transport for the journey between a child's usual home and school is normally provided free of charge to all children attending Redhall School. There is an escort on each bus or taxi. Pick up points are arranged as near to the home as is safe and practicable. Further details can be provided by the Headteacher. If at any time there is no-one to meet a child from school transport the escort will take him/her to the nearest Social Work Centre where efforts to contact parents/carers will be continued.

School security

The safety and security of pupils and staff when attending or working in a school is very important to us. We use a number of security measures including a visitors' book, badges and escorts, while visitors are within the school building. Normally, anyone calling at a school for any reason will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit.

Wet Weather Arrangements

Except in exceptionally wet or cold weather pupils will have opportunities for outdoor activities and play on a daily basis. Parents should ensure they have appropriate clothing for outdoors.

Unexpected Closures

In the event of an emergency, such as a power cut or severe weather, that prevents schools from opening in the morning or results in an early closure a range of communications channels are used to let parents know.

Parents/carers are asked to make sure that the school has up to date telephone numbers and an up to date email address to contact in the event of an emergency. The school should be informed immediately of changes to telephone numbers, emails and emergency contacts.

Parents will be notified in writing about planned closures. Unplanned closures may occasionally be necessary e.g. as a result of power failures or severe weather. Arrangements for children to return home on these occasions will be made with parents/carers or emergency contacts.

If parents/carers are in doubt about whether or not there is a school closure they should telephone the school or school transport for information and listen to local radio stations.

In addition, announcements will be made on Radio Forth (Forth 1 and Forth 2) and via the Council's corporate Twitter account www.twitter.com/Edinburgh_CC and Facebook page www.facebook.com/edinburghcouncil. If many schools are affected, or the situation is likely to be prolonged, then the Council's website www.edinburgh.gov.uk will also be used.

Equality

Council has published an Equality Scheme, which can be viewed on the council's website. This outlines the duties which the Council is required to undertake to tackle discrimination, prevent harassment and ensure our work promotes equality. The Council is committed to eliminating discrimination on the grounds of race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity.

Complaints, Comments and Suggestions Procedure –

We all hope that you will be completely satisfied about your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

If you want to register a comment of any type about our school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

There are some things which you should take note of in relation to making a complaint:

- Please make any complaints initially to the Headteacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.
- If you are still unhappy with the service or with our response then you will have the right to take the matter further and contact Advice and Conciliation [0131 469 3233]
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.

Health and Safety

"Within the general policy laid down by The City of Edinburgh Council, the Children & Families Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility in accordance with the [Health and Safety at Work Act 1974](#). School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents/carers in promoting good practice in health and safety matters is of great importance to the school".

School Health Service

A team of specialist Health Service and Children and Families Department staff work together to provide a service throughout your child's years at primary and secondary school. A planned programme is put into place to make sure that they benefit as much as possible from all that school has to offer, and to help prepare for life after leaving school. The School Health Service is part of the Community Child Health Service and has direct links with those who carry out health checks on children before they start school.

Many different services are provided. The staff involved make every effort to work closely with parents/carers and with others who are caring for your child, both at school and in other branches of the Health Service. Some of the services, e.g. testing for vision, hearing or speech, are provided to all children on a routine basis to discover which children may need further tests. Parents/carers are not necessarily notified at the time of these screening tests and any parent who does not want a child to be included should notify the school at the beginning of the session. Naturally, if treatment is thought to be required the child's parents/carers will be informed and consent requested. The issue of maintaining confidentiality is taken seriously by the School Health Team at all times.

Some of the staff concerned and the parts they play are as follows:-
School Nurses are involved with health promotion and education, prevention of ill health, immunisation, health surveillance and screening.

The School Doctor is made aware of any possible problems and parents/carers and the family doctor are informed if any further action is considered necessary.

The School Doctor may ask for your consent to examine your child if his/her medical records are incomplete or if the doctor particularly wishes to check on his/her progress. You will be invited to be present at any medical examination and kept informed if the School Doctor wishes to see your child again, or thinks that he/she should be seen by the family doctor or a specialist in paediatrics. You can, if you wish, arrange for your family doctor to undertake the examinations instead of the School Doctor, but you may

be charged a fee for this. In secondary schools the School Doctor may consider whether any special information should be provided for the Careers Service.

The School Doctor or Nurse will be pleased to see you and your child at a mutually convenient time if you are concerned about his/her health or general progress at school.

With your consent, the School Health Service Staff also carry out immunisations to protect against various diseases.

The Audiometric Team normally checks children's hearing on a number of occasions before the age of 13/14 years. The School Health Team will be told if your child seems to have a hearing problem and they will inform parents/carers and GPs as necessary.

The Speech and Language Therapist can provide assessment and, if necessary, treatment if you, a teacher or the School Doctor feels that your child may have a speech or language problem.

Any enquiries concerning the provision of dental services should be made to:
The Director of the Community Dental Service, 16 Duncan Street, Edinburgh, EH9 1SR (Tel. 0131 667-7114).

We hope that the School Health Service can, together with yourselves, contribute to your child's overall well-being and development. Please do not hesitate to arrange through the Head Teacher to see the School Doctor or School Nurse should you require any further information".

Medicine administration

If your child requires medication to be administered in school we are normally able to facilitate this. There are a number of different forms to be completed, dependent on the type of medication that your child requires. Please speak to the school office if you require any medication forms.

Section Two – Parental Involvement in the School

Parental involvement is very important as we know it helps children do better in school.

This section contains information about how parents can be involved in supporting learning at home as part of a home – school partnership.

You can also find out more about the ethos of our school, what our values are and our aspirations for our pupils including how we celebrate pupil success, and links we have with partner organisations and the wider local, national and international community.

Lastly, it includes information on our Parent Teacher Association/Parent Association and Parent Council, how to contact them and how parents can get involved in the life and work of the school.

Ethos of Redhall School

Values

We are committed to supporting the development of the whole pupil and as a result, wish to encourage their development in spiritual, moral, social and cultural terms. Redhall is a Rights Respecting School.

Our Mission Statement

Our vision is for all children at Redhall School to be well prepared for life after school and to be the best they can be.

Our Aims

- To meet the individual needs of every child through a progressive curriculum which has breadth, coherence, relevance and depth
- To provide a curriculum which offers challenge and choice and allows children to enjoy learning
- To ensure that all children are able to realise their potential through the recognition of achievement and excellence
- To develop a positive school ethos through reflection and debate actively involving staff, children, parents and the wider community
- To provide the highest quality of learning and teaching that enables children to reach their potential
- To ensure that the school's promoted staff provide high quality leadership and management and that all staff are supported in their professional development
- To build and maintain effective partnerships between school, parents, external support agencies and its wider community
- To work in partnership with parents and guardians, encouraging them to become involved in their child's education and in the life of the school
- To work together effectively and professionally as a team
- To provide a calm, positive and safe learning environment that promotes positive behaviour, self discipline and respect for others

Our values

At Redhall we value

- A positive school community

- The individuality of each child
- The inclusion of stakeholders in our decision making process
- Effective partnerships
- Equality and inclusion
- The celebration of achievements
- Fair treatment for all
- The interdependence within the global community
- The natural world/environment and its sustainability
- A Total Communication philosophy

Promoting Positive Behaviour at Redhall

We wish to encourage a partnership with you to ensure the best possible standards of pupil behaviour.

Aims

- To encourage appropriate behaviour in different situations
- To help children take responsibility for themselves, their work and their actions
- To provide consistent and constructive approaches to enable children to develop self-awareness and self esteem

At Redhall many of our pupils find managing their own emotions and behaviour difficult. Having a learning disability often means that the children need considerable support to help them understand what is happening and when and how to communicate their emotions effectively.

A range of strategies are in place at Redhall to help children understand what is happening in school and minimise the chance of pupils becoming upset or confused and displaying what could seem like negative or challenging behaviour. These include visual timetables and supports throughout the school, giving clear instructions, telling children what they should do rather than what they should not do, giving processing time, being clear about when activities will finish and giving countdowns or timers if necessary, reducing the amount of language used if a child is becoming upset and using motivators and rewards which are of interest to the child.

Staff work closely with clinical psychologists to develop appropriate strategies for children with complex behavioural needs. Where there are complex behavioural needs it is essential that a consistent approach is applied across all settings and multi-agency meetings will be arranged to include all stakeholders in the planning process.

CALM

As part of the school's duty of care, it may be necessary to hold children when they are displaying challenging behaviour which could cause/is causing significant harm to others, self or property. The CALM (Crisis, Aggression, Limitation, Management) Programme is used and there is annual training for all staff. CALM promotes de-escalation at all times and children are actively encouraged to make appropriate choices.

Parents Welcome

We welcome parental involvement as research has shown that when parents are involved children do better in school.

Parental Consultation

Parents are invited to Parents' Evenings in the Autumn and Summer Terms and to an Annual Child Planning Meeting. This year meeting will be held via Microsoft Teams.

We consider it very important that parents/carers and the school work closely together for the benefit of children. Communication between school and home takes place on a regular basis. Teachers are available for telephone contact before and after school each day should you require to discuss anything with them. If you have any concerns about your child's education, progress or health and wellbeing please contact the Head teacher who will be happy to listen to your concerns and look for solutions to any problems. When necessary, the HT can arrange multi-agency meetings via Microsoft Teams out with the normal school calendar of reviews.

Parental Involvement

We have an active Parent Council and Friends of Redhall.

The Parent Council

The school has an active Parent Council. They are a great support to the school and meet throughout the school session. There is an Annual General Meeting and fund raising events. The present chair is Amanda Collins. Any parent can become a

member of the Parent Council and all parents are welcome to attend Parent Council meetings via Microsoft Teams.

Friends of Redhall

The Friends of Redhall is a registered charity. The aims of the 'Friends' are

- To enhance the education and development of our young pupils with learning difficulties at Redhall School, by providing or assisting in the provision of equipment and activities not supplied by the LEA.
- To foster an atmosphere of community amongst staff, parents and others associated with the school and its locality, through communication and close co-operation.
- To engage in activities, which support and advance the education and welfare of pupils attending the school, including fund raising and after-school activities.
- To consider applications for funds from both parents and teachers and granting funds to support such applications where the request is passed by a majority of the committee.

Membership is open to all parents/guardians of children attending Redhall School and all staff at Redhall School. In addition, others associated with the school may be nominated by parent/ guardian committee members.

Recently, the Friends have raised a significant amount of money which has allowed substantial development of the playground facilities. This has greatly benefited the pupils at Redhall.

Parent Councils

Parent Councils are the formal representative body for parents / carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents / carers locally.

Parents are welcomed to be:

- involved with their child's education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their children's schools.

All parents / carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to –

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council, to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents / carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk.

The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

Section Three – School Curriculum

This section describes how the curriculum is planned and delivered in our school including the range of subjects and subject areas your child will be learning. It also includes information on how pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

As well as giving you information about the statutory curriculum requirements we have included details on sports and outdoor activities available to pupils and the range of facilities available within the school.

Details of how parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drugs awareness are included as well as information about religious instruction and observance and arrangements for parents who wish to exercise their right to withdraw their child

Curriculum for Excellence

Bringing learning to life and life to learning

Curriculum for Excellence has now been introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for the development of literacy and numeracy from Early Level through to Senior Phase.

It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of assessing progress and ensuring children achieve their potential. New qualifications at National 4 and 5 are now available. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

The Curriculum

'The Curriculum for Excellence', is the national curriculum in Scottish schools. The Curriculum for Excellence covers ages 3 to 18. It sets out guidelines for learning in a range of curriculum areas and is designed to develop Scottish school children as:

- Responsible citizens
- Confident individuals
- Successful learners
- Effective contributors

Underpinning the curriculum is the belief that every child can learn and that it is up to the people who support them through the learning process to ensure that each and every one learns at the pace which is appropriate for them and to meet their needs in the best possible way.

The Curriculum for Excellence is arranged in five levels, Early, First, Second, Third and Fourth. There is also a Senior phase for Secondary S4 – S6. Within each level there are a range of experiences and outcomes which teachers use when planning for their pupils. Most pupils at Redhall will be working within the Early and First levels.

Curriculum Areas

- Mathematics and Numeracy – includes work on number, money, time, shape and measure
- Languages and Literacy – includes reading, writing, listening, talking and communication
- Religious and moral education – includes understanding different world religions and learning to respect different cultures
- Sciences
- Social studies – includes learning about the world past and present
- Technologies– includes computer skills
- Expressive arts – Art, Drama and Music
- Health and Wellbeing – includes all aspects of mental, emotional, social and physical well being including P.E. and Outdoor Education

Interdisciplinary Learning

Some learning activities in school are based on experiences and outcomes taken from different curriculum areas. This helps pupils make connections between different areas of learning.

Children learn in different ways, through listening, watching and doing. Teachers prepare their lessons so that children will have the opportunity to experience the different ways of learning in the different areas of the curriculum. Children are encouraged to be actively involved in their learning. This can include learning to evaluate their work, knowing their short term targets and setting their own goals. Teachers support children in this through a total communication approach.

School Assembly/Religious and Moral Education

Assembly is an important part of the Redhall School week. At assembly children's achievements and successes are celebrated. There are also special whole school assemblies throughout the year to celebrate different cultural festivals. The Scottish Government requires schools to have Religious and Moral Education as an integral part of the normal school curriculum. In RME lessons the children learn about a variety of world religions and different cultures. Through this they are encouraged to develop understanding, respect and tolerance of others.

Parents who wish to exercise their rights to withdraw their child from any of the school's religious observances are asked to contact the Head teacher.

Assessment

Assessment is an ongoing process throughout a child's time at school and involves discussion with parents and the multi disciplinary team.

Each child has a learning conversation folder which contains long and short term targets set by school and parents together.

The focus of the target is "What would make a difference" in your child's life. We promote skills for independence as much as possible.

Children's progress is monitored and evaluated by class teachers in conjunction with the Head teacher/Deputy Head teacher.

As pupils progress through our school, teachers use a range of assessment strategies, including Assessment for Learning strategies as well as setting tests. Pupils are also involved in assessing their own progress and developing their next steps.

We recognise that all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed. Please contact the school as soon as possible if you have any concerns about your child's progress.

Parents are invited to Parents' Evenings in the Autumn and Summer Terms and to an Annual Review. Parents will receive two reports per year. An Annual Child Review Report and an End of Year Progress report.

We consider it very important that parents/carers and the school work closely together for the benefit of children. Home school diaries are used to allow communication between school and home on a regular basis. Currently communication between home and school is by phone call and email due to Covid 19 guidelines. Teachers are available for telephone contact before and after school each day should you require to discuss anything with them. If you have any concerns about your child's education, progress or health and wellbeing please contact the Head teacher who will be happy to listen to your concerns and look for solutions to any problems. When necessary, the HT can arrange multi-agency meetings out with the normal school calendar of reviews.

Residential Experiences

Residential experiences are provided for children in primary 7 to enable them to take part in outdoor education activities and to extend personal independence skills.

Outdoor Education

Outdoor Education is an important part of the curriculum and provides children with the opportunity to explore the countryside and experience the challenge of taking part in a variety of outdoor pursuits and working as a team.

Please contact the Headteacher if you would like any further information about the curriculum within our school.

Active Learning

Curriculum for Excellence emphasises the value of an active learning approach. In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which are engaging and give them ownership of their own learning.

Planning Children's and Young People's Learning

Teachers in nursery, primary and secondary schools share their learning intentions with pupils, parents and carers. This takes place on a day-to-day basis, by agreeing the aims of an individual piece of work.

Longer-term planning also takes place in a variety of forms.

Active Schools

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community.

Section Four – Support for Pupils

This section gives information about how pupils' additional support needs will be identified and addressed and the types of specialist services provided within our school.

Getting It Right for Every Child

Taking care of our children's well-being and making sure they are alright - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society. Our school adopts the Getting it right for every child in Edinburgh approach

to give the right help to children, young people and families, when they need it from a joined up multi agency team.

Getting it right for every child aims to improve outcomes for all children and young people. It promotes a shared approach that:

- builds solutions with and around children and families
- enables children to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working together to make things better

Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

Protecting Children and Young People

We place a high priority on the well-being and safety of our pupils. To this end we have in place a personal safety programme to give pupils knowledge and life skills to keep them safe from all form of abuse. Where we have concerns that a child about the possible abuse of pupils we are required to follow the Edinburgh and the Lothian's Inter-Agency Child Protection Procedures which set out the specific duties and responsibilities towards the child and their parents/carers.

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on Edinburgh Council website at www.edinburgh.gov.uk/InOnTheAct

[In on the Act - Supporting children and young people with additional support needs provides the following information](#)

specified by the Education (additional Support for Learning) (Scotland) Act 2009 which includes –

(a) the authority's policy in relation to provision for additional support needs,

(b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.

c) the other opportunities available under this Act for the identification of children and young persons who -

a) have additional support needs,

b) require, or would require, a co-ordinated support plan,

c) the role of parents, children and young persons in the arrangements referred to in paragraph (b),

d) the mediation services provided

e) the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.

At Redhall we cater for primary age learners with complex, long term additional support needs. Needs of learners are primarily associated with learning disability and Autism Spectrum Disorder. We have 9 classes and each class has a class teacher and support staff. Ratios of adults to pupils may vary as children develop their independence and confidence.

An additional support need comes from anything which is a barrier to learning. Most or all schools will have some children with additional support needs of some kind. The education authority has many legal duties towards pupils with additional support needs. Information about this is contained in a booklet called In On The Act : Information For The General Public which is published on the education authority website at www.edinburgh.gov.uk/inontheact - or contact the additional support for learning team on telephone number 469 3444.

We work with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and you the parent to make decisions with regards to the best possible education to meet the needs of your child within the resources available.

Parents, carers and children with additional support needs can also seek independent advice and support through:

Enquire: www.enquire.org.uk, 0845 123 2303

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 260 5380 Take

Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

Pastoral Support

Children are able to speak to a member of staff on any matter of concern and every effort is made to accommodate requests promptly. Children are encouraged to express their opinions on issues of importance in a variety of ways using a total communication approach. Pupil participation is actively encouraged at assemblies, pupil council meetings, annual pupil reviews, ECO Schools, Fairtrade Group, Enterprise Group, Health and Safety Committee, circle time and health and wellbeing activities.

Support Services

The multidisciplinary team is vital in supporting children and their families. Services such as Educational Psychology, Community Learning Disability Nursing, respite agencies, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Social Workers and Clinical Psychology all contribute towards supporting children. These services offer advice on resources and activities, assessment or individual work.

Racism/Bullying

The school upholds the City of Edinburgh Council's policy on equal opportunities, anti-racist and anti-bullying education, which are included within the curriculum.

All incidents of racism and bullying are taken seriously and recorded by the Equal Opportunities Co-ordinator using guidelines issued by the City of Edinburgh Council.

Transitions – Moving to a New School or Leaving School

Redhall is a part of the special school provision in the City of Edinburgh's Children and Families Department. Redhall was formed in April 2008 when the primary pupils from the former Kingsinch School and St Nicholas School were amalgamated. It serves a wide area with children travelling from around the City of Edinburgh and West Lothian.

Redhall is sited on a campus with Longstone Primary School at 3C Redhall Grove, Edinburgh.

An admission to the school is by decision of the Children and Families Department following assessment, consultation with parents/carers and consideration by the Case Management Review Group. This group meets in February to consider children for Redhall School for the next school session. Children can enter the school at any time

during their primary career at the recommendation of the CMRG and a vacancy existing. Parents can make placing requests for consideration at the CMRG.

Parents seeking or offered a place at Redhall School are unfortunately unable to visit this year, however we will have alternative arrangements in place to give parents an idea of what happens at Redhall.

Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the local school.

If you would prefer that your child start P1 or S1 at another school instead of one of the catchment schools, you have to make a placing request. You can get an application form at any nursery or primary school in the city from mid November. Forms must be returned to: Grants, Awards and Placements, The City of Edinburgh Council, Level 1.1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG by 24 December. If you apply for a place after this date, your request will be considered but if you apply after 15 March places in your chosen school may no longer be available.

All parents have the right to make a request for a place for their child in another school. The Council must grant these requests where possible. When there are more places available in a school than there are placing requests for that school, then all the requests are usually granted. If the school you specify has more requests than available places, then each case is examined individually. Whatever you write on your application form is taken into account, so it is important that you include relevant details on the form.

You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at different schools.

All children must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of their Placing Request Application.

Section Five – School Improvement

Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Children and Families.

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements.

The Standard and Quality Report is available on the school website and is issued to all Redhall parents in the autumn term.

School Improvement Plan

The Improvements available on the school website and is issued to all Redhall parents in the autumn term.

During the spring term parents and carers are invited to complete a questionnaire to give their views on the education and ethos in Redhall and make suggestions for improvements.

Information about how we manage pupil data in schools/ELC settings

Redhall School has a legal responsibility to deliver an effective educational programme to its pupils. In order to do this, we need to collect personal data about our pupils/children and their families so that we can help them learn, and keep them safe. The type of personal data we will collect include:

Data about our pupils/children and their families

This will include the name, address and contact details of the pupil/child and relevant family members. It will also include information about relevant medical conditions, any additional supports which are needed, and their family situation. We need this information to ensure we know our pupils/children and their families, and to ensure we are able to educate them appropriately, and keep them safe.

We will also collect personal data relating to personal characteristics, such as ethnic group to enable statistics to be reported. We need this information so the Council can ensure it is delivering education appropriately to all its citizens.

Data about pupils/children at school/within ELC setting

This will include data about progress, assessments, and exam results. It will also include records of attendance, absence, and any exclusions. We need this information to understand how our pupils/children are progressing, and to assess how we can help them to achieve their best.

Data about when and where they go after they leave us

This will include information about their next setting/school, career paths or intended destinations. We need this information to ensure we support our pupils/children in all their transitions and do all that we can to help their future be a success.

There will be times where we also receive information about them from other organisations, such as a pupils' previous school, the previous local authority where that school or ELC setting was based, NHS Lothian, Police Scotland, Social work, Additional Support Services, and sometimes other organisations or groups connected to a pupil's education. We use this data similarly to the above: to support our pupils' learning, monitor and report on their progress, provide appropriate pastoral care; and assess the quality of our services

When we collect and use personal data within school/ELC setting, and for the reasons detailed above, we will normally be acting in accordance with our public task. Occasionally we are also required to process personal data because the law requires us to do so, or because it is necessary to protect someone's life. We will also take photographs in school/ELC setting and display them on our walls, and in newsletters and other communications. We do this in order to celebrate and share what we have done, including individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community which supports learning. We will not, however, publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a pupil/child joins Redhall School and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know.

Sometimes we need to share pupil information with other organisations. We are required, by law, to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes, and will normally be anonymised. It is normally required to enable the Council, and the Government,

to understand how education is being delivered and to help them plan for future provision.

If a pupil/child moves schools/ELC settings, we have a legal obligation to pass on information to their new school/education authority about their education at Redhall School.

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that need to. We will not keep personal data for longer than is necessary and follow the Council's Record Retention Schedule and archival procedures when records are identified to be of historical value and require to be retained in the Edinburgh City Archives. For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern, see the City Of Edinburgh's Privacy Notice.

Sharing personal data to support Wellbeing

In addition to the above, Redhall School has a legal duty to promote, support and safeguard the wellbeing of children in our care.

Wellbeing concerns can cover a range of issues depending on the needs of the child.

Staff are trained to identify when children and families can be supported and records are kept when it is thought that a child could benefit from help available in the school/ELC setting, community or another professional. You can expect that we will tell you if we are concerned about your child's wellbeing, and talk to you about what supports might help in the circumstances. Supports are optional and you will not be required to take them up.

If it would be helpful to share information with someone else, we will discuss this with you and seek your consent before we share it so that you know what is happening and why. The only time we will not seek consent to share information with another organisation is if we believe that a child may be at risk of harm. In these situations, we have a duty to protect children, which means we do not need consent. On these occasions, we will normally tell you that information is being shared, with whom, and why – unless we believe that doing so may put the child at risk of harm.

We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so.

Websites

You may find the following websites useful.

- www.edinburgh.gov.uk- contains information for parents and information on Edinburgh schools.

- <http://www.parentzonescotland.gov.uk>- parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- www.hmie.gov.uk - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <http://www.scottishschoolsonline.gov.uk> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <http://www.educationscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

Glossary – DC to check for more terms in our own glossary

CFE - Curriculum for Excellence

ASN – Additional Support Needs

EMA – Education Maintenance Allowance

ASL – Additional Support for Learning

SQA – Scottish Qualifications Authority

FOI – Freedom of Information

HT/PT – Head Teacher/Principal Teacher

CLD – Community Learning and Development

GIRFEC – Getting it Right for Every Child

Parent feedback

Please take a few minutes to fill in and return the questionnaire on this page. Your feedback will help us improve the hand book next year.

Tell us what you think

Your feedback will help us to improve our handbook.

| Did you find | Please tick | |
|----------------------------------|-------------|----|
| 1. the handbook useful? | Yes | No |
| 2. the information you expected? | Yes | No |
| 3. the handbook easy to use? | Yes | No |

Please tell us how we can improve the handbook next year.

Name of school: _____

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to:

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

I hope you find all of the above information helpful and self-explanatory. If you have any queries about any of the information contained in this handbook, or indeed about any aspect of our school, please do not hesitate to contact me.

Charlotte Chiswick

Headteacher

Redhall School

The information in this school handbook is considered to be correct at the time of publication (September 2021)