

# ◆ EDINBURGH ◆

THE CITY OF EDINBURGH COUNCIL

Children and Families

## St Crispin's School Handbook



**Head Teacher: Susan Shipway**

**19 Watertoun Road, Edinburgh EH93HZ**

**Phone 0131-667-4831**

**Email [admin@st-crispins.edin.sch.uk](mailto:admin@st-crispins.edin.sch.uk)**

**[www.st-crispins.edin.sch.uk](http://www.st-crispins.edin.sch.uk)**

# **A Foreword from the Director of Communities and Families**

**Session 2018-19**

**Dear Parents**

**This brochure contains a range of information about your child's school which will be of interest to you and your child. It offers an insight into the life and ethos of the school and also offers advice and assistance which you may find helpful in supporting and getting involved in your child's education.**

**We are committed to working closely with parents as equal partners in your child's education, in the life of your child's school and in city-wide developments in education.**

**Parental involvement in the decision making process and in performance monitoring are an integral part of school life. We look forward to developing that partnership with your support.**

**I am pleased to introduce this brochure for session 2018 -19 and hope that it will provide you with the information you need concerning your child's school. If you have any queries regarding the contents of the brochure please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification you may need.**

**Alistair Gaw  
Executive Director of Communities and Families**

**In Edinburgh children and young people are at the heart of our vision for the future.**

As an inclusive community we work with parents, carers and, where appropriate, partner agencies to support all children and young people.

By working together, we help children and young people to develop understanding about relationships, respect, teamwork, honesty, fairness, patience, and compassion. We do this by offering interesting and relevant learning experiences, by providing our staff with the training and resources they need, and by working with the whole community to accept and care for one another. This isn't always easy, but we believe it is essential so that our children and young people understand the people they meet and learn how to work together to handle setbacks and difficult situations throughout their lives.

When children and young people experience adverse events or as a response to their additional support need, they let us know by reacting in different ways. This presents difficulties for those around them. By working together, by understanding the cause and working out solutions, we can find a way to solve or deal with a problem. If it takes time to get over a problem we will work with a child, young person, and their family to work out the best way forward. This may involve making adaptations and providing additional support or in exceptional circumstances identifying a change of environment.

We recognise that we all experience difficult times, and that everyone deserves the best possible care and support. In Edinburgh we support children and young people to learn in different ways according to their needs. As children and young people learn to read, write, and count some require more support than others do. This need for support arises for a variety of reasons learning difficulties, challenges with emotional regulation and social communication issues. We must meet the needs of all our students in a fair, compassionate, and proportionate way.

In considering how to support all children and young people reach their full potential it may not always be possible to arrive at a resolution all parties agree. However, we will listen to any parent, young person, child or member of staff and work together to resolve difficulties.

We are committed to do all we can to make Edinburgh an inclusive place to live and learn.



**Alistair Gaw**  
**Executive Director for Communities and Families**

## **Communities and Families Vision**

Our vision is for all children and young people in Edinburgh to enjoy their childhood and fulfil their potential.

We believe that children and young people do best when:

- they are able to live safely and happily within their own families with the right kind of support as needed
- they attend first class, inclusive schools and early years settings which meet their needs

We will do all we can to strengthen support for families, schools and communities to meet their children's needs.

Our mission is to place children, young people and families at the heart of our service and provide support when it is needed throughout childhood and the transition to adulthood.

## **Welcome from the Head Teacher**

Dear Parents,

Welcome to the St Crispin's 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 :-

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

## 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.

### Contact Details

Name of Head Teacher :	Susan Shipway
Name of School:	St Crispin's
Address:	Watertoun Road, Edinburgh EH9 3HZ
Telephone Number:	0131 667 4831
Website:	<a href="http://www.st-crispins.edin.sch.uk">www.st-crispins.edin.sch.uk</a>
E-mail Address:	<a href="mailto:admin@st-crispins.edin.sch.uk">admin@st-crispins.edin.sch.uk</a>

### About the school

Stages of Education provided for: Primary, Secondary and Senior Phase

Present Roll: 51

The maximum class size is 6. There are 9 classes in the school. Age, stage, ability and social mix are taken into consideration in placing children in classes.

### Organisation of the School Day

Start Time: Primary 9am      Secondary 8.47am

Finish Time: Primary 3pm (1pm Friday)

Secondary 3.20pm (1.05pm Friday)

Assembly is on a Friday for all pupils and allows a weekly Time for Reflection.

## Term Dates for Session 2018-19

### **Autumn**

Term starts Wednesday 15 August 2018

### **Mid-term holidays**

- Monday 17 September 2018, autumn holiday
- Monday 15 to Monday 22 October 2018, mid-term break

Term ends Friday 21 December 2018

### **Christmas holidays**

- Monday 24 December 2018 to Tuesday 8 January 2019

### **Spring**

Term starts Wednesday 9 January 2019

### **Mid-term holidays**

- Monday 11 to Friday 15 February 2019, mid-term break

Term ends Friday 5 April 2019

### **Easter holidays**

- Monday 8 to Monday 22 April 2019

### **Summer**

Term starts Tuesday 23 April 2019

### **Mid-term holidays**

- Monday 6 May 2019, May Day
- Tuesday 7 May 2019, staff only in service day
- Monday 20 May 2019, Victoria Day

**Term ends Friday 28 June 2019**

## **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
- how the school communicates with parents
- how to complain if you are not happy about something.

### **Emergency Arrangements and Variations in School Hours**

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 and carers or emergency contacts.

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.

We will alert parents to such situations via Groupcall and will also make all other efforts to contact parents as soon as possible including putting messages out via our Twitter account and through our website.

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](http://www.twitter.com/Edinburgh_CC) and Facebook page [www.facebook.com/edinburghcouncil](http://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](http://www.edinburgh.gov.uk) will also be used.

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

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

## **Admissions**

An admission is by decision of the Children and Families Department following assessment, consultation with parents and carers and consideration by the Case Management Review Group (CMRG). This group meets in March to consider placements for St Crispin's School for the next school session and in June for any late or exceptional applications. Children and Young People can enter the school at any time during their school career at the recommendation of the CMRG and if there is a vacancy. Parents can make placing requests for consideration at the CMRG.

## **Attendance and absence**

It is important that children attend school regularly and on time in order to achieve progress and attainment. It is the responsibility of parents of a child of school age to make sure that their child is educated and regular attendance is a legal requirement. 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. In cases of frequent absence, a report will be made to the Educational Welfare Officer who will visit the home.

### **St Crispin's Out of School Care Association**

We have an after-school club run by this parent-led association. The club runs from the end of the school day until 5.30pm each day except Friday when they finish at 5pm. They offer lots of play and social activities in the school and also have regular outings.

Please contact the manager Steph Watt for further information on 07837212334.

### **Play scheme Provision**

St Crispin's pupils are offered up to 6 weeks at play scheme during the school year.

### **School Uniform**

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform.

The St Crispin's School uniform consists of a white or navy blue polo shirt (with or without the school logo) and a navy blue sweatshirt with the school logo. Sweatshirts, polo shirts and jackets with the school logo can be ordered via the school office.

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.

Please ensure that all items of clothing are clearly labelled as clothing can be easily lost.

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

We provide waterproof clothing for outdoor activities such as forest school and aprons are provided for art and food related activities. It is useful if you could send a pair of wellies for use in wet weather.

Uniform can be ordered at any time from our supplier <https://www.border-embroideries.co.uk/schools/st-crispins-school.html>

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

### **Footwear and Clothing Grants**

Grants for footwear and clothing for children are available to parents who:

- got an award in 2017/18
- get Housing Benefit or Council Tax Reduction
- get Income Support, income-based Job Seeker's Allowance or any income-related element of employment and support allowance.

Information on free school meals and clothing grants is available here [https://www.edinburgh.gov.uk/info/20183/food\\_and\\_clothing/392/free\\_school\\_meals\\_and\\_help\\_with\\_schoolwear](https://www.edinburgh.gov.uk/info/20183/food_and_clothing/392/free_school_meals_and_help_with_schoolwear) . Applications for free school meals and clothing grants can be made by contacting Grants, Awards and Placements, Business Centre 1:1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG

### **School Meals and snacks**

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.

Free school lunches are provided at St Crispin's where eating skills and the midday meal are part of the educational programme. 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 packed lunch on a Friday is eaten in school. The three week lunch menu is part of the Children and Families Department 'Hungry for Success' initiative designed to improve the quality of food served in schools.

1/3 litre of semi-skimmed milk is provided free to all pupils daily.

As a 'Health Promoting School' all of our pupils are able to opt in to our healthy snack time at a cost of £2.50 per child per week. Special diets can be catered for including non-dairy and gluten free.

We have achieved Stage 2 accreditation as a Health Promoting School and we are currently working on embedding all of our Health and Wellbeing initiatives into the ongoing work of the school.

### **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 pupils attending St Crispin's School. Any changes in transport arrangements need to be notified to the school and the transport provider with as much advance warning as possible. There is an escort on each bus or taxi who will support your child during their journey. Pick up points are arranged as near to the home as is safe and practicable. Further details can be provided by the Head Teacher.

If at any time, there is no one to meet a child from school transport the driver and escort will take him/her to the nearest Social Work Centre where efforts to contact parents/carers will be continued.

Parents are requested, when dropping off/collecting children from school that they do not park in any location which causes an obstruction or impedes school transport.

## **General Supervision**

Before school begins supervision is very limited, therefore pupils should not arrive at school until as near to the school start time as possible.

## **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.

## **Equality**

The City of Edinburgh 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.

## **English as an Additional Language**

The Children & Families Department provides a support service of teachers of English as an additional language. The teachers visit schools to work with those bilingual pupils who require assistance in developing English language skills where appropriate. Translators are used whenever they are needed and we are working alongside our EAL colleagues to establish an enhanced enrollment form to help bridge the gap between home and school.

## **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 Head Teacher. 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".

## **Playground Supervision**

When children are at school, the responsibility for their safety rests with the Authority. The Head teacher and staff undertake this responsibility as the Authority's representatives. This means that reasonable steps should be taken to prevent any child suffering injury and to ensure that accidents or difficulties can be reported to a responsible adult and appropriate action taken.

In St Crispin's School staff supervise morning and lunch breaks.

## **Child Protection**

The school is required to follow the Edinburgh and Lothian's Inter-Agency Child Protection Procedures in relation to keeping all children safe and secure. The school has a Designated Member of Staff for Child Protection and works closely with social work, police and health if a child protection issue should arise. Staff are required to participate in training every 3 years. Further information can be obtained from the Head teacher.

## **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 and 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.

If parents have any special requests for examinations or advice from the School Medical Service, the Head Teacher will be pleased to help with the arrangements.

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 Nurse acts as an important link between home and school. She visits the school and liaises with the teachers to find out whether any pupil has a health need that requires to be addressed. The School Nurse can link with other members of the health team, in the community or in hospital, concerned with a child's health.

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.

An information booklet about the School Health Service is issued to all Primary 1 pupils and any new pupils coming from outwith the Edinburgh area.

Parents/carers are also asked to complete a health questionnaire about their child at Primary 1, 7 and Senior 3 and asked if they would like their child to have a medical consultation with the School Doctor. The School Doctor is trained in community paediatrics and is part of a team of doctors, including a Consultant Community Paediatrician for your area.

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.

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.

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 (0131 667 7114).

Therapeutic services are provided by staff working within the school in collaboration with class teams. These staff contribute to assessments, referrals and reviews, as well as joint work with individuals and groups where appropriate. These include Speech and Language Therapy, Occupational Therapy and Physiotherapy.

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.

Head lice are spread through head to head contact at home, while playing or in school.

Regular wet combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, get the correct lotion from your doctor, health visitor or pharmacist.

Shampoos and other treatments are not effective.

One treatment is two applications of the treatment lotion, seven days apart. If this is not followed then re-infection is likely.

Advise family members and close friends that your child has head lice and that they should check their own hair. Only treat if live lice are found. Don't be shy about advising others of this possible problem because you would likely tell family and friends about other infections which might affect them.

Regular wet combing of your child's hair with the head lice detector comb is the best protection as it allows you to detect the condition and treat it speedily.

### **Medicine administration**

If it has been agreed with the school that a child is to receive medication within the school day, the appropriate form must be signed and returned. Medication should be sent into school with the school transport escort or handed in by parents/carers together with the original container and instructions.

## **Illness at School**

If your child is ill or has an accident at school we will contact you by telephone on the number(s), which you have provided. We will then be able to discuss necessary arrangements with you. If your child is hurt at school a letter with details will be sent home, or a note made in the school diary.

If a child in school requires hospital treatment a member of staff will accompany him/her. You will be informed straight away of the situation.

## **Psychological Services**

Educational psychologists give advice to parents and teachers regarding the education of individual children with additional support needs. They will have discussed the recommendation for your child to attend St Crispin's School with you before his/her admission.

Educational psychologists visit the school regularly to work with staff and to review a child's progress, which is then discussed with staff and parents. They also provide training and guidance for staff.

## **Section Two – Parental Involvement in the School**

We welcome parental involvement as research has shown that when parents are involved 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 School Council, how to contact them and how parents can get involved in the life and work of the school.

All parent council chairs can attend one of the Neighbourhood Groups across the city.

At St Crispin's we are building strong partnerships with parents and carers to support the health, wellbeing and education of our pupils. Central to this is the communication we have with all our parents and carers, and their engagement in the life of the school.

- We have chat folders and home-school diaries to keep in touch on a daily basis. Many of the children and young people are pleased to have their folder to take home to share photos of achievements and news of the day with their families. It also includes certificates, learning outcomes and planned work for the class.
- We welcome conversations by letter, 'phone or email from parents and carers.

- We send home lists of school events, invitations to participate and newsletters covering a wide range of individual, class and whole school activities. We encourage all of our parents/carers to register with Parentmail and this enables us to share information via email.
- We offer opportunities for you to discuss your child's progress with teachers through arranged meetings. You will be advised when these meetings take place. Over and above these set meetings, parents are welcome to contact the school at any time to ask for information or for an interview.
- We have review meetings for individual pupils on Thursday mornings throughout the year. This can include a review of the Individualised Educational Programme, The Co-ordinated Support Plan or Transition arrangements for children coming up to school leaving. In all cases we review progress and consider future plans together.
- The school hosts a range of other meetings as part of the 'Getting it Right for Every Child' approach which encourages all appropriate agencies to work together with children and their families so that appropriate support for the child can be put in place as required.
- We have held a number of Confident Parenting groups which have been beneficial for all involved. They have strengthened links between home and school and have given parents additional support and the chance to get to know other parents and share thoughts and ideas.

### **The School Council**

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.

The school has an active School Council. They are a great support to the school and meet throughout the school session, and this includes an Annual General Meeting and Fund Raising Events. Co-chair responsibility is currently shared between parents who attend meetings of the school parent. Yvonne Mireylees is our clerk, supporting the administration of the Council.

All parents are automatically members of the school council and new parents are always welcome. We meet about four or five times each year and have a number of key functions including

- Contributing the parents' and carers' points of view to the running of the school and the development of the school community.
- Representing the views of children and their families in planning for the future.
- Planning events that might include speakers on topics of interest to parents and carers.
- Contributing to fund raising for school projects.

Meetings are generally held in the evenings but there are also events during the day so that parents who are not free in the evening can come along and meet other parents and share interests and concerns.

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](http://www.parentzonescotland.gov.uk).

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents.

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.

### **Pupil Council**

Our pupils are encouraged to express their opinions on issues of importance in a variety of ways. This includes at assemblies, circle time and during health and wellbeing activities. With appropriate support, groups of pupils consider issues of importance for all the children and young people at St Crispin's.

### **Support Services**

The multidisciplinary team is vital in supporting children and their families. We have involvement from Educational Psychology, Community Learning Disability Nurses, respite agencies, therapy staff, social workers and the Child and Adolescent Mental Health Service team. These services offer assessment and advice on approaches, resources and activities, or work individually with children and their families. All of these services contribute towards supporting children.

### **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.

### **Ethos**

St Crispin's School offers an inclusive and supportive educational environment in which every pupil can thrive. We aspire to meet the individual needs of our pupils so that they can reach their full potential as successful learners, confident individuals, responsible citizens and effective contributors, prepared for learning, life and work.

## **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.

### **St Crispin's School aims to:**

1. Provide a welcoming environment and culture in which children can be safe, active and healthy and where everyone in the school is respected and valued
2. Provide a broad, balanced curriculum with opportunities and experiences to meet each individual child's needs, strengths aspirations and interests
3. Deliver the curriculum in a clear, structured manner, which allows pupils effective access and promotes engagement, independence, and a positive attitude to learning
4. Ensure that all pupils are able to realise their full potential through the effective use of individualised educational programmes
5. Build and maintain effective partnerships with parents, carers and those others involved with the child
6. Improve the quality of learning and teaching through regular and robust self-evaluation
7. Ensure that the school's management team provide high quality leadership, management and support
8. Improve the quality of educational experiences for pupils through a programme of continuing professional development for all staff

### **Better Relationships, Better Learning , Better Behaviour**

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

### **St Crispin's School- Positive Behaviour Policy**

#### **Context**

This positive behaviour policy is written in the context of St. Crispin's and the principles that are addressed in our values and aims. Challenging behaviour is a form of expression, often an intense or frequent response to an emotional, physical, social or educational barrier which can put safety or future development at risk. We aim to provide strategies and approaches that will enable our pupils to succeed and communicate their needs in a more appropriate manner.

## **Promoting Positive Behaviour**

- Pupils should always be approached in a positive manner
- We set clear boundaries and give clear messages about what is expected
- Consistency between staff members is essential
- All pupils and staff are treated with respect
- We support pupils to learn self-control and self-expression in ways that are appropriate and helpful to them and to those around them

## **Strategies (What we do)**

- Good communication is vital at all stages in promoting Positive Behaviour.
- We should not assume that the child or young person understands our language. Even a child who may normally have reasonable comprehension will not cope so well when distressed/aroused.
- Pupils are valued as individuals and each pupil has an individualised behaviour plan.
- A total communication environment and visual supports are provided at all times to support understanding.
- Pupils respond well to a structured environment. This means that classrooms should be well organised, clean and clutter free.
- Unlike a typical classroom, the area should present a low visual stimulus and different work areas should be clearly defined.
- Weekly behaviour sheets should be filled out in class teams and challenging behaviour may then be discussed with management, at the behaviour support group or with outside agencies.
- Each class or area has a panic button and this can be used in the event of an emergency in order to raise awareness or summon assistance.
- Incident Report Forms will be completed if there are incidents resulting in injury.
- Staff at St. Crispin's are trained in CALM (Crisis and Aggression Limitation Management) physical intervention and any use will be a positive intervention, following CALM procedural guidelines.
- GIRFEC (Getting it Right For Every Child) – we need to ensure that we get it right for every child in our care. A planning meeting can be called to bring agencies together to support a child or young person at times of increased need.

## **Rationale (Why we do it)**

- We recognise challenging behaviour as a form of communication and seek to understand what a pupil is trying to convey.
- We try to think ahead, recognise triggers and plan to avoid them if possible.
- It is helpful in thinking through strategies and plans to start with the desired behaviour. What do we want the child to do? How can we convey this? How do we ensure that we are reinforcing the desired behaviour?
- Many pupils benefit from having individual timetables, these help give the child or young person a feeling of ownership and control, ensure clear understanding of their day and what is expected of them and provides staff with a recognised way of introducing change.
- When working with pupils always give time to process a request/instruction and use appropriate communication (object/photo/symbol/simple verbal language).

## **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 the jobs of tomorrow in a fast changing world.

Teachers and practitioners 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 judgments, challenge, enquire and find solutions.

There are new ways of assessing progress and ensuring children achieve their

potential and these will be accessed by pupils as appropriate. 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 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.

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 replaces the previous elaborated curriculum and includes the following areas of learning:-

- Communication and Literacy – includes reading, writing, listening, talking and all other forms of communication.
- Numeracy and Mathematics – includes work on number, money, time, shape and measure.
- Health and Wellbeing – includes the promotion of the physical, social, mental and emotional health and wellbeing of all of our pupils, in a safe and secure environment.
- Religious and moral education – includes learning to respect each other, and understanding and respecting different cultures and world religions.
- Sciences – includes understanding key aspects of the world around us and how it works.

- Social studies – includes learning about the people in our world past and present.
- Technologies – includes independent living and computer skills.
- Expressive arts – includes art, drama, dance and music.

Children learn in different ways, through listening, watching and doing. Teachers prepare their lessons so that children will have the opportunity to experience all ways of learning in the different areas of the curriculum.

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.

### **Homework**

At St Crispin's, we believe continuing their learning at home is of benefit to our children so we encourage parents and carers to build on their child's school education wherever possible. The chat folders will guide parents and carers about learning that may be practiced at home.

The purpose of homework is to: -

- give children an opportunity to practice and consolidate basic skills that have been learned at school.
- help improve planning and organisational skills
- help develop good habits and self-discipline
- encourage ownership and responsibility for learning
- show parents and carers what the children have learnt
- help create a firm partnership between parents, carers and teachers.

The school values homework and the contribution parents can make to their children's learning.

Children are entitled to homework that is appropriate to their individual needs and parents can expect to be given information about tasks through home/school diaries.

### **Time for Reflection (Formerly Religious Instruction and Observance)**

Our assembly is an important part of the St Crispin's School week and offers the whole school time for reflection. At assembly children's achievements and successes are celebrated and each week a child from each class is presented with a certificate. There are also special whole school assemblies throughout the year to celebrate different cultural festivals. A special assembly is held in the church at Christmas when our senior pupils present the Nativity play.

The Scottish Government requires schools to have Religious and Moral Education as a fundamental part of the normal school curriculum. 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.

### **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. We access activities and events throughout the year and our Active Schools Co-ordinator (Jill Coleman) works with our PE specialist to provide suitable experiences for our pupils.

### **Outdoor Education**

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

We are fortunate to have two gardens in different areas of the school where children and young people can enjoy a wide variety of learning experiences. We also have the 'Forest school' project for older children and all pupils are given learning opportunities to explore our local hills and wild places, with appropriate support.

## **Assessment**

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

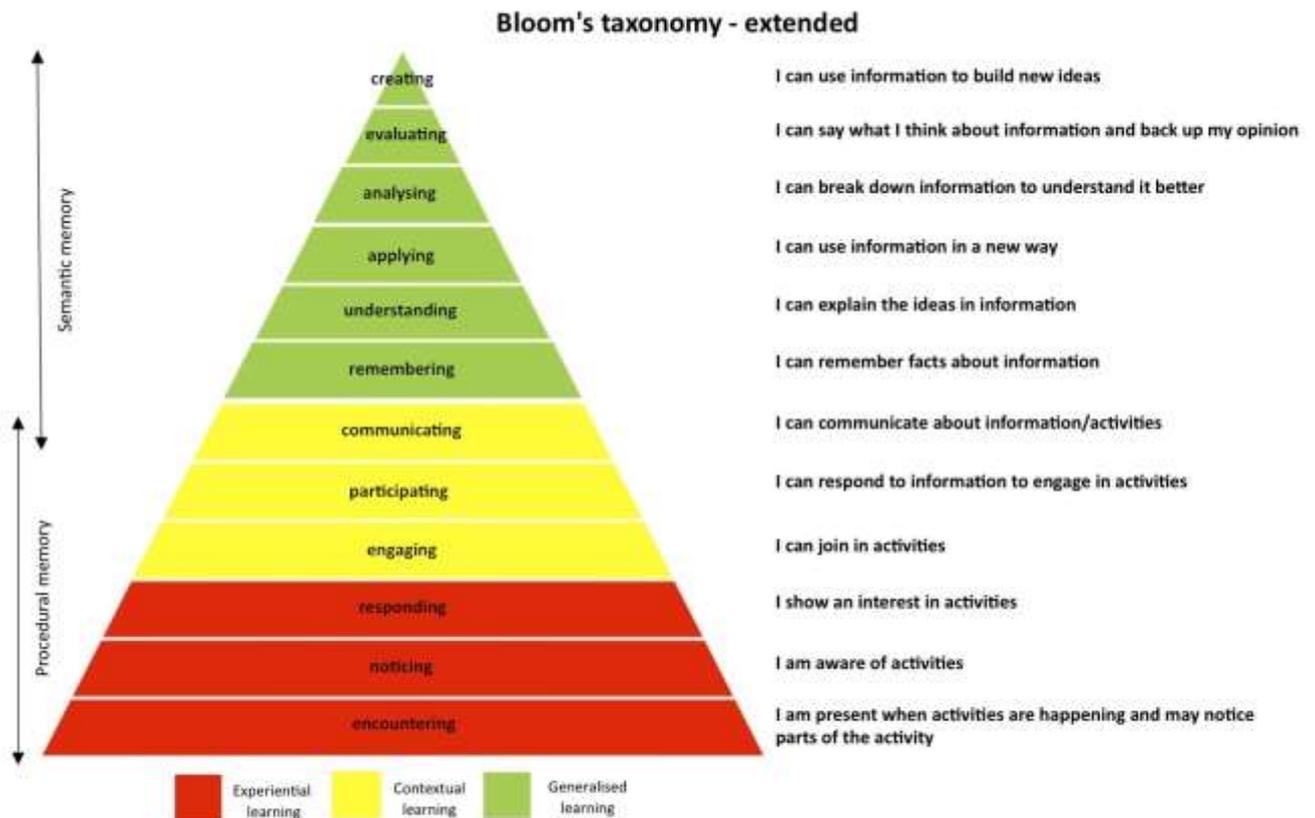
Each child has an Individualised Educational Programme with associated attainment targets.

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

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 for the Expressive Arts.

We consider it very important that parents and carers and the school work closely together for the benefit of children. Learning Experiences and Outcomes (LEO) forms provide a guide to our planning and evaluation for the curriculum. Please contact the Head teacher to talk about any concerns you have regarding your child's education and general well being

We use the extended Bloom's taxonomy to assess pupil achievement and attainment.



Developed by Lindy Furby and Jilly Catlow, St. Crispin's School. Adapted from Brown, E. (1996) cited in Marvin, C. (1998). Teaching and learning for children with profound and multiple learning difficulties. In: Lacey P. and Duvry C., ed. (1998). People with Profound and Multiple Learning Difficulties: a collaborative approach to meeting complex needs, London: David Fulton. pp.126

## 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 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 the Edinburgh Council website at [www.edinburgh.gov.uk/InOnTheAct](http://www.edinburgh.gov.uk/InOnTheAct)

St Crispin's is a non-denominational special school providing education for primary and secondary age pupils and is located in south east Edinburgh. The school meets the additional support needs of pupils with severe and complex learning difficulties, many of whom are on the autistic spectrum. The school serves a wide area with pupils travelling from all areas of the city and a small number from neighbouring local authorities

The school is situated in a quiet, residential area and has extensive playgrounds. It was designed and built in 1964 as a special school. Since then it has been extended and adapted to suit the changing needs of the pupils, particularly the increasing number of pupils with autistic spectrum conditions. Classrooms have been adapted to include individual work stations and physical separation of areas to facilitate the implementation of TEACCH approaches.

There are nine classrooms for four secondary and five primary classes. There is also a gym/dining hall, rooms for art and music, a swimming pool, soft play, a small library, a fitness room, two small interaction/play rooms and a sensory room. A new interactive

sensory room was opened in June 2012. There is also a medical room and a Speech and Language therapy room. There is an outdoor adventure playground and two garden areas, with three other playgrounds.

Most of the school accommodation is on ground level but there is an upstairs area which is accessible by lift. Two senior classes are housed in a separate annex to the back of the school. This contains an adapted toilet/shower facility.

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](http://www.enquire.org.uk), 0845 123 2303

Scottish Independent Advocacy Alliance, [www.siaa.org.uk](http://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](http://www.sclc.org.uk), 0131 667 6633.

## **Transition Planning**

As young people approach the date they are going to leave school, generally at the end of the session they turn 17 years old, we must plan for each child's future. With the 'Curriculum for Excellence' senior phase every pupil is entitled to a positive destination and to this end we work closely with the City of Edinburgh's Transition team. This team gets involved at least a year before the last year of school so that with parents and carers we can look at the options and work with the pupils to help them make choices and prepare them for the adult world.

For our pupils this builds on the work of the senior classes. During their time in the Senior Unit, students will be offered visits and 'taster' sessions at a variety of adult placements e.g. local colleges, Garvald, Tiphereth, Teens Plus, Autism Initiative and Adult Day Services. We will work in partnership with parents, adult placement providers, the Transition Team and the students themselves to try to meet their individual needs and interests. We aim to help our students make informed choices and decisions about their future and to support them in the process of moving on from school into the adult world.

As students near the end of their school career, we will be working with them, their families and our Speech and Language Therapists to produce a 'Communication Passport' which they can take with them. This will detail important information that the student may find difficult to 'voice' themselves e.g. their likes, dislikes, health issues, how they communicate and how best people can help them.

## **Section Five – School Improvement**

The section gives you an overview of the main achievements of the school within the last 12 months and performance information relating to literacy, numeracy and health and wellbeing.

### **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. A summary of this report and the report itself can be found on the school website.

### **School Improvement Plan**

The priorities for the coming session can be found on the website.

### **Transferring Educational Data about Pupils**

The Scottish Government – Education and Training has asked that the undernoted advice be included in our school brochures.

Education authorities and the Scottish Government 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 the 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 the Scottish Government itself.

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and the Scottish Government.

The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses.

Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on the Scotxed website will help you understand the importance of providing the data. Why do we need your data?

In order to make the best decisions about how to improve our education service, the Scottish Government, education authorities and other partners such as the Scottish Qualifications Authority and Skills Development 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.

### **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 use of pupil data can be found on the Scotxed website ([www.scotxed.net](http://www.scotxed.net)).

The Scottish Government works with a range of partners including Education Scotland 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 the 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 the Scottish Government.

#### **Concerns**

If you have any concerns about the Scotxed data collections you can email the Senior Statistician, [scotxed@scotland.gsi.gov.uk](mailto:scotxed@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.

## **If there is a problem**

How to make a complaint:

The Education Service Complaints Procedure

Most complaints are resolved locally.

If you wish to raise a concern with the Education Service, the first person to approach will normally be:

- the Head teacher of your school
- the office staff dealing with matters such as free meals, transport or bursaries at the Communities and Families Department, Waverley Court, 4 East Market Street, Edinburgh. EH8 8BG

## **Further Action**

If you remain dissatisfied, you can make a complaint to the Communities and Families Department.

The Advice and Conciliation Service provides a helpline during office hours to advise you on how to take further action.

Helpline number: 0131 469 3399

You may be asked to put your complaint in writing addressed to:-

Principal Officer

Advice and Conciliation Service, Waverley Court, 4 East Market Street, Edinburgh.  
EH8 8BG

A written acknowledgement will be sent promptly when your complaint has been received in writing.

Following the investigation of your complaint, a full reply will be sent as soon as possible. This will tell you the outcome of your complaint.

The reply will explain the conclusion, the reasons for it, any action taken or proposed, and any further action you may take if you remain dissatisfied.

## **Some Useful Addresses and Telephone Numbers**

St Crispin's School Council

C/o St Crispin's School  
Watertoun Road  
Edinburgh EH9 3HZ  
Tel: 0131 667 4831

Lothian Health Board  
Clinical Medical Officer  
Community Child Health Services  
10 Chalmers Crescent  
Edinburgh EH9 1TS  
Tel: 0131 536 0475

Psychological Services  
Westwood House  
498 Gorgie Road  
Edinburgh EH11 3AF  
Tel: 0131 469 2800

Advice and Conciliation Service  
The City of Edinburgh Council  
Communities and Families Dept.  
Waverley Court  
4 East Market Street  
EDINBURGH EH8 8BG  
Tel: 0131 469 3233

The Transition Team  
Westfield House  
Social Work Centre  
5 Kirk Loan  
Edinburgh EH12 7HD  
0131 314 5890

Social Work Disability Team  
12-14 Manor Place  
Edinburgh EH3 7DD  
0131 4693016

## Websites

You may find the following websites useful.

- [www.edinburgh.gov.uk](http://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](http://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

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.

Susan Shipway  
Head Teacher  
St Crispin's School  
Edinburgh

The information in this school handbook is considered to be correct at the time of publication (Session 2018/19), however, it is possible that there may be some inaccuracy as the school year progresses.