Hamilton School for the Deaf
Handbook 2014
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Hamilton School for the Deaf moved in April 2007 to its new location as part of a shared campus school with Glenlee Primary School. Teaching methods are adapted to the individual needs of pupils and include British Sign Language (BSL), Sign Supported English (SSE), speech and lip-reading. Residual hearing is amplified through the use of hearing aids/cochlear implants and each classroom has a built-in radio aid system. Reading and writing are taught using BSL for understanding, then through Signed English. Each class is led by a Fully Qualified Teacher of the Deaf who also mentors the trainee Teachers of the Deaf. Teachers have high quality signing skills, whether Level 6 (undergoing trainee interpreter); Level 3 or currently undertaking Level 3 training. Each class has Classroom Assistants with very good signing skills. Our aim is to develop an open and friendly atmosphere where each child feels respected and included. We encourage pupils to develop an attitude which encourages responsibility for their own learning and promote the ethos of continuous lifelong learning. This is also modelled by the staff who are continually involved in professional development, increasing their awareness of Deaf issues and culture and improving and developing their BSL skills.

We strive to develop well-behaved children who can share their ideas and feelings, and become more socially confident and responsible. Our identity as a school for Deaf pupils from age 3 to 12 years helps children to become comfortable with the deaf/Deaf identity. This is encouraged by good relationships with the Department for Deaf Studies at Calderside Academy and also meeting with other Deaf students from other local Authorities at least once a term. Our inclusion with Glenlee Primary helps pupils to interact with their hearing peers and allows them to become more confident at taking their rightful place in society.

We regularly celebrate pupils’ achievements both in and out of school in our weekly Assembly. Pupils receive awards such as ‘Star of the Week’; ‘Successful Learner’; ‘Responsible Citizen’ etc and we promote positive play using a reward scheme. We aim to foster caring attitudes where pupils have respect for all people and other cultures.

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

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

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

Eileen Burns Head Teacher
About our school

The school is situated in the Burnbank area of Hamilton and shares a campus with a mainstream Primary called Glenlee Primary.

Hamilton School for the Deaf has pupils from both North and South Lanarkshire, who require BSL signing to meet their communication needs. The school is inter-denominational and caters for children who choose Roman Catholic instruction and education.

Within our school we have a nursery which caters for children from age 3. This is fully inclusive with the Glenlee Primary Nursery and BSL signing is used as well as speech.

The school also operates an Outreach Service to pupils within mainstream Primaries in South Lanarkshire who have a hearing impairment.

Inclusion with Glenlee Primary is enhanced by having a shared gymnasium, a shared dining area and ICT Suite. Hamilton School for the Deaf also has a sensory room which can also be used by Glenlee pupils and pupils from either nursery. We also have shared play facilities as well as separate play areas.

The school is compliant with legislation to accessibility. It has access to a wet room, disabled toilets, a stair lift to allow access to the stage and a lift to allow access to the upper floor where the ICT suite is situated. Each classroom also has flashing lights to indicate the bell or fire alarm.

The school building is clean and modern and has up to date facilities both inside and out. These include:

- Bright, modern, carpeted classrooms, each with a Soundfield system to maximise hearing.
- Interactive whiteboards in each class to enhance visual teaching and learning.
- Networked computers in each classroom and a wireless network system to allow the use of tablet computers and laptops in all areas. These are well resourced to allow individual pupils use, if appropriate.
- Well resourced classrooms, including specific materials to enhance the learning of deaf/Deaf pupils.
- Lots of visual displays to celebrate achievements and display the children’s work.
- Flexible classroom use allows for whole school assemblies and Paired Reading in the Library area.
- The Educational Audiologist has a purpose built soundproof Audio room and the Speech and Language Therapist also has a designated room to work with pupils on 1:1 basis, if appropriate.
- Outdoor areas are being well developed to include a Story Circle, Outdoor Classroom, play house and role play equipment, climbing wall and a MUGA (Multi Use Games Area) pitch.
The School Playground and Outside Environment
Inside the school

School Address
Hamilton School for the Deaf
Anderson Street
Hamilton
ML3 0QL

Telephone Number 01698 823377
Textphone 01698 713863
HSD Mobile 07890569839
Fax Number 01698 713406

Present Roll 10

Maximum Roll 24 – Parents should note that, at present, this allows for 6 pupils in the Nursery and 18 in the Primary.

School/Community
We are part of the Calderside Academy Learning Community. We also have strong links with other Agencies such as Audiology, Speech and Language Therapy, Psychological Services for both North and South Lanarkshire, NHS and many others.

School website address: http://www.hamiltonschooldeaf.s-lanark.sch.uk/
School email address: office@hamiltonschooldeaf.s-lanark.sch.uk
TEACHING STAFF

Head Teacher  
Eileen Burns

Class Teachers

P1  
Lorna Hay & Siobhan McGee

P3/4/6/7  
Sarah Turnbull, Adrian Young and Colette Gray

Nursery Staff  
Debbie McPhee – Early Years Practitioner  
Lorna Hay/Siobhan McGee

The school is the base for South Lanarkshire’s Primary Outreach Service for children with a hearing loss. The Head Teacher is responsible for the management of this service. Many of our staff work across both sectors of our service. Members of the teaching staff are:

Laura McAlpine
Morag Naylor – Part-time
Laura Kane – Part-time

Elaine Moir
Siobhan McGee
Adrian Young

School Support Staff  
Linda Beaton – Team Leader  
Gillian Hare  
Anne McCafferty  
Edith Whyte

Janitor  
Mr David Stirling + 7 Cleaners (both schools)

Kitchen Staff  
1 Cook + 4 Dining Assistants (both schools)

Educational Audiologist  
Jean McAllister (Based at Calderside Academy)

Speech and Language Therapy  
Patricia Anderson (Thursdays)
**Attendance at School**

We consider that attendance at school and Nursery is important. All absences have to be recorded by law. These normally fall into one of two categories – authorised absences or unauthorised. If you fail to inform the school of your child’s absence it will be considered to be an unauthorised absence.

If your child is unable to attend school it is important that you notify the school either by telephone or by texting the school’s mobile number. You should state the reason for absence and also, the possible return date.

It is important to note that NHS advise that in certain illnesses (e.g. sickness and diarrhoea) children should not be sent to school for 48 hours (2 days) after the last symptom of that illness. Should you be unsure on these details, you will be given advice when you notify the school of the absence.

It is also important that the school has up to date contact and emergency details to contact home. Please advise the school of any changes in:

- home telephone number
- mobile number of all contacts (particularly important if they are Deaf)
- emergency contact details.

For absences relating to holidays during term time, please see section 11 of this handbook.

**Complaints and Concerns**

Our aim is to have a safe and happy environment where all children can thrive and learn to their full potential. It is therefore important to let us know of any concerns in order for us to deal with them. Daily contact is made with the class teacher through the home/ school diary. We will take every concern seriously. This communication also allows us to learn of issues from home which may affect the child’s learning.

Deaf parents can also choose to contact the school via mobile texting or using the Textphone service.

We also have an ‘Open Door’ policy where we welcome parents/ carers to the school and are willing to discuss all concerns. On most occasions it would be advisable to make an appointment in order to check availability and, in some cases, to provide the use of an appropriate Interpreter.

South Lanarkshire Council also provide a policy named “Your Comments, Compliments and Complaints” which is available in the school should it be required.

**Transport**

As our children come from all over both North and South Lanarkshire, they usually are transported by taxi with an appropriate escort. Should you be visiting the school, it is important that cars are only parked in the appropriate places. You should never park in the bus bay as this is a drop off point. If you park in a space designated as disabled, you must always display your blue badge permit.

**Placement of Children in the School**

Should you wish your child to attend our school, you are welcome to come and visit and discuss the placement. The decision to offer a place does not rest with the Head teacher of Hamilton School for the Deaf. There is a forum process that has to be followed and the final decision is made by a panel from Inclusive Education. We would ask that you do not bring your child to visit until they have been offered a place, as we would not like them to be disappointed should a place not be granted. If you wish more details on this process, please feel free to contact us to discuss this further.
South Lanarkshire Council recognises the importance of parents as partners in the education of their child and has published a strategy entitled, ‘Making a difference – working together to support children’s learning’. This is available from the Council’s website: www.southlanarkshire.gov.uk

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

As parents/carers we want you to be:

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

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

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

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

Parent Council/Parent Forum

We operate a Parent Council/Parent Forum in conjunction with Glenlee Primary School. Parents are represented from each school and attend meetings on a regular basis to discuss and organise social activities. These are held on the campus. Should you wish to be involved, please contact the head teacher.

  Chairperson: Lorna Hay
  Secretary: Claire Dunn
  Treasurer: Ainsley Moore

If you wish to contact the Joint Parent Council, please use the email address:
glenlee-hsd-parentcouncil@hotmail.co.uk
School Ethos

Hamilton School for the Deaf (HSD) aims to be a welcoming, friendly place where all stakeholders – pupils, parents and staff – feel valued and respected as individuals. We regularly celebrate achievements at our weekly whole school/nursery assembly. This also helps to promote Deaf identity.

At Parent’s night one parent commented that she liked that the school celebrated all aspects of what the pupils do. She commented:

“I’m very pleased with all aspects of his work. I’m glad too that he is caring for the little ones and making sure they are ok!! (Responsible Citizen). I have enjoyed looking through his tray – his work is fantastic and writing is very clear – well done!”

One of our Nursery parents commented when speaking of his son,

“I am really pleased with how quickly he has settled in and the excellent progress he has made already. He is a happier boy”.

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

HSD is inter-denominational and all faiths are welcome. All pupils have the opportunity to take part in appropriate religious education following the Curriculum of Excellence guidelines. In addition, there are basic moral discussions throughout the school curriculum and regular school assemblies. We have contacts and support from various school chaplains:

Rev Malcolm Anderson – Hillhouse Parish Church – As chaplain of the Calderside Learning Community, Malcolm is regularly involved in school assemblies, but more importantly leads joint school assemblies with Glenlee Primary. Pupils have the opportunity to be involved in special projects led by the Calderside Chaplaincy Team e.g. ‘Bubble Gum and Fluff’ and the ‘Easter Code’ (age appropriate).

Father Jim Morris is a regular visitor to HSD, leading Mass for RC children on Holy Days. Glenlee staff also join with us. He provides excellent support to the teacher who prepares RC pupils for the Sacraments but is respected and admired by all pupils in the school.

Rev Richard Durno – As Minister for the Deaf in Central Scotland, Richard attends HSD once a term for school assemblies. However, more importantly, Richard organises services at Deaf Connections, Glasgow once a term which gives opportunities for pupils to join with other students from schools for the Deaf. The pupils love the social aspect of this time which also celebrates their Deaf identity.

Invites will be given to parents to attend these services where appropriate and BSL interpreters will be provided when available/appropriate.

Rights of Parents/Carers

Scottish Government Ministers consider that religious observance complements religious education and is an important contribution to pupils’ development. It should also have a role in promoting the ethos of a school by bringing pupils together and creating a sense of community. There is a statutory provision for parents to withdraw children from participation in religious observance. This right of parents’ wishes will be respected. When a child is withdrawn from religious observance, schools will make suitable arrangements for the child to participate in a worthwhile alternative activity.
Equalities

Integral to this guidance is the principle of mutual respect. The diversity of belief and tradition provides an ideal context in which pupils can learn about, and so learn from, what is important in the lives of themselves and others. South Lanarkshire’s guidance recognises and welcomes diversity and promotes respectful understanding.

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

5) The Curriculum

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early</td>
<td>The pre-school years and Primary 1 or later for some.</td>
</tr>
<tr>
<td>First</td>
<td>To the end of Primary 4, but earlier or later for some.</td>
</tr>
<tr>
<td>Second</td>
<td>To the end of Primary 7, but earlier or later for some.</td>
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</tbody>
</table>
The Curriculum for Excellence (CfE) is embedded in all methods and curriculum content within Hamilton School for the Deaf. It shows full progression for children and young people aged 3-18. It is a forward looking, coherent, more flexible and rich curriculum that provides them with the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future.

The aim of Hamilton School for the Deaf is to adopt a variety of approaches, methods and forms of communication to allow our pupils to reach their full potential within the Curriculum for Excellence. We aim to offer challenge to stretch pupils and raise attainment while still providing support and access.

One parent wrote the comment at a recent parents’ night,

“The school is helping my son by allowing him to learn in different ways and he is starting to do well.”

Another parent commented,

“We are both delighted with our son’s progress; he is excelling himself!”

The Nursery and Primary children are taught within the school but have inclusion links with Glenlee Primary, our shared campus mainstream primary. This dual-campus model allows for an immersion approach (deaf working with deaf) and inclusion (deaf and hearing working together). This allows intensive teaching in a small group situation particularly focussing on language acquisition while allowing opportunities to mix and work in a larger group situation together with hearing peers. Inclusion is usually as a whole class but sometimes individuals have inclusion for certain subjects e.g. maths, if appropriate. Access to signing is provided on each occasion, usually by a Teacher of the Deaf. Topic work is jointly planned between both schools as is Health & Wellbeing.

Active learning is used throughout the school with many opportunities for repetition, review and revisiting, particularly in literacy. BSL is used to teach for understanding in the first instance then SSE and voice depending on the needs of the individual students. Each pupil has an individual Additional Support Plan where targets are agreed in consultation with both the parents and the child.

Computers and IT are embedded throughout the curriculum and the school is well sourced with interactive whiteboards in each class, networked computers and hand held tablet computers to give IT access to every child on a regular basis. Pupils are encouraged to make their own power point presentation which they show to others at our assemblies. The four capacities for CfE is regularly celebrated at these assemblies. One parent commented not only on her son’s work but also that we recognise and reward good behaviour;

“Good to hear you are looking after the little ones. Keep up the hard work and good behaviour.”

Outdoor education is being further developed and pupils have opportunities to take part in projects such as Bikeability, Kerbcraft and swimming. There are opportunities to present signed singing at joint assemblies, parents’ coffee mornings and in our local community. We participate in Eco Schools are currently have a Silver Award. The Pupil Council operates in Hamilton School for the Deaf and also together with Glenlee Primary.
Here is just a snapshot of some of the activities done throughout the year.

Celebrating Success

We had a showcase of our work for parents. We had a tea party with Queen Victoria and our parents attended Victorian school!

Deaf role models working with our pupils

Drumming lessons

Lunchtime judo club

Watching the sun and plotting its shadow. Making Rudolph’s nose glow

We use lots of different materials and experiences in our learning.
And many other experiences.
Assessment

“Assessment involves gathering, reflecting on and evaluating evidence of learning to enable staff to check on learners’ progress and support further learning.”

www.educationscotland.gov.uk

At Hamilton School for the Deaf progress is monitored on a daily basis and planning for next steps in learning is responsive to this progress for each child. This is possible due to the small class sizes and the fact that every teacher knows their children very well. Teachers jointly plan with their stage partners and also with their Inclusion partners from Glenlee Primary.

Each teacher tracks their individual pupils’ progress using CfE outcomes which are specifically adapted for Deaf learners. Spelling, reading and maths are tested weekly. Each term we also have an Assessment week when more formal testing takes place.

The evidence for progress is collated not only on paper but also by videos on tablet computers to show their BSL signing skills and allow more individual freedom of expression.

At the end of each week children have a ‘review of the week’ to help them reflect on their learning and evaluate their success. This allows the pupils to contribute to the next steps for their planning.

7) Reporting

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

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

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

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

8) Transitions

As outlined on page 7 of this handbook, placement in a specialist provision is decided by a forum from Inclusive Education however most of our Nursery children then enter Hamilton School for the Deaf Primary and our Primary 7 children transfer to Calderside Academy which has an excellent Deaf Education Department.
Transitions are well supported by review meetings prior to the decision on placement. Parents contribute to this as well as associated health professionals, educational psychologists and staff from each provision.

From Nursery into Primary 1 there are many opportunities to aid transition. In addition to the Nursery children already being included in the life of the school through assemblies and joint play, we have a number of special induction days when they can experience being involved in the Primary 1 classroom. These are more frequent than in the mainstream school and are phased in gradually. There are also opportunities for parents to be involved in special family day events such as “21st Century Families” which are run in conjunction with Glenlee Primary. The decision for Secondary placement begins early in Primary 6. This includes review meetings to allow parental views to be considered prior to the considerations of the Secondary forum.

From Primary 7 to S1 there is an extensive transition process. Staff from Calderside Academy Deaf Education Dept come to Hamilton School for the Deaf once a week to introduce aspects of Secondary life. There then follows a period of extended visits to the Academy where P7 pupils have the opportunity to visit the Secondary school. This allows them to meet the key staff from Deaf Education and other Deaf pupils, learn the school’s layout and varied subjects and familiarise themselves with the much more extensive environment. They also participate in the usual P7 transition process, meeting up with other P7 children from other schools. This allows the transition period to be as smooth as possible.

If you require further information, please contact Education Support Services on 01698 454102.

| 9) | Support for Pupils |

**Getting it right for every child, (GIRFEC)**

Getting it Right for Every Child (GIRFEC) was promoted and endorsed by the Scottish Government at the Children’s Summit in 2010. There is a commitment to ensure that your child has the best possible start in life and to improve outcomes for children and families based on a shared understanding of their wellbeing. Most children make their journey from birth to the world of work supported by family and the universal services of Health and Education. The Named Person in education helps to make sure that the child’s wellbeing is developing. The school will let you know the named person for your child. This is likely to be the headteacher in a primary school and the pupil support teacher in a secondary.

If you have any concerns you should speak to the Named Person who will work with you to address any issues and to ensure that your child gets any help needed at the right time.

More information can be found on: [www.girfecinlanarkshire.co.uk](http://www.girfecinlanarkshire.co.uk) and [www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

When completing her ‘What I think tool’ to get her views, one Nursery child signed

“All here are my friends. Deaf. Hearing. Doesn’t matter. All are my friends.”


Support for All (Additional Support Needs)

All children at Hamilton School for the Deaf, Primary and Nursery, have Additional Support Plans in place to support individual needs. Parents and carers are invited to attend parents evenings to contribute to these and set targets.

The services of associated Health Professionals e.g. audiology/ speech and language therapy can also contribute to the plan where appropriate.

South Lanarkshire Education Resources have published a series of leaflets available which cover information for parents and carers about the Additional Support for Learning Acts.

10) School Improvement

<table>
<thead>
<tr>
<th>What we achieved in 2013 – 2014</th>
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<tbody>
<tr>
<td>• Increased opportunities for Inclusion ‘buddies’ to be involved in special events e.g. Zoolab visit, Fischy music</td>
</tr>
<tr>
<td>• Encouraged pupils to contribute to assemblies etc by making their own power point presentations and sharing their successes.</td>
</tr>
<tr>
<td>• Encouraged pupils to develop their Deaf identity through investigations on the Internet, use of Deaf role models and research on Deaf history e.g. Deaf Holocaust.</td>
</tr>
<tr>
<td>• Trained pupils in internet safety and how to deal with issues such as cyber-bullying.</td>
</tr>
<tr>
<td>• Extended the professional qualifications of all staff.</td>
</tr>
<tr>
<td>• Introduce a mentoring scheme for all trainee Teachers of the Deaf</td>
</tr>
<tr>
<td>• Extend the use of Deaf role models e.g. National Storytelling Week, signed songs, Holocaust events etc.</td>
</tr>
<tr>
<td>• The inclusion of our deaf pupils within Glenlee primary school has been further extended.</td>
</tr>
<tr>
<td>• Improved transition arrangements for our pupils (primary 7/secondary)</td>
</tr>
<tr>
<td>• Recognised and celebrated our pupils success through assemblies and certificates.</td>
</tr>
<tr>
<td>• Our pupils have become more involved in extracurricular activities</td>
</tr>
</tbody>
</table>

School Improvement Priorities for 2013 – 2016

• Visit other Deaf Establishments to share good practice and compare ways of tracking progress.
• Extend the tracking and monitoring of progress to other areas of the curriculum e.g. Science, IT, Social Subjects.
• Introduce termly assessment weeks for formal assessment in order for pupils to see their progress and be involved in setting targets.
• Extend the role of Outdoor Education and purchase additional outdoor play equipment.
• Encourage more parents to become involved in the Joint Parent Council.
• Increase the BSL signing levels of all teachers to level 3 or beyond.

• Improve the perception of the school within the Deaf community and in the local community.
• Have BSL signed examples of school newsletters.
• Allow young people the opportunity to study BSL as a language.
• Allow pupils opportunities to improve their memory skills.
• Develop a writing programme which has been specially developed for deaf learners.
• Make more use of ICT to provide learners with a more visual learning experience.
• Develop the use of assessments specially designed for deaf learner (BSL, reading and writing assessments)
• Develop the use of materials to improve our pupils’ social and emotional wellbeing.

| 11) | School policies and practical information |

**Free School Meals**

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

- Income Support, Income-based Job Seeker’s Allowance, Employment and Support Allowance (income related), Working Tax Credit and Child Tax Credit(where your income does not exceed £6,420 gross per annum as assessed by the HM Revenues & Customs), Child Tax Credit only (where your income does not exceed £16,010 gross per annum as assessed by the HM Revenues & Customs).

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

Healthy eating is something that the school supports and a range of meals are available at lunchtimes. The current cost for a school lunch is P1-3 £1.20 and P4-7 £1.50.

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

Milk is available free of charge to all nursery age children and is provided by the establishment.

South Lanarkshire Council provides fruit to P1 and P2 children 3 days per week.
School uniform

We ask all parents/carers to support the school by encouraging your child(ren) to adhere to the agreed dress code and the wearing of our school uniform. The wearing of a school uniform helps promote the identity of the school in the local community and helps create an ethos of sharing and pride in the school.

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

Our school uniform consists of:

- Either a white shirt and school tie or HSD red polo shirt
- Black trousers/skirt
- School sweatshirt
- Soft shoes for indoor use

Equality of opportunity is an important aspect of the life of the school. Any proposals on the dress code and on what constitutes the school uniform will be the subject of discussion with the Parent Council and where appropriate consultation with parents, pupils and staff.

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

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

Support for parent/carers

Clothing grant
In certain circumstances the Council provides support to parents/carers for the purchase of school wear. Application forms for clothing grant are available from the Council’s website: [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) or from Q&A Offices, Audit and Development 01698 453504/453505/453213, the school or Education Resources, Almada Street, Hamilton, telephone 01698 454545.

Hamilton School for the Deaf School Hours.

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>8.55 am</td>
</tr>
<tr>
<td>Interval</td>
<td>10.30 am – 10.45 am</td>
</tr>
<tr>
<td>Lunch</td>
<td>12/12.15 pm – 1.05 pm</td>
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<tr>
<td>Closing</td>
<td>3.00 pm</td>
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</table>
Please note that the children are allowed access to the school building at 8.45 am. Prior to this they will remain with their taxi escorts.

See attached list showing school holiday dates. (Pages 23 and 24)

**Enrolment – how to register your child for school**

If your child is starting school for the first time you must enrol your child at their catchment school in January. If parents want their child to go to another school, they must enrol in the first instance with their catchment school and ask for an information leaflet that provides details on how to make a placing request. Forms are available from the SLC website – [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk), schools, Q and A offices or by contacting Education Resources, Almada Street, Hamilton, telephone 01698 454102. Completed forms should be returned as soon as possible to Education Resources, Almada Street, Hamilton ML3 0AE.

Please see Page 7 of this handbook for information on placement at Hamilton School for the Deaf.

**Transport**

**School transport**

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

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

**(ii) Pick-up points**

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

It should be noted that it is the parent’s responsibility to ensure their child behaves in a safe and acceptable manner while travelling in and alighting from the vehicle. Misbehaviour can result in your child losing the right to school transport.
Parents are asked to note that South Lanarkshire Council does not provide transport for those pupils who attend school via a placing request. Where there is a request to place a child under school age in a school within the local catchment area they may receive transport in line with the Council’s transport policy.

See page 7 for specific details for HSD transport to school.

**Insurance for schools – pupils’ personal effects**

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

(i) Theft/loss of personal effects

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

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

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

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

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

(ii) Damage to clothing

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

**Family holidays during term time**

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

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

In HSD it is often easier for Deaf parents to speak personally with staff. This should be done by a pre-arranged meeting.

If your child is taken on a family holiday during term time then in line with Scottish Government advice this will be classified as an unauthorised absence. However, in exceptional circumstances schools may register a family holiday during term time as an authorised absence when for example, parents are unable to obtain leave during the school holiday period.
Clearly, absence with no explanation from parents will mean that the absence will be recorded as unauthorised.

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

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

**Promoting positive behaviour**

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

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

Incidents of bullying should be reported to the school immediately so that each alleged incident can be looked at. Together we can work towards creating a safer school for children and staff. At HSD every reported incident will be investigated and dealt with in an appropriate manner.

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

**Child Protection**

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

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

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

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

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

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

The Council has produced an information leaflet – ‘stay safe’ for parents/carers on how to help ensure their child is safe when using the internet and mobile devices. Copies are available from the school or the web: www.southlanarkshire.gov.uk

Information on emergencies

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

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

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

Your commitments

We ask that you:

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

Data Protection Act 1998

Information on pupils, parents and guardians is held by the school to enable the teaching, registration and assessment of pupils as well as associated administrative duties. The information is stored and used as per the requirements of the Data Protection Act 1998 with South Lanarkshire Council defined as the data controller. The Council have established a data protection policy that applies to all of its schools. For more information please contact the school.
### Draft School holiday Dates Session 2015/2016

<table>
<thead>
<tr>
<th>Break</th>
<th>Holiday dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Term</strong></td>
<td></td>
</tr>
<tr>
<td>Teachers return</td>
<td>Thursday 13 August 2015</td>
</tr>
<tr>
<td>Pupils return</td>
<td>Monday 17 August 2015</td>
</tr>
<tr>
<td>September Weekend</td>
<td>Close Thursday 24 September 2015</td>
</tr>
<tr>
<td></td>
<td>Re-open Tuesday 29 September 2015</td>
</tr>
<tr>
<td>October Break</td>
<td>Close on Friday 9 October 2015</td>
</tr>
<tr>
<td></td>
<td>Re-open Monday 19 October 2015</td>
</tr>
<tr>
<td>Christmas</td>
<td>Close on Tuesday 22 December 2015</td>
</tr>
<tr>
<td><strong>Second Term</strong></td>
<td></td>
</tr>
<tr>
<td>Re-open</td>
<td>Tuesday 5 January 2016</td>
</tr>
<tr>
<td>February break</td>
<td>Close on Friday 5 February 2016</td>
</tr>
<tr>
<td></td>
<td>Re-open Wednesday 10 February 2016</td>
</tr>
<tr>
<td>Easter Break</td>
<td>Close on Thursday 24 March 2016</td>
</tr>
<tr>
<td></td>
<td>Re-open Tuesday 29 March 2016</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Close on Friday 1 April 2016</td>
</tr>
<tr>
<td></td>
<td>Re-open Monday 18 April 2016</td>
</tr>
<tr>
<td><strong>Third Term</strong></td>
<td></td>
</tr>
<tr>
<td>Local Holiday</td>
<td>Closed Monday 2 May 2016</td>
</tr>
<tr>
<td>Local Holiday</td>
<td>Close on Thursday 26 May 2016</td>
</tr>
<tr>
<td></td>
<td>Re-open on Tuesday 31 May 2016</td>
</tr>
<tr>
<td>Summer break</td>
<td>Close on Friday 24 June 2016</td>
</tr>
<tr>
<td>Proposed in-service</td>
<td>*Proposed date for teachers return (subject to consultation) Thursday 11 August 2016</td>
</tr>
<tr>
<td>days</td>
<td></td>
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<tr>
<td>Proposed in-service</td>
<td></td>
</tr>
<tr>
<td>days</td>
<td>*Proposed date for teachers return (subject to consultation) Friday 12 August 2016</td>
</tr>
</tbody>
</table>

**Notes**

- Good Friday falls on Friday, 25 March 2016
- Lanark schools will close 9 and 10 June 2016
- Schools will close at 2.30pm on the last day of terms 1 and 2 (Tuesday, 22 December 2015 and Thursday, 24 March 2016)
- Schools will close at 1pm on the last day of term 3 (Friday 24 June 2016) *Two in-service days proposed for 11 & 12 August 2016 to be confirmed.*
## Draft School Holiday Dates Session 2016/2017

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<tr>
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</tr>
<tr>
<td>October Break</td>
<td>Close on Friday 14 October 2016</td>
</tr>
<tr>
<td>Re-open</td>
<td>Monday 24 October 2016</td>
</tr>
<tr>
<td>Christmas</td>
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</tr>
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</tr>
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<tr>
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<td>Closed Monday 1 May 2017</td>
</tr>
<tr>
<td>Local Holiday</td>
<td>Close on Thursday 25 May 2017</td>
</tr>
<tr>
<td>Re-open on</td>
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</tr>
<tr>
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### Notes
- Good Friday falls on Friday, 14 April 2017
- *Lanark schools will close 8 and 9 June 2017*
- Schools will close at 2.30pm on the last day of terms 1 and 2 (Thursday, 22 December 2016 and Friday 31 March 2017)
- Schools will close at 1pm on the last day of term 3 (Friday 23 June 2017)
- *Two in-service days proposed for August 2017 to be confirmed.*
CONTACT DETAILS

Education Scotland’s Communication Toolkit for engaging with parents –

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


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

PARENTAL INVOLVEMENT

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

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

SCHOOL ETHOS

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

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

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

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

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

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

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

Advice, practice and resources to support the experiences and outcomes on literary, numeracy and health and wellbeing –

Broad General Education in the Secondary School – A Guide for Parents and Carers –

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

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

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

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services –

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

ASSESSMENT AND REPORTING

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework –

Information about Curriculum for Excellence levels and how progress is assessed –

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

Information on recognising achievement, reporting and profiling –
TRANSITIONS

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

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

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

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

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

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

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

SUPPORT FOR PUPILS

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

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


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

SCHOOL IMPROVEMENT

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

Education Scotland’s Inspection and review page provides information on the inspection process – http://www.educationscotland.gov.uk/consultationandreview/index.asp
The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy – [http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN](http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN)


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


**SCHOOL POLICIES AND PRACTICAL INFORMATION**

National policies, information and guidance can be accessed through the following sites:
- [http://www.scotland.gov.uk/Topics/Education](http://www.scotland.gov.uk/Topics/Education)
- [http://www.scotland.gov.uk/Topics/Health](http://www.scotland.gov.uk/Topics/Health)
- [http://www.scotland.gov.uk/Topics/People/Young-People](http://www.scotland.gov.uk/Topics/People/Young-People)
