

Welcome to Anna Ritchie School



Anna Ritchie School



School Session 2016-2017 Session Dates:

| | | |
|--------|---------------------------------|--------------------------------|
| Term 1 | 16 th August 2016 - | 7 th October 2016 |
| Term 2 | 24 th October 2016 - | 21 st December 2016 |
| Term 3 | 5 th January 2017 - | 31 st March 2017 |
| Term 4 | 18 th April 2017 - | 30 th June 2017 |

Please see <http://www.aberdeenshire.gov.uk/schools/parents-carers/school-term-dates-and-in-service-days/> for all other planned school closure dates.

Anna Ritchie School
Grange Gardens
PETERHEAD
AB42 2AP

Tel: 01779 473293

Dear Parent/Carer

Welcome to Anna Ritchie School. As Head Teacher, I hope that the partnership between home and school will be productive and enjoyable and that your child settles and enjoys his/her time with us.

We take pride in the fact that this is a happy, busy school with a real sense of team spirit and we value that the education of their child/children is shared with parents, who have a very important role to play. This handbook aims to explain how that partnership develops successfully through help, support and expectations.

This Aberdeenshire Council handbook is designed to inform parents of as many aspects of life at Anna Ritchie School as possible and has been written in response to School Handbook Guidance (Scotland) Regulations 2012. The coloured sections in this handbook will be updated annually with current information.

I hope you find this handbook informative.

Yours faithfully

Sharon Ferguson
Head Teacher

Please note - "Parent" includes guardian and any person who is liable to maintain or has parental responsibilities (within the section 1 (3) of the Children (Scotland) Act 1995) in relation to, or has care of a child or young person.

Please note that whilst all information within this handbook is correct at the time of printing. It is possible that some items may change during the course of the year.

ADD HYPERLINK TO MAP OF WHERE SCHOOL SITUATED (done centrally)

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Section 1

General School Information

SCHOOL CONTACT DETAILS

Head Teachers: Sharon Ferguson
School name: Anna Ritchie School
Address: Grange Gardens, Peterhead AB42 2AP
Tel: 01779 473293
Fax: 01779 479963
E mail: annaritchie.sch@aberdeenshire.gov.uk
Website: www.annaritchie.aberdeenshire.sch.uk
Type of School - Anna Ritchie School is a Special Needs school with nursery
Present Roll: Nursery: 0 Primary: 39 Secondary: 35

For further information about the roll and structure of classes please see coloured section at the back of this book.

Denominational Status - Anna Ritchie School is a non-denominational school.
The school does not teach by means of the Gaelic Language.

All Aberdeenshire Schools are co-educational, providing education for both boys and girls.

Information about the Parent Council can be found in the school foyer or by joining the Anna Ritchie Parent Council Facebook group.

Adverse weather and emergency closure -

Information Line 0870 050 6222 (Pin No: 022690) (Please do not use this line to leave messages for the school.)

<https://online.aberdeenshire.gov.uk/Apps/schools-closures/>

Please see pages 18 -21 for further information regarding adverse weather and emergency closures.

Local Area Office

Buchan House,
St. Peter Street
Peterhead
AB42 1QF
Tel: 01779 477333

ASN Manager

Ms Anne Marie Davies
Woodhill House
Westburn Road
Aberdeen
AB16 5GB
Tel 01224 664886

Director of Education, Learning and Leisure

Mrs Maria Walker

Woodhill House

Westburn Road

Aberdeen

AB16 5GB

01224 665420

The Anna Ritchie School was established in 1963 for the education of children with learning difficulties. Deaconess Anna Ritchie, who lived in the village of Old Deer, had a great interest in such children. She encouraged the foundation of this school, which was named in her honour.

Today the school is a non-residential Community Resource Hub, providing education for pupils with a wide range of needs. The pupils are aged from three to eighteen years and are grouped in classes according to age and needs. It is a Community Resource Hub for the Peterhead Academy and Mintlaw Academy cluster schools.

Rainbow Cottage with its garden is a resource used by pupils to develop self-help skills in a real life situation. A fully equipped Home Economics room enables pupils to develop a wide range of practical skills. The Fulmar Building at the rear of the school was donated to the school by Shell in 1987 and is used for Art Classes and is recognised as a resource which can be accessed by pupils who have a Flexible Learning Pathway. Special equipment in the Snoezelen Room provides a multi-sensory environment of light, sound and music for pupils who will benefit from a multi-sensory approach. Anna Ritchie School also has a therapy swimming pool. This is used for water therapy. Some senior pupils go swimming at the Community Pool.

The outdoor environment has been enhanced by the installation of a large adventure playground, wheelchair accessible swings etc.

The Care Commission last inspected the Nursery during Feb 2013 and we were very pleased to be awarded 'Very Good' in some areas 'Excellent' in other areas.

In the last HMIe inspection in 2011, the school was awarded Satisfactory to Good for the core Quality Indicators and the Nursery Good to Very Good in some areas. We were particularly pleased to be awarded a 'Good' for QI - 5.9 - Self Evaluation, highlighting that we are very aware of our strengths and development needs.

The school has a role of between 70 and 90. The teaching complement is 19 FTE. This is used to provide specialist tuition for Music, Home Economics, Technical/Science and Art. We have 4 Nursery Nurses, who manage the nursery and assist in other classes. The pupils are supported

by Pupil Support Assistants. The management team now consists of a Head Teacher and two Depute Head Teachers.

The staff at Anna Ritchie School value parental involvement and a positive ethos and climate of respect and trust based upon shared values across the school community is fostered. The school has an open door policy. Contact with parents is on a daily basis through home school notebooks. All children have an IEP and every child has an annual review. A detailed report is produced by teachers and specialists annually. There are also two parents' evenings throughout the year. Currently, 2 pupils in the school have a Co-ordinated Support Plan and these are also reviewed annually. Parents are aware that they are always welcome to contact the school, should they have any questions or concerns. The School Parent Council is very active in raising money for the school and holds events such as quiz nights locally. It continues to meet termly.

The school has excellent links with the community. The emphasis is on a broad general curriculum with life skills that ensures the pupils are given every opportunity to explore the world outside and to get to know the local area. More formally, S4, S5 and S6 pupils have the opportunity to undertake a work placement and college experience. These always prove very successful. The school strives for constant improvement. Through school improvement planning, we have been able to update the technologies available in school to increase pupil enthusiasm and motivation towards learning. Increasing numbers of our pupils have a blended placement where they access both our school and a mainstream environment.

Almost every class has a wall mounted Interactive White Board. All senior classes have access to Nintendo DSs and all classes in the school have access to Nintendo Wii's, iPads and tablets have been purchased for use in the school. A greenhouse and garden shed were also purchased along with other outdoor resources in order to compliment and make best use our natural resource - the great outdoors.

The school manages its budget in line with Aberdeenshire guidelines. Priorities are identified in line with the school improvement plan.

The local community and businesses within the area offer some financial support to the school. This money is used for purchasing large items of equipment. Last session, the money was used to purchase a full drum kit and a set of Ukuleles.

HMIe last inspected the school in 2011 and there was no follow on inspection. In 2012, the Junior school was accredited with the National Autistic Society. The whole school was accredited with the National Autistic society in 2015. The school has also reached Commended Level of Health Promoting School and as an Eco School and we have been awarded our second Green Flag.

For further information about classes and teachers, please see the coloured section at the back of this handbook.

Visits of Prospective Parents

Prospective parents are usually advised to visit our school after a MAAP meeting or by an Educational Psychologist. The parents can contact the School Office and request an appointment to come and visit the school/nursery and meet with the Head Teacher. During this visit you will get a tour of the school/nursery and have an opportunity to ask any questions and discuss any particular needs for your child(ren).

Admission/Enrolment

Nursery admissions

Every child is entitled to a fully funded part-time education place at the start of the term following their third birthday. There are 16 places available in the Developmental Nursery at Anna Ritchie School. Places are allocated in accordance with Aberdeenshire Council policy. Children are referred to the Developmental Nursery following a MAAP meeting, which would be convened by the Educational Psychologist.

The Additional Support Needs Manager's approval is required before a child can begin a placement. www.aberdeenshire.gov.uk/parents/carers/pre_school/index.asp

Pupils who attend our nursery department are taught by a team of 2 nursery nurses. The pupils have access to a range of educational resources and experiences as part of the school, and are included in any "school experiences" which are age appropriate, e.g. attendance at visiting theatre groups along with early stage classes.

Pupils who attend our nursery classes are taught by appropriately qualified staff who are registered with their professional bodies. All settings adhere to Care Inspectorate guidelines and standards. Nurseries are open to announced and unannounced inspections by this body. Children's early learning follows Curriculum for Excellence 3-18 guidance and principles and Building the Ambition national practice guidance on early learning and childcare.

Primary Admissions

All admissions to Anna Ritchie School are requested following a MAAP meeting and the approval of the Additional Support Needs Manager is required.

Following decisions and approval of placement, children who will be five, up to and including the last day of February, may be admitted in August of that year. All children who will reach the age of five on or before the first day of the school year in August should begin to attend primary school in August. Children who reach the age of five after the first day of the school year but before the last day of February the following year may also be registered for primary school in August. Parents of children who reach the age of five in January and February of the following year have a right to delay their child's entry to Primary 1.

Parents of children joining the school in classes other than P1 or in the middle of a school session should contact the head teacher who will agree a start date for the child and make arrangements for the parents and child to visit the school. Any transfer information, including school work, can be helpful in supporting your child's continued education. Records from other Aberdeenshire schools are automatically transferred internally but when the school is outwith the Authority, the school will contact the child's previous school to obtain the records.

www.aberdeenshire.gov.uk/parents/carers/information/NotesforParents2015.pdf

Buddy system

When your child begins school with us at any stage our buddy programme will support those early days. For this your child will be given a nominated buddy to guide them through our school routines and building.

School Zone

A map showing the school zone/catchment area is included at the back of this booklet. Please note that children who live within the school catchment zone for Abershire School are automatically entitled to a place in Primary school. Please use the zone map to check whether or not you live within the Abershire School catchment. If you live out with the zone, the *Education (School and Placing Information) (Scotland) Regulations 2012* will allow you to request admission to the school. However out of zone admissions are not guaranteed and pupils out of zone are not entitled to free school transport. They are also not guaranteed a place at our associated secondary school and parents would need to submit a further placing request before transition

to S1. Further information is available in *Notes for Parents Aberdeenshire Council* www.aberdeenshire.gov.uk/parents/carers/information/NotesforParents2012.pdf

Out of Zone Information

All Aberdeenshire schools serve a local 'zone'. Pupils will automatically be accepted at the school within their 'zone'. However, parents have the right to request that their child attends a school in another 'zone' if they wish (without giving any particular reason) and Aberdeenshire Council will, where possible, agree to this request. For further information relating to this please follow the link below

<http://www.aberdeenshire.gov.uk/schools/information/choosing-a-school/>

Please note this includes forms for completion. These can also be obtained from the school or from the area office.

Pupil Belongings

In each classroom the children have a space for hanging up their coats and gym bags and for storing packed lunch boxes. Each child will also have their own named tray for storing their belongings in class.

Valuables

The wearing of jewellery is discouraged in the school as it can get lost or add to injuries. The wearing of a watch is acceptable. Children who have pierced ears and need to wear earrings must wear studs as opposed to hoops or dangly earrings.

Children should not bring electronic games or other expensive items into school. Mobile phones are allowed in school but the Aberdeenshire code of practice must be followed.

School Equipment

The school provides all of the books and equipment that your child will need to use in school, however many children like to bring their own pencil case and equipment. We would suggest the following pencil case contents - HB pencil(s), a ruler - marked in centimetres, a rubber and some colouring pencils.

Arrival at School & Playground Information

Children should not arrive at school more than 5 minutes before the start of the school day. The school day starts at 8.30 am for Secondary and 9.00 am for Primary. All children come directly into school. Secondary to the social area and Primary to their classroom. The majority of children in school are transported to school by school buses/taxis. Pupils are supervised by Pupil Support Assistants in the playground at break and after lunch.

If your child has an accident in the playground, he/she will be treated by a first aider. Your child will be given a minor injury slip, which will inform you of the nature of the injury and the treatment given. We will attempt to notify you by telephone of any serious injuries. (Please ensure that you keep the school updated of any change in your emergency contact details/new mobile phone number.)

During lunch/break times children are encouraged to play outside unless the weather is excessively wet or windy. Children should be sent to school with appropriate outerwear to suit the time of year.

In accordance with Aberdeenshire Council's Health & Safety Policy, children will not be allowed to make ice slides in the playground nor throw snowballs.

For health & safety reasons, dogs are not permitted in the school grounds.

For security reasons, the outer school doors will be automatically locked once children are inside school at the start of the school day and at the end of the school day.

School Office

The school office is manned from 8.00 am - 3.30 pm Monday to Friday.

The school has an answering machine for leaving messages. All messages are collected by 9.00 am each morning. Where a response is required, we aim to do this on the day the message is received, and certainly within 24 hours.

Any visits to the school in person should be made through the main entrance (see map/plan at back of book). In line with Aberdeenshire Council's Health & Safety Policy, all visitors to school will be asked to sign in and wear a visitor's badge.

Door Security

All schools in Scotland have security doors fitted as standard. This is to ensure the safety of children and staff at work during the school day. Those accessing school premises **MUST** only do so through the security door system and you are reminded that this should be the only access you use when visiting the school. In line with Aberdeenshire Council's Health & Safety Policy, all visitors to school will be asked to sign in and wear a visitor's badge.

Doors open easily from inside the building to allow for easy exit in an emergency.



School Meals

It is the Authority's policy to provide meals and facilities for the consumption of packed lunches in all schools where these are required.

As of August 2014 the Scottish Government committed to giving all children in Primary 1-3 the option of a school meal free of charge and this is provided. Children in P1-3 who wish to take a packed lunch on occasions may still do so. This scheme however does not apply to children in Primary 4-7 who should continue to purchase tickets in the same way. Some children in P4-7 and in S1-S6, however, may be entitled to a free school meal, details of which can be found in the annual updates section of this handbook.

For current school meal charges please see the updates section of this handbook or check on the webpage noted below. Please make cheques payable to Aberdeenshire Council.

Children P4-7 who arrive at lunch without a ticket will be given a meal and this will be charged to parents who will be notified. No child will be left to go hungry.

Attractive menu and information leaflets are provided to all Aberdeenshire school pupils and parents. These can also be found by following the link below.

<http://www.aberdeenshire.gov.uk/schools/meals/>

Where children bring a packed lunch to school, parents are responsible for ensuring that lunch box contents are stored at the correct temperature, by including an ice pack where necessary.

Parents should be aware that they can request a special diet for their children if there are medical or religious reasons for doing so.

Children who require medically prescribed or modified diets, with parental/guardian assistance, should be identified during the admission process. Arrangements to accommodate these diets are made by parent/guardian completing Admission Form D available from the school administration office.

The school aims to encourage young people to enjoy food which is both attractive to them and nutritionally sound whether this is a school meal, a packed lunch or a snack. We would appreciate your support in achieving this aim. However we understand that some children are very specific about the foods they will eat - and this is linked to their Additional Support

Needs - therefore we understand if your child's packed lunch is filled with the specific foods he/she will eat.

Snack

Children in nursery and in Classes 2 to 5 have snack in school every day. The cost of this is £2 per week. As a health promoting school, we encourage healthy options. The children also have the opportunity of buying something from the tuck shop in the dining hall. Children can socialise in the school dining room at interval times.

Tuck Shop

This operates daily from the Dining Room. A range of healthy snacks which have been prepared in school are available.

Pupil Absence Procedure

In recent years increasing attention has been paid to the issue of child protection and safety due to reported occasions where children have been seriously or fatally injured because of the inappropriate or criminal behaviours of adults.

Whilst it should be noted that there has been no such instance occurring within Aberdeenshire it is important that staff and parents do not become complacent and continue to work together to develop and improve upon existing arrangements for monitoring the care and welfare of all children and young people.

With that specific aim in mind, Aberdeenshire Education Learning and Leisure has asked all schools to implement a series of standard procedures to monitor pupil attendance and absence from school and to invite the co-operation of parents in making these changes work. All parents are asked to assist the staff in the schools which their children attend in the manner described below:

Attendance and Absence Procedures

Parents are responsible for ensuring that their children attend school regularly and arrive on time. They are also responsible for ensuring the safety of their children on their journeys to and from school except whilst on school transport where Aberdeenshire Council has clear guidelines about pupil safety. Absence of pupils travelling on School transport must also be communicated to the bus company or (where known) the bus driver.

Regular and punctual attendance is linked closely to achievement and school staff wish to work with parents to ensure that children can reach their full potential. The school is required by law to maintain an accurate record of the attendance and absence of each pupil and parents are

requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

Unplanned Absence

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts and safety of the individual child. In order to avoid causing unnecessary concern for staff and parents the importance of good communication between home and school cannot be over-emphasised.

Parents are asked to assist school staff in the manner detailed below:

- If your child is unable to attend school through illness/other reason please telephone the school between 8:00 am and 9:30 am on the first day of his/her absence or send a signed note via the escort if applicable.
- When you contact the school it would be helpful if an indication could be given as to the child's expected length of absence from school.
- On your child's return to school a note should be provided explaining the reason for absence and confirming the periods of absence from the school. The note should be signed and dated.

Communicable/Infectious Diseases

When pupils are off school because of sickness or diarrhoea, they should not be sent back to school until 48 hours after symptoms have passed. Pupils must be kept off school for a period of time where they have an infectious or contagious disease. These include common ailments such as impetigo, conjunctivitis, chicken pox etc. Please contact your GP or local health centre for up to date advice if you believe your child may have a communicable disease. For further information regarding how long children need to be kept at home and not sent to school either contact the school office or go to www.nhsgrampian.org exclusion policies for infectious diseases.

Head lice

Please check your child's head regularly (we recommend weekly) and notify the school if you find head lice. Current advice on the treatment of head lice is available from your local pharmacist.

Asthma Inhalers

Parents of children who carry their own inhalers should supply a spare named inhaler just in case your child's inhaler is lost or misplaced.

Inhalers can be kept in school.

Planned Absences

As part of Government Regulations we are required to record all absences as "authorised" or "unauthorised". Authorised absences are due to illness or family bereavement and can also include time off to attend, e.g. sporting events or music exams. The Scottish Government has deemed that holidays taken during term time should be recorded as unauthorised absence unless there are special exceptional circumstances. Should you wish to remove your child from school to attend a family holiday you must request permission from the Head Teacher. On most occasions this will be recorded as unauthorised absence. Parents are asked to limit the number of holidays taken during term time, to minimise disruption to your child's education. For annual holiday dates for Aberdeenshire schools please see the section at the back of this book, contact the school office or go to www.aberdeenshire.gov.uk schools information, term and holiday dates.

- Under normal circumstances we do not send work home in the case of absence.
- For medical or dental appointments the teacher should be informed beforehand in writing. Children should always be collected and returned by an adult on these occasions. As far as possible such appointments should take place outwith the school day.

Holidays during term time

The Scottish Government has deemed that holidays taken during term time should be recorded as unauthorised absence unless there are special, exceptional circumstances. Should you wish to remove your child from school to attend a family holiday you must inform the Head Teacher. This will be recorded as unauthorised absence though there may at times be exceptional family circumstances previously discussed with the Head Teacher. Parents are advised to limit the number of holidays taken during term time, to minimise disruption to a child's education.

For annual holiday dates for Aberdeenshire schools please see the section at the back of this book, contact the school office or go to <http://www.aberdeenshire.gov.uk/schools/parents-carers/school-term-dates-and-in-service-days/>

ABERDEENSHIRE COUNCIL GUIDANCE ON SCHOOL CLOSURES

School Closure Due to Bad Weather or Other Emergency

We want to work in partnership with parents and carers to ensure the safety of children at all times. These guidelines outline the procedures for dealing with school closures during bad weather or other emergency.

Parental Role

We would like you to:

- Ensure your child wears appropriate outdoor clothes throughout the winter.
- Decide whether it is safe for your child to travel to school in bad weather, either by school transport or on foot.
- Provide the school with information about emergency contacts to whom your child can be sent at short notice if you are not available. Also tell the Head Teacher about any changes to this information and to your daytime contact details.
- Provide the school with a bad weather address within safe walking distance of the school.

Also:

- If school transport is not running please do not take your child - or other children - to school yourself unless it is safe for you to do so. You will be responsible for ensuring that the children you took to school are transported home again and therefore need to be available in the event that the school has to close early due to deteriorating weather conditions.
- If your child travels by school transport you are responsible for their safety to and from the pick-up/drop off point

School transport contractors have been told not to allow children to walk home alone from drop-off points under any circumstances during extreme weather conditions. If you can't meet or arrange for your child to be met, the school transport will return them to a designated location.

When will schools be closed?

Head Teachers decide if and when schools should close due to bad weather or another emergency. In bad weather they will decide this after receiving information about local weather conditions. This decision can be made during any time, day or night.

During bad weather some staff may not be able to get to school - so the school may have to close because there are too few members of staff present. Sometimes only part of the school will be closed or only some of the pupils will be dismissed early.

If you are concerned about local weather conditions contact the school. You may wish to collect your child yourself and are free to do so provided you make arrangements with the school.

Nursery, Primary and Special Schools

If your child attends a Nursery, Primary or Special School, which is to close early, the school will contact you by telephone. If this is not possible the school will contact your named 'emergency contact'.

No child will be released from school without contact being made. It is important contact details are current and the people named are available - particularly during bad weather.

What education might my child be missing?

Some parents and pupils worry that important examinations or work is missed because the school is closed or conditions make it difficult to attend. The safety and welfare of children must take precedence when making judgements about travelling to school in bad weather.

Arrangements can be made for lost time to be made up and examinations can be rearranged.

At Anna Ritchie School all pupils are issued with a "snow pack" for completion during emergency closures. Information regarding the continuation of learning may also be posted on *GLOW* or the school website.

Further Information

Outwith school hours, your local radio station is a good place to find out information on school closures. The following radio stations receive updated information every 15 mins from our website:

Northsound 1

FM 96.9

Northsound 2

MW 1035 kHz

BBC Radio Scotland

FM 92.4 - 94.7MW 810 kHz

North East Community Radio

FM 97.1 - 106.4

Waves Radio

FM 101.2

Original 106 FM

Twitter

<http://twitter.com/aberdeenshire>

Aberdeenshire Council Website

<https://online.aberdeenshire.gov.uk/Apps/schools-closures/>

You also have the option to sign up to receive email alerts when your school(s) updates their closure status:

www.aberdeenshire.gov.uk/alerts/index.asp

School Information Line

Tel: 0870 054 4999 then use the pin number 022690. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

Please note: Call charges to the School Information Line will depend on your contract with your telephone service provider, for example, calling from your home telephone may differ in price from calling from your mobile phone.

Public Transport Unit (9 am - 5 pm) 01224 665194

Education Offices (9 am - 5 pm)

Banff - 01261 813340

Fraserburgh - 01346 515303

Peterhead - 01779 473269

Inverurie - 01467 620981

Stonehaven - 01569 766960

Contact Details

It is vital that parents keep us informed of up-to-date telephone contact numbers - home, work and local emergency contact(s) so that we can be sure of reaching you in any emergency situation.

Parking

Parking is limited in the school grounds, but there is parking available at the side of Grange Park.

Transport

Community Resource Hubs and Enhanced Support Units

The Authority may provide free transport where necessary for pupils who attend a Community Resource Hub or an enhanced provision school. In certain cases, pupils may be encouraged to make their own way to school by public transport, and where this is authorised, bus passes are issued. Where a pupil's address falls in the delineated area of a resourced school, and is within reasonable walking distance, the Authority will take advice from the Community Child Health Service before deciding if free transport should be provided.

<http://www.aberdeenshire.gov.uk/publictransport/schooltransport/index.asp>

Section 2

Curriculum and Assessment



Shared Vision

Our shared vision is to make our school the best by involving, responding to and enabling young people to achieve their potential and become confident contributors in their local and wider communities.



Anna Ritchie School:

is committed to giving all children the opportunity to take an active role in their own learning in a happy, safe and caring environment.

Successful Learners

- To create a learning environment which motivates the individual to achieve success
- To devise and implement individual education programmes which will enable each child to achieve his/her potential
- To provide successful liaison between home and school to actively encourage a team approach to each child's learning

Confident Individuals

- To provide meaningful learning experiences which will enable pupils to develop independent living skills
- To ensure learning opportunities to promote self-confidence and raise self esteem

Responsible Citizens

- To actively encourage the pupils to develop knowledge and understanding of home, school and the wider environment
- To develop social skills throughout the school and encourage pupils to accept and respect others

Effective Contributors

- To provide opportunities for inclusion by linking with mainstream schools and Further Education Establishments
- To work with partnership agencies to support children and their families
- To offer enterprise opportunities within the school and wider community

School Ethos

Anna Ritchie's School Vision, Aims and Values communicate our philosophy and beliefs for Anna Ritchie School Community.

School Values

- Co-operation - working together; teamwork
- Kindness - being helpful and considerate
- Honesty - being open, sincere and truthful
- Perseverance - continuous striving to attain a goal
- Tolerance - patience, fairness and respect to all people
- Responsibility - making their own decisions

If pupils feel happy and secure they are more able to develop these values and we will promote them with the co-operation of parents.

Positive Behaviour Management

Positive Behaviour Management is a vital component in helping Anna Ritchie School to achieve its aims and values. We understand that all behaviour is a means of communication. Our Positive Behaviour Management Policy also provides our pupils with the boundaries and rules that they need in order to fulfil their potential and contribute to the wellbeing of others.

We encourage good behaviour by:-

- giving praise and highlighting good behaviour
- rewarding good behaviour
- encouraging everyone to be responsible for their own behaviour
- directing attention to the behaviour we want to encourage
- praise from peers

The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and teachers all have an important part to play in achieving this atmosphere. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

At Anna Ritchie School we expect everyone to:-

- arrive on time and always try their best
- follow instructions

- be polite
- use acceptable and appropriate language
- enter and leave all teaching and practical areas quietly and safely
- walk inside the building
- come suitably dressed
- promote the school positively in the community
- follow class rules

Bullying

Bullying may be defined as a range of pre-meditated, persistent and often deliberate actions, undertaken by a person or a group of people, which cause the victim(s) physical or emotional distress.

It may be useful at this point to draw a distinction between acts of bullying and incidents which, although not to be encouraged, are commonplace when groups of children play together. An occasional tussle or quarrel between two children will be treated as a breach of discipline by staff, but it is *not* bullying. Similarly, reciprocal or casual name-calling is not to be condoned, but it is *not* bullying. *Sustained victimisation* is. The crucial distinction is where the imbalance of power is such that the victim clearly needs positive support. At the same time the bully needs to be made aware of the damage, which his/her actions are causing.

The school will not tolerate any form of bullying behaviour, be this physical, verbal, threatening and intimidating behaviour or ostracism from groups, games or activities, and we will do everything in our power to prevent such behaviour amongst our pupils, and to deal effectively with any incidents which might occur. Victims of bullying are supported by a range of strategies and resources depending upon the needs of the child and the nature of the incidents.

We believe that a strong, positive school ethos and constant work on building a caring school community, together with close contact with parents, offers the best way forward.

Restorative Approach to Bullying Behaviour

At Anna Ritchie School restorative approaches offer a powerful approach to promoting harmonious relationships and can lead to the successful resolution of conflict and harm. Aberdeenshire Council has a responsibility to protect those being bullied but also to provide an education for all pupils including children who bully or those with behavioural problems. Whilst appropriate action will be taken by the school, it is also important that all parents involved, work with the school to resolve the problems in the best interests of their child or young person.

Race Relations Act

Schools actively discourage any racist language or behaviour. Where any such behaviour has been reported schools are required to record the incident and the person(s) involved. The behaviour will be dealt with according to school policy.

Exclusion

Where pupils who repeatedly display behaviours which compromise the good order of the school i.e. disruption of learning and teaching, unsafe practices, bullying and other forms of abuse and where other forms of support and sanctions have proved unsuccessful, the Authority exclusion policy will apply. For further information on exclusions contact the school or go to http://www.aberdeenshire.gov.uk/media/3901/policy_disc_exclusion.pdf

Curriculum

Curriculum for Excellence

Principles for Curriculum Design

Schools and learning communities in Aberdeenshire apply the principles for curriculum design that are drawn from National advice but reflect our unique Aberdeenshire context. These principles are:

- Challenge and enjoyment in learning
- Breadth of learning
- Progression in learning
- Depth of learning
- Personalisation and choice e.g. in how to present learning
- Coherence (with other areas of learning)
- Relevance of learning

Curriculum Entitlements

The following entitlements are also provided for all pupils in Aberdeenshire Schools:

- A coherent curriculum from 3 to 18
- A broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- A senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- Opportunities for developing skills for learning, skills for life and skills for work
- Opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move onto positive and sustained destinations beyond school

In Aberdeenshire Schools this includes a strong focus on learning **In, About and Through** the environment i.e. outdoor learning.

Learners are provided with a broad, balanced set of experiences designed around the curriculum areas of:

- Expressive Arts
- Languages and Literacy
- Mathematics and Numeracy
- Health & Wellbeing
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

The core curriculum consists of Literacy, Numeracy and Health and Well-Being. These subjects permeate all other curricular areas. Attainment and Achievement in these areas are regularly assessed and reviewed annually by the school to ensure standards are maintained or improved.

Learners are given opportunities to develop skills for learning, skills for life and skills for work with a continuous focus on:

- Enterprise and Creativity
- Citizenship and International Education
- Literacy
- Numeracy
- Health & Wellbeing

- Sustainable Development
- Digital Technology

School Policies

School and Authority policies are regularly being reviewed and updated to reflect Curriculum for Excellence requirements. Please contact the school office if you would like more information about current school or authority policies.

Please refer to the Nursery Handbook for Early Years and Childcare Information.

Curriculum for Excellence is structured into different levels.

| | |
|-------------------------|--|
| Early | The pre-school years and P1, or later for some. |
| First | To the end of P4, but earlier or later for some. |
| Second | To the end of P7, but earlier or later for some. |
| Third and Fourth | S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes. |
| Senior phase | S4 to S6, and college or other means of study. |

Educational Visits

We offer various educational visits during the course of the school year. We believe that 'hands on' experiences greatly enhance a child's education, while also helping to make the necessary links between learning in school and life out with school. Staff members and parent volunteers provide supervision to standards laid down by Aberdeenshire Education and Children's Services. We give parents as much notification as possible with regard to visits that affect their child.

Learning and Teaching

Our teaching methods recognise and reflect that each child is an individual with their own aspirations and aptitudes. We aim to develop each child to their full potential. We use a variety of teaching methods to cater for a range of learning styles.

A wide range of teaching methods are used to support children who have autism.

The school is also a Total Communication School where policy and practice is driven by the Communication Bill of Rights.

We believe in active learning for all pupils at all stages with children fully engaged in thinking. In promoting active learning, we recognise the importance of ensuring that learning experiences are stimulating and challenging.

We make full use of the local environment, including local businesses. Our aim is to make learning relevant and meaningful and to promote enthusiasm for life-long learning.

Not all pupils do the same work at the same time; within any class the teacher will regularly allocate tasks that are set at different levels of difficulty. The aim is to challenge all pupils but at the same time give them work that is within their capabilities so that each child experiences success.

By the time pupils leave our school we hope that they have acquired many of the attributes of an independent learner. Each will have developed at his/her own pace and in his/her own way. We trust that not only will each of them have gained an awareness of his/her full potential, but will want to fulfil that potential.

Arrangements for Pupil Choice and their Involvement in What and How they Learn

The school provides a framework for learning based upon the principles of curriculum design and curriculum entitlements. Within this, the school encourages pupils to have a say in how they learn and what they learn e.g. in topic based work in a social studies based topic, the children might choose to communicate their learning through a report, a PowerPoint presentation or a piece of artwork. The pupils also might choose to research a specific aspect of information within the topic framework. Through the use of learning logs and personal planning, the pupils are involved in setting their own targets and planning next steps in learning.

For further information on specific aspects of learning, please contact your child's teacher in the first instance.

Further information about Aberdeenshire's curriculum framework can be found at www.aberdeenshire.gov.uk/about/departments/CurriculumFramework.pdf

Further information about Curriculum for Excellence can be found at www.educationscotland.gov.uk/thecurriculum **PUPILS' INVOLVEMENT IN THE LIFE OF THE SCHOOL**

Taking Responsibility

We encourage pupils to take responsibility within the school. There are also opportunities for every child to participate responsibly in decision-making, to contribute as leaders and role models, to offer support and service to others and to play an active part in putting the values of the school community into practice.

This allows them to have a say in aspects of what happens in school and allows them to see that they can make a difference. Some of the ways that we do this are:

- ECO group - help the school become more environmentally friendly.
- Pupil Council - making decisions about charity events and improvements to the school.
- Sensory Group - provide the most stimulating experience within the multi-sensory room.
- Global Citizenship- education for citizenship, international education and sustainable development education.
- Promoting Positive Playtimes- to improve the quality of play, increase physical ability, improve social skills and increase confidence.

Assessment & Reporting

Teachers carry out continuous assessment as part of their daily practice to ensure that learning activities are meeting the needs of their pupils and extending and developing learning. Assessment information is used to track pupils' progress, inform planning, direct future learning and teaching activities and for reporting purposes.

The overall purpose of assessment is to support learning. Staff at Anna Ritchie School use a variety of formative assessment techniques in teaching the children HOW they can improve upon their current standards of work. This applies to all pupils, regardless of ability and ensures that opportunities to progress and achieve are fair and inclusive.

Formative Assessment includes:

- Sharing learning intentions, success criteria, ideas and expectations
- Promoting creative thinking skills by using quality questioning techniques
- Giving constructive feedback to pupils which is focused on improvement
- Assessing what children Make, Say, Write and Do and planning teaching activities to support future learning

National advice outlines that for learners to demonstrate that their progress is secure and that they have achieved a level, they will need opportunities to show that they:

- Have achieved a breadth of learning across the experiences and outcomes for an aspect of the curriculum
- Can respond to the level of challenge set out in the experiences and outcomes and are moving forward to more challenging learning in some aspects
- Can apply what they have learned in new and unfamiliar situations

Senior pupils are engaged in working towards SQA Qualifications at National Levels from 1-3. Levels beyond National 3 are delivered in collaboration with Peterhead Academy.

Reports will reflect their progress within and through the level. The focus is no longer on how fast learners progress and achieve the levels since this can lead to superficial approaches to learning. Reflecting the principles of Curriculum for Excellence, progress is now defined in terms of 'how much' and 'how well' learning takes place, as well as a learner's rate of progress. This approach will promote greater breadth and depth of learning including a greater focus on the secure development of skills and knowledge. It acknowledges that children and young

people progress and achieve in different ways and at different rates. Children are also encouraged to self and peer assess, and recognise their own strengths and learning needs. Once next steps in learning are identified, children are involved in planning their own future learning. In addition to this, teachers set realistically challenging targets for their pupils, helping to ensure that the pace of children's learning is appropriate.

More formal assessments are also carried out to confirm teachers' professional judgement about learning. This may include summative assessment, diagnostic assessment and the use of national assessment resources.

It is planned that in all mainstream Aberdeenshire schools will use PIPS standardised assessments (Performance Indicators in Primary Schools) in P1 and InCAS standardised assessments (Interactive Computerised Assessment System) in P3, P5 and P7. These assessments provide Quantitative Data to support other sources of assessment evidence to provide the fullest picture of progress in learning for individual children and within schools.

In the Peterhead Community Schools network moderation also takes place. This involves teachers from different schools comparing samples of pupils work and applying common approaches to assessment. This ensures that there is a shared understanding of standards between schools.

Parents receive information about their children's progress and achievements throughout the year in a number of ways e.g. through homework diaries, jotters, and samples of work sent home, through visits to school for open days and class assemblies and through visits to school for more formal parent interviews.

During parent interviews, information will be shared about children's strengths, development needs, identifying IEP target for next steps in learning. Parents will also be given ideas about supporting their children's learning at home through the termly leaflet. School reports are sent home in Term 3. Parents and pupils are invited to add their comments to these reports.

Pupils are developing skills to identify and record their best work and achievements in and out of school. This process, known as profiling, will involve on-going dialogue with the class teacher and will take place at all stages. Pupils will record their 'latest and best' achievements in documents called Portfolios. These portfolios will be able to be viewed by parents at parent evenings. Parents are encouraged to become involved in the process with their child. Regular dialogue between parents and pupils is of course the best way for parents to be informed of their children's progress at school.

We also invite parents to make us aware of their children's achievements outside school on an ongoing basis.

Parents are welcome to request an interview to discuss their child's progress at other times during the school session should they wish.

Extra-Curricular Activities

At Anna Ritchie School a range of extra-curricular activities is also provided. We rely upon the goodwill of staff and the support of parents communicated throughout the year via school newsletters. A range of cultural, sporting and arts opportunities are offered as these become available.

Sensitive aspects of the Curriculum

Spiritual, Moral, Social and Cultural Values

The Development of Pupils' Values

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents.

Our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school has the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of age, race, religion, gender, sexuality or disability. See Aberdeenshire Council Policy at www.aberdeenshire.gov.uk/about/equality.asp

Religious and Moral Education

Throughout the school there are opportunities for pupils to learn about aspects of Christianity, other world faiths and to reflect upon their own moral standpoint in relation to world issues. During weekly whole-school assemblies, we encourage awareness of matters of a cultural, social and moral nature.

We aim to develop in our pupils an ethos of tolerance, understanding and respect for the beliefs and customs of others. The school is committed to supporting the development of its pupils as whole people and as a result, wish to encourage their development in moral, social and cultural terms.

The key human aspects of learning are supported by:

- Creating an atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every opportunity to acknowledge value and appreciate the various cultures and heritage of our pupils and to encourage them to appreciate and value the cultures and heritage of others including visits by representatives of other beliefs or faiths.

School Assemblies take place every Wednesday morning at 9.15 am. During the school session there will be visitors from various churches, Senior Management Team and each class will lead assemblies. We have four special assemblies for Harvest, Christmas, Easter and Summer. In October, December and March we celebrate at the Methodist Church.

Parents wishing to exercise their right to withdraw their child from Religious and Moral Education should contact the head teacher so that acceptable alternative arrangements can be made.

Relationships, Sexual health and Parenthood

The following Aberdeenshire Council information guidance is followed by the school in providing appropriate learning experiences with regard to relationships, sexual health and parenthood which is part of the health and wellbeing curriculum.

Sex education can be defined as a lifelong process whereby children and young people acquire knowledge and skills, and develop beliefs, attitudes and values about their sexuality and relationships within a moral and ethical framework.

(Sex Education in Scottish Schools: Effective Consultation with Parents and Carers, Scottish Executive & Learning and Teaching Scotland 2001).

Children learn about relationships, sexual health and parenthood from a wide range of sources including formal education, parents and families, friends and the media: magazines, books, TV, video games and movies.

Key learning themes from nursery through to P7: are as follows:

Nursery - P4

Friendships and relationships

Carers and people who look after us

Respect and appropriate behaviour

Keeping safe

Similarities and differences

The growing body and body parts (correct terminology)

P5/6/7

Wide ranging friends and relationships

Health and wellbeing of others

Changing relationships

Respect and appropriate behaviour

Emotional issues

Puberty and personal hygiene

S1 onwards

Keeping safe

Giving birth

Looking after a baby

Role of a parent/carer

These areas are not taught in isolation, but are included across many areas of the curriculum. In addition to the learning areas, the following topics may be discussed at age appropriate stages:

Physical development - e.g. menstruation, reproductive parts

Sexual behaviour (e.g. masturbation)

Contraception and safer sex

Sexually transmitted infections

Sexuality and gender

Roles and Responsibilities in Relationships, Sexual Health & Parenthood Education

Parents/carers/guardians

Education begins at home. Parents are the first and foremost educators of their child. Even if parents do not talk to their child about relationships and sexual health, parental influence will still be strong.

Parents are encouraged to review the school's programme and resources and to speak to their child about what they are being taught in school and to actively support the work of the school.

School

Building supportive and positive communication with parents.

Encouraging parents to view the teaching and resource materials.

Dealing with parental concerns.

Providing staff with appropriate training and support.

Actively seek parents' support through activities such as: - homework tasks, questionnaires, training, workshop and information sessions.

Using Appropriate Language

Some families use a range of different names for intimate parts of the body. This can lead to confusion for some children. We would appreciate, therefore, your support in using the correct names for body parts from pre-school through to Primary 7.

In early and lower primary the curriculum focus is on:-

- handling and understanding relationships
- personal and physical changes.
- respecting oneself and others

In middle to upper primary more detailed information will be made available for parents regarding content and vocabulary used.

In some exceptional circumstances, parents or carers may prefer to deal with their child's relationship and sexual health education themselves. This should be discussed with the Head Teacher or designated member of staff so that appropriate alternative arrangements can be made.

For further information about specific resources or programmes of work please contact the school.

Drugs Education/Substance Misuse

The Aims of Substance Misuse Education

When planning for Substance Misuse Education within the curriculum, it is important to reflect on the guidance outlined in the Aberdeenshire Policy. Within the rationale of this policy, the key elements of successful Substance Misuse Education provision are addressed directly within the advice for supporting children and young people in becoming successful learners, confident individuals, effective contributors and responsible citizens.

<http://arcadialite.aberdeenshire.gov.uk/?p=2930>

An effective Substance Misuse Education programme should aim to:

- Allow pupils to develop knowledge and understanding about legal and illegal drugs, their effects and the implications of use and misuse.
- Provide opportunities for pupils to develop beliefs, attitudes and values about drugs.
- Enable pupils to develop the skills necessary to make healthy, informed choices and informed decisions about drugs, including resistance to peer pressure or influence.
- Link with other components of personal, social and health education to develop life skills and promote access to positive, health-promoting lifestyles.

At Anna Ritchie School programmes of study are arranged in compliance with this guidance. For further information on learning and teaching of substance misuse education, please contact the school.

Section 3

Parental Involvement

Pupil Welfare

Parental Involvement/Parent Councils

Parent Councils are now established in almost all Aberdeenshire primary and secondary schools. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning.

The basic principle underpinning the Act is the desire to have children become more 'confident learners' through closer working between each family and the school. It is anticipated that this can be done in three ways. These are:

1. **Learning at Home:** direct parental involvement in the child's learning at home and in the community.

Parents can support learning at home through:

- Reading to and with your child
- Giving your child responsibility for small tasks at home - setting the table, making a shopping list, tidying their bedroom etc
- Helping your child to recognise and develop their skills and to recognise the skills of others
- Encouraging your child to respect diversity and be tolerant
- Helping them to be resilient and have a problem solving attitude
- Helping them to develop social skills through reinforcing the need for manners and politeness.

2. Home/School Partnership:

The home/school partnership is essential to ensure that children get the maximum benefit from their school experiences. You can support this by:

- Helping with any homework your child may be tasked with and remember to sign the completed work (see Parentzone and our Homework Policy for further information on helping your child at home.)
<http://www.educationscotland.gov.uk/parentzone/index.asp>
- Volunteering with an aspect of school life. Please note that all volunteers need to undertake a PVG check. This involves completion of paper documents which are then scrutinised by Disclosure Scotland. PVG is then considered for granting.
- Supporting the school in promoting positive behaviour and the school values
- Completing audits that are sent to you seeking your views and opinions on how the school operates

- Complete the Care Inspectorate questionnaire that comes home from the nursery so that we can take your views into consideration when planning nursery improvements.

3. Parental Representation:

- Parent Councils are parent led and supported by the school with all parents automatically being members of the 'Parent Forum', The Parent Council is tasked with representing the views of the Parent Forum.
- The Parent Council assists the school in developing an annual improvement plan
- They comment upon and add to the annual Standards and Quality Report
- Provide an annual report for parents on their work throughout the year.
- You can find out more about your Parent Council by contacting the Parent Council Chair or the Head Teacher or by clicking on the link below:
(current members of Parental Groups are included at the end of this document)

<http://www.aberdeenshire.gov.uk/consultations/detail.asp?ref=3C6AEC305BBB4D88802576CE00549127>

Communication

We are keen to maintain excellent and open communication links with parents and have a number of ways in which we do this.

A school bulletin is sent home once a month, detailing information about school events and activities.

We will contact you by telephone if there is ever anything specific that we wish to discuss with you. Should you ever wish to discuss any aspect of your child's development, please phone the school and an appointment to meet will be arranged at a mutually convenient time.

The home/school notebook is another means of communication where parents and teachers can share relevant information about your child - highlights of the day or changes in behaviour.

At least twice a year we hope you will get the opportunity to attend an open afternoon when you can share in your child's learning. Annual Reviews take place between November and March and a written report will be issued at the end of term 3.

Other means of communication include parent workshops, curricular evenings, concerts, class assemblies, performances, open days, the school website and the local and national GLOW website. The school website address is www.annaritchie.aberdeenshire.sch.uk

Health care

All Pupil Support Assistants are qualified to deliver first aid and we have regular visits from the 'Childsmile' practitioner. Please tell us as soon as possible if your child has a specific medical condition.

The School Health Team, (e.g. school doctor, school nurse, speech and language therapist etc.) working in partnership with parents and teachers, carries out assessments to ensure the best level of health for all school children.

Children with an identified health need may be seen more frequently. The Consultant Paediatrician leads the team of Physiotherapist, Occupational Therapist and Speech Therapist. All are part of the team who support children with complex needs.

How can Parents Help?

1. Contact the school if you are worried about any aspect of your child's health, emotional well-being or learning.
2. Please fill in and return all questionnaires sent to you. This helps the School Health Team enormously.
3. If you are offered a health interview, please keep the appointment or request an alternative.
4. If you feel that a problem has not been solved, please let us know.

YOU CAN CONTACT YOUR SCHOOL HEALTH STAFF AT: -

| | |
|------------------------------------|--------------|
| Dr J Tait, Community Paediatrician | 01224 551709 |
| Carol Elphinstone, School Nurse | 01224 472231 |

The Programme of Routine Dental Inspection of School Children

Aberdeenshire Community Dental Service will be inspect mainstream P1 and P7 children in schools as part of the National Dental Inspection Programme. Written parental consent is not required for dental inspections, but parents will be informed in writing approximately one week before the inspection date. Immediately after the inspection, parents will be informed in writing of their child's caries (dental decay) risk category. Those children who are not registered with a dentist are invited to arrange an appointment for their child to attend the Community Dental Service for a single course of treatment after which parents are encouraged to register their children with a general dental practitioner. Treatment is undertaken at a clinic or in a mobile dental unit, at a location convenient to the patient. Parents are invited to attend.

From Nursery up through the majority of classes we brush teeth on a daily basis, unless there is an ongoing health concern.

Administration of Medicines

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible, parents are requested to ask for GP prescriptions which can be administered outwith the school day, i.e. in the morning and evening. Where this is not possible, parents are required to complete a signed *Authorisation to Administer Medication* form prior to school staff administering medications on parents' behalf. This policy also includes items such as Calpol, throat lozenges and cough mixture.

However pupils may have long term medical conditions such as asthma or diabetes which may require on-going support and, if their conditions are not properly managed by taking regular medication in school, their access to education could be limited. In addition, some children have conditions which may require occasional staff intervention e.g. severe allergic conditions such as anaphylaxis. In certain cases specific training of staff about a child's treatment may need to be given.

Illness during the school day

Children who are ill are best kept at home for their own comfort. However, should your child become ill during the school day, we will contact you or your emergency contact. Every care will be taken to make your child comfortable until the arrival of a responsible person. Please be

aware that staff in school have a range of duties to perform in a day so we would ask that you make arrangements to collect your child as quickly as possible.

Transitions

At Anna Ritchie School children work regularly with other classes. This means they are familiar with other pupils and teachers. We understand that transitions especially at Pre-School, P1 and S1 stages can be anxious times for parents and pupils. At Anna Ritchie School we have arrangements in place to support transitions and these are outlined below.

Transfer to Ante-Pre School and Pre-School Nursery

Children attending the Developmental Nursery often attend in the same class for 2 years. We try to ensure the nursery nurses remains the same for both Ante preschool and preschool years.

Delayed Entry to P1

Where parents have concerns regarding their child's entry to P1, they should discuss this in the first instance at the annual review and take advice from the Educational Psychologist who will be able to offer support and guidance.

Transfer to Primary 1

In order to support and ease transition into P1, we arrange induction events/meetings for you. Induction meetings are arranged for parents around May/June in order to share information about starting Primary 1 and how you can help your child at home. This is also an opportunity for parents to meet their child's teacher and to ask any questions or share any information.

At these induction meetings, parents are issued with a range of materials designed to support children's learning at home and parents are asked to complete a range of forms to gather information about e.g. your child's medical needs, contact addresses, special needs etc.

Information communicating details of P1 induction arrangements along with dates will be communicated directly to prospective P1 parents.

Transfer to Secondary Education

Anna Ritchie School provides Education for children from 3 - 18 years. Transition from class to class and Primary to Secondary are therefore easier. Opportunities are explored annually for Secondary age pupils to access the Academy.

Transitions between Stages

For some children, the thought of moving onto their next class/teacher can also be an anxious time. Again, we have structures in place to support these transitions. Teachers share planning and work together on school improvement projects helping to ensure a commonality of expectations and approaches. Time is arranged for teachers to hand over information regarding the learning needs of the pupils transferring from class to class.

In the last few weeks of the summer term all pupils move to their new class for an afternoon.

Opportunities throughout the year for children to work on joint projects, e.g. enterprise challenges help to ensure that the children have opportunities to work with other staff and pupils.

If you have any particular concerns regarding transitions, please make an appointment to see the head teacher.

Child Protection

"All children and young people in Scotland have the right to be cared for and protected from harm and to grow up in a safe environment in which their rights and needs are respected. The welfare of children is paramount".

Protecting Children and Young People: Framework for Standards, Scottish Executive 2004.

Protecting children and young people is a priority for Aberdeenshire Council.

It is everyone's job to ensure that children are kept safe. Schools are required to report any suspected child abuse to appropriate services such as Police Scotland and Social Work.

'Child protection means protecting a child from abuse or neglect. Abuse or neglect need not have taken place; it is sufficient for a risk assessment to have identified a *likelihood* or *risk* of significant harm from abuse or neglect.'

Categories of abuse include:

- Physical Abuse
- Neglect
- Emotional Abuse
- Sexual Abuse
- Failure to thrive

(From the National Guidance for Child Protection in Scotland 2014)

A comprehensive set of guidelines provide all staff and volunteers who come into contact with children with the essential information about protecting children from harm.

Where parents or a member of the public have concerns about the safety or protection of any child they can contact:

- The school and ask to speak to the head teacher or a senior member of staff;
Police Scotland by dialling 101 (This number is in operation at all times)

or

- The local Social Work Office by dialling one of the numbers below during office hours or if calling during evenings and weekends 08458400070.

| | |
|-----------------------|------------------------------|
| Aboyne | 013398 87096 |
| Banchory | 01330 824991 |
| Banff | 01261 812001 |
| Ellon | 01358 720033 |
| Fraserburgh | 01346 513281 |
| Huntly | 01466 794488 |
| Inverurie | 01467 620981 01467 625555 |
| Laurencekirk | 01561 376490 |
| Peterhead | 01779 477333 |
| Portlethen | 01224 783880 |
| Stonehaven | 01569 763800 |
| Turriff | 01888 569260 |
| Evenings and weekends | 08458400070 |

For further information please go to the Aberdeenshire Council website www.aberdeenshire.gov.uk .

All Education & Children's Service Managers and School Child Protection Co-ordinators have received training to ensure that they are confident, well informed and supported to promote the protection of children.

All schools provide Child Protection awareness raising training to all teaching and non-teaching staff on the first day of each session.

Protecting Children and Young People in Aberdeenshire - Education & Children's Services Guidelines can be accessed through:

<http://www.girfec-aberdeenshire.org/child-protection/>

Aberdeenshire Council Education & Children's Services

Support For Pupils

Getting It Right For Every Child (GIRFEC)

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.

Getting it right for every child is a programme that 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.

The Getting it Right approach looks at eight areas of 'well-being'. These are recognised as areas in which children and young people need to progress in order to do well now and in the future.

They allow those responsible for the care and support of children - including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns and plan with the child and family any action they need to take.

The eight wellbeing indicators are:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Responsible
- Respected
- Included

The approach gives them a common language and a way to gather information about a child's world, making sure the child is growing and developing, and has everything they need from the people who look after them both at home and in the wider community. It also encourages practitioners to think about who else might need to be involved (for example a teacher might need to contact other professionals to make sure that an education improvement plan with the child and family was meeting all the child's needs).

For more information about Aberdeenshire's approach to GIRFEC go to:

<http://www.girfec-aberdeenshire.org/what-is-girfec/>

Key Adult

Your child's teacher is generally the person who knows your child best, and as such is your child's key adult, however where significant additional support needs are present, the key adult may change. The school consults with parents where a change in key adult is thought to be in the best interests of the child.

Support For Learners

Additional Support Needs

Many children will face barriers to their learning at some time in their school career. These may be short or longer term and for a variety of different reasons. Some children may benefit from having some sort of support plan in order to develop learning. Pupils, parents and staff are involved in developing support plans, helping to identify specific needs and what might be done to help overcome areas of difficulty. In Aberdeenshire we adopt a multi-agency approach to supporting pupils with additional needs. Some of the people we meet with regularly include;

educational psychologist, school nurse and doctor, family support workers, speech and language therapists, pupil support workers, police liaison officers and our support for learners' teacher. Similar processes may also be put into place for pupils who have been assessed as being able or gifted as these children might also need additional support to reach their full potential.

Anna Ritchie School is one of the Community Resource Hubs in Aberdeenshire specifically resourced schools also have additional levels of staffing, expertise or resources to allow them to meet very significant additional support needs.

Educational Psychology Service

Educational psychologists are trained to work in collaboration with school staff, parents and other professionals to help children and young people to achieve their full potential. They use psychological skills and knowledge to improve the learning and wellbeing of all children and young people and offer schools a range of services including consultation, assessment, intervention, research, project work as well as support for staff's professional learning and development.

During planned visits to the school, the educational psychologist meets with staff to discuss whole school and class issues and how best to meet the needs of the children and young people. These informal consultations aim to develop strategies the teacher can use to bring about positive change.

When concerns persist, school staff and the educational psychologist may decide that a more formal meeting would be helpful. If the concern is about an individual child, the school will ask the parent's permission to arrange a consultation meeting. This is a problem solving meeting led by the educational psychologist, with parents, school staff and sometimes others who can usefully contribute. The child or young person can also be supported to attend or contribute to the meeting in another way if it is thought appropriate. The aim is to develop a plan of action to bring about positive changes for the child or young person. Where other agencies are required to help meet a child or young person's needs, the educational psychologist may be involved in any multi agency assessment and planning.

If parents have any concerns about their child's progress or wellbeing at school, they should discuss these first with the class teacher or Head Teacher. Parents may also contact the Educational Psychology Service directly if they wish.

Further information about the educational psychology service can be found at:
<http://aberdeenshire.gov.uk/schools/eps/>

Meeting needs through Enhanced Provision

Aberdeenshire Council is committed to supporting children and young children to be educated in local schools through providing the right support in the right place at the right time. Aberdeenshire Council also uses a Staged Intervention Framework to assess and plan for meeting additional support needs through universal, targeted and specialist support. If parents have any questions about their child's additional support for learning, they should discuss these first with the class teacher or Head Teacher.

Local, direct support is how we meet pupils' needs initially, and all Aberdeenshire schools support pupils who have additional support needs (ASN). If parents have any questions about their child's progress or well-being at school, they should discuss these first with the class teacher or Head Teacher.

Some pupils who have more significant and/or complex needs, and may require support beyond their local school, can be supported flexibly through full-time or blended placement with an Enhanced Provision Centre or Community Resource Hub. There are 17 primary and 17 secondary Enhanced Provision Centres across Aberdeenshire, and one primary and secondary Community Resource Hub (including the former 4 free-standing all through special schools) in each of 9 areas. Access to Enhanced Provision Centres and Community Resource Hubs is via a multi-agency planning process.

For further details contact:

Anne Marie Davies

Quality Improvement Manager (Additional Support Needs)

Education & Children's Services

Woodhill House

Westburn Road

Aberdeen

AB16 5GB

Tel no 01224 664886

Fax no 01224 664615

ELL.Enquiries@aberdeenshire.gov.uk

Identifying and Reviewing Additional Support Needs

In Aberdeenshire the 'Staged Intervention' process is used to identify and meet pupils' needs, and to manage and review provision. This is explained in more detail below. Parents and young people also have the right to ask the Education Authority to establish if a pupil has an Additional Support Need (ASN), and in the instance of multi-agency support, consider if a Co-ordinated Support Plan (CSP) is required. (CSPs are also described in more detail below.)

Parents can also arrange an assessment privately and ask the Education Authority to take the assessment report into account. Requests should be made in writing to the Director of Education describing the type of assessment and why it is necessary. Requests are acknowledged promptly and usually agreed unless this would be 'unreasonable'.

Staged Approach to Assessment & Intervention

In order to ensure consistency of practice to assessment and intervention, Aberdeenshire Education & Children's Service have developed a framework to support school decisions and practice around supporting children and young people.

Many pupils attending schools may require support at some time due to a variety of short or long term needs. However the vast majority of these youngsters will have their needs met by standard methods such as differentiation of curricula, multisensory approaches to teaching and learning, and a nurturing and positive environment. This is the level of universal support provided in all authority schools and assessed at Stage 0 of the Staged Intervention Model.

A smaller number of children and young people have Additional Support Needs, which as the term implies, require extra provision over and above the standard for universal. They may require additional support from educational services, flexible approaches and timetabling, Individual Education Plan (IEP), Co-ordinated Support Plan (CSP), Managing Accessibility Plan (MAP), Care Plan, GIRFEC Single Agency Action Plan (SAAP), GIRFEC Multi Agency Action Plan (MAAP), planning documents and additional input from Additional Support for Learning (SfL) teachers, other colleagues and/or partnership agencies - this is the level of targeted support described as Stage 1-3 of the Staged Intervention Model.

The aim of additional targeted support is to ensure that the educational objectives outlined in planning documents such as IEPs, CSPs, MAPs, Care Plans, SAAPs and MAAPs are supported to enable the development of skills and independence. For some children and young people, bereavement, medical and health care needs, personal care and ensuring safety are also targeted support priorities.

Looked After Children (LAC), and also Young Carers, are deemed to have additional support needs unless assessment demonstrates that this is not the case. Schools are expected to establish whether their support needs can be met at the universal stage or require targeted intervention.

Universal Support Level 0

Class level with advice/consultation within school/Additional Support for Learning (ASfL)

Stage 1: School Based Action

Universal support level 0 and in addition:

School level with planned ASfL Teacher and/or PSA intervention with advice if required from Enhanced Provision/Education & Children's Services (E&CS) specialist services

Stage 2: Education & Children's Service Action (in addition to school-based action)

Targeted support level 1 and in addition:

School plus cluster level Enhanced Provision/Education & Children's Services (E&CS) specialist services intervention

Stage 3: Multi Agency Action

Targeted support levels 1+2 and in addition: Intensive targeted support: school with Enhanced Provision Centre (EPC) / Community Resource Hub (CRH) intervention/multi-agency action as required

Individualised Educational Programmes

An Individualised Educational Programme (IEP) is an education planning document managed by schools setting out long and short term educational targets. Parents/Carers and children/young people are involved in setting and reviewing targets regularly.

Multi Agency Plans

Where a pupil has support from agencies in addition to education - e.g. health or social work, it may become necessary to develop a collaborative plan to support the pupil. These are known as Multi Agency Action Plans. Parents/Carers, children/young people will be involved in developing and reviewing plans as required.

Co-ordinated Support Plans (CSPs)

A Co-ordinated Support Plan is a statutory document for children and young people who require a high degree of multi-agency support. It is an educational planning tool which demonstrates the coordination between agencies to achieve specific educational objectives over a 12 month period. [CSP documentation](#) can be accessed through Aberdeenshire Council website.

What to do if you are anxious about the support your child has in school

The Education Authority values partnership working with parents and will do everything possible to help resolve concerns or differences of opinion at an early stage.

If you have any queries or anxieties about your child's additional needs, or about the support being provided to meet those needs, as a first step please contact your child's class teacher or Head Teacher. If you would find it helpful to discuss a problem informally with someone other than school staff, please contact the Education Department on 01224 664630.

Parents and young people have the right to:

- **Supporters**

Parents can bring a supporter to any meeting about their child. Supporters can take notes, provide clarification and give advice to parents.

- **Advocacy**

These people can provide relevant information to the parent, can speak on behalf of the parent and support them to access their rights.

For more information on Support and Advocacy contact:

Enquire, Princess House
5 Shandwick Place
Edinburgh EH2 4RG
Helpline: 0845 123 23 03
Email: info@enquire.org.uk
Website: www.enquire.org.uk

For local advocacy contact:

Advocacy North East
Thainstone Business Centre
Inverurie
Aberdeenshire
AB51 5TB
Tel: 01467 622674

Scottish Independent Advocacy Alliance can be reached at:

Website: www.siaa.org.uk

Independent Mediation Services

This service is free and involves an independent third party who helps to resolve disagreements between education authority and parents or young people. A local independent mediation service can be accessed at:

Children 1st
15 Frithside Street
Fraserburgh
Aberdeenshire
AB43 9AR
Tel no 01346 512733
Fax no 01346 512810
Email fraserburgh@children1st.org.uk

Additionally, information for the Scottish Child Law Centre can be found at:
www.sclc.org.uk

Additional Support Needs Policy

All pupils who attend Anna Ritchie School have additional support needs. Classes are smaller than in a mainstream school. Pupils are supported by Pupil Support Assistants as appropriate.

Dealing with Concerns & Complaints

Concerns

We understand that parents may have concerns about their child/children from time to time. We are accustomed to supporting parental concerns regarding issues such as friendships, eating habits, behaviour, health issues (including toileting), homework, learning difficulties etc.

Where parents have concerns regarding their child, the class teacher should be contacted in the first instance, as he/she will be the person in school who knows your child best. Quite often your concern can be addressed quickly and easily via a phone call. At times, another professional colleague may be called upon to support you with concerns e.g. school nurse or additional support needs teacher. You will always be consulted prior to any information being shared with other professionals.

You can contact your child's class teacher either by putting your concern in writing or by telephoning the school and arranging an appointment time to talk to him/her. The school will make every effort to respond to your concern as soon as practically possible, and certainly within 5 working days.

If you feel that the class teacher has been unable to support you in dealing with your concern, you should contact the head teacher for further advice.

Whilst we understand that there may be times where parents may be upset or angry regarding their concerns, please be reminded that Aberdeenshire Council expects all staff to be treated respectfully and has a zero tolerance policy towards aggression or humiliation of staff.

For further information e mail hrpolicyteam@aberdeenshire.gov.uk

Complaints

Where a concern remains unresolved in the eyes of parents, parents have the right to make a formal complaint. This complaint can be put in writing, emailed or communicated verbally to the school. The school will make every effort to respond to and resolve your complaint as soon as practically possible, within 5 working days.

Where complaints remain unresolved by the school, these will be escalated to stage 2 (investigation stage) of the complaints process. In these circumstances the Quality Improvement Officer with line management responsibility for the school or the area Head of Service will investigate the complaint and make a response to the complainant.

Where complainants continue to be dissatisfied with a stage 2 response, complaints can be referred to the Scottish Public Services Ombudsman. Further information and guidance can be found at - <http://www.aberdeenshire.gov.uk/online/have-your-say/have-your-say-guide/>

Insurance

No insurance is held by Aberdeenshire Education and Children's Services that automatically compensates school pupils for personal accident, whether an accident occurs within or outwith the boundary of the school. Insurance of this nature, e.g. personal accident, life, private medical, is seen as a parental responsibility. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate.

Aberdeenshire Education and Children's Services does hold third party liability insurance, which indemnifies the Council against claims from third parties, e.g. parents on behalf of pupils who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. In these circumstances all claims are handled on behalf of the Council by external Insurers and Claim Handlers and compensation is dealt with on a strictly legal liability basis.

The Authority has a duty of care in respect of pupils in its charge during school hours and as such has to take reasonable steps to ensure the safety of all primary and secondary pupils. However, it is thought that secondary pupils should be more mature and, therefore, a lesser degree of supervision would be sufficient.

It may be necessary to provide supervision for primary children on school premises before or after normal school hours if their early arrival or late departure is due to the timing of official school transport. This general duty of care continues if the children go home by way of school transport and ends when the child gets off the bus, at which point the parents then become responsible.

Parents may wish to consider their own insurance arrangements in terms of appropriate extensions to their household insurance or arranging their own separate covers.

School Off Site Excursion Insurance

Aberdeenshire Council has in place a School Excursion Insurance policy, whereby both pupils and teachers are covered for offsite activities / trips both within the UK and abroad (offsite meaning off the school premises). The policy covers medical expenses, loss of baggage, cancellation, curtailment and change of itinerary (along with other sundry benefits) etc for worldwide trips and adventurous activities (including winter sports).

If personal items such as jewellery, phones/tablets, watches etc are taken on a school trip then these are taken at an individual's own risk and are not covered under the policy, unless damage or loss is caused by an Aberdeenshire Council employee. Should a parent or carer want such items to be covered then this would need to be arranged by parents/carers independently of the school

In addition to this policy, Aberdeenshire Council also holds Public Liability insurance cover for any injury or loss incurred by individuals due to the negligence of the Council or its employees (including volunteers).

Section 4

School Improvement

Data Protection

School Improvement

Standards & Quality Report & Improvement Planning

All schools in Scotland are required to report on Standards and Quality and Improvement Planning on an annual basis. Around September each year, a summary of this report is sent to all parents. Parents are welcome to request a copy of the full report or can view this on the school website. Members of the Parent Council are invited to comment on and add to this report before it is finalised and sent to parents.

The Standards and Quality Report measures school performance against a set of national quality indicators and include information about the main achievements of the school. The report also evaluates progress on the school's previous year's Improvement Plan e.g. how standards have been raised in literacy, numeracy and health & wellbeing.

Improvement Planning

In consultation with the Parent Council, the school draws up an improvement plan on an annual basis, indicating the priorities for school improvement. National and local authority initiatives and developments also inform the school improvement plan.

Parents can access comparative information about all Scottish Schools and their education authorities at www.ltscotland.org.uk/scottishschoolsonline

For further information on national quality indicators go to www.journeytoexcellence.org.uk/about/keydocuments/part3.asp

Transferring Educational Data About Pupils

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. This 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 ScotXed. 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 ScotXed. 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 ScotXed.

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 our website will help you understand the importance of providing the data.

How Does Aberdeenshire Council Hold and Store Pupil Data

Aberdeenshire Council use a system called SEEMIS which is used in all local authorities in Scotland and is subject to independent scrutiny to ensure that it is a secure environment for holding such data. Our schools update the data held in the system when they have an education update to make to a pupil's record or when they receive advice from a parent or guardian either through the Annual Data Check exercise or when they are made aware of a change of circumstances at any other time in the year.

Data Protection Act 1998

When registering your child in one of our schools, and throughout their time in education, you will be asked to provide a range of personal and potentially sensitive information about your child and your family. All information provided by you will be handled in accordance with the Data Protection Act 1998. As such we draw your attention to the following Fair Processing Notice.

Fair Processing Notice

Who may process your personal data?

The information which you provide to your child's school will be processed by Aberdeenshire Council, which is a Data Controller of this information for the purposes of the Data Protection Act 1998. You can tell us at any time if you do not want us to process or share any information that you have previously provided.

What personal data will be collected?

The information which you provide may include:

- Personal contact details
- Employment details
- Child's date of birth
- Physical or mental health or medical conditions
- Income (if applying for free school meals or clothing grants)

For what purposes will your personal data be used?

The information which you provide on the form will be used by Aberdeenshire Council for the following purposes:

- Provision of education to your child
- Provision of additional educational support for your child (if required or requested)
- Provision of transport for your child (if required or requested)
- Provision of extracurricular activities for your child (if required or requested)
- Statistical analysis to monitor performance and inform priorities for improvement

Will Aberdeenshire Council disclose your personal data to anyone else?

Yes. Aberdeenshire Council may share this data with partner agencies. These may include NHS Grampian, Skills Development Scotland, or Scottish Government departments such as the ScotXed statistical return and transport providers.

We will tell you on the forms that you complete, who we may share that information with, and will seek your permission to do so. We will only reveal information to somebody else where we have your permission or as required by law where it is relevant for that purpose. We do not sell or rent information to anybody.

Your Data Protection Rights

The Scottish Government ensures the collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). This also complies 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 the Scottish Government will use your data. This note can give only a brief description of how data

is used. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website www.gov.scot/Topics/Statistics/ScotXed

The Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet the aim of improving the life of young people in Scotland, they may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with their data policy. This ensures 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 relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

If you have any queries regarding how we will process your information under the Data Protection Act 1998, please contact:

Aberdeenshire Council Education and Children's Services:
01224 664630 or email: education@aberdeenshire.gov.uk

Parental Access to Records

SAR - Subject Access Request information

Subject Access Requests are the formal process by which individuals can seek information held about them (or their children) by the council. The requests can be broad, in terms of everything that is held, or quite specific - everything held by a specific department, establishment, team or individual. We have a legal requirement to provide the information under the Data Protection Act 1998. An SAR is wider than an Educational Record in that it will include all personal data held about a child not just their educational record. Further information can be found at: <https://ico.org.uk/for-the-public/personal-information/>

The Pupils' Educational Records (Scotland) Regulations 2003 means that you can get access to your child's records. Details of the regulations and process for obtaining information specific to pupils are available by contacting the school directly or can be found at:

<http://www.educationscotland.gov.uk/parentzone/myschool/schoolinformation/mychildsrecord/>

ScotXed

If you have any concerns about the national ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, 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.

Section 5

Annual Updates

School Clothing Grants

The School Clothing Grant is only available for children up to the age of 17 years attending an Aberdeenshire School and in the receipt of any of the following:

- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment Support allowance
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £16,010
- Both maximum Child Tax Credit and maximum Working Tax Credit and your income is under £6420
- Support provided under Part VI of the Immigration and Asylum Act 1999

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can apply for a school clothing grant for yourself.

<http://www.aberdeenshire.gov.uk/schools/parents-carers/assistance/school-clothing-grants/>

Can my child get free school meals?

You can claim free school lunches for your children if you are receiving:

- Income Support (IS)
- Income Based Job Seekers Allowance (JSA)
- Any income related element of Employment and Support Allowance
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £16,010
- Both maximum Child Tax Credit and maximum Working Tax Credit and your income is under £6420
- You may also be eligible if you are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can apply for free school meals for yourself.

- By email: benefits@aberdeenshire.gov.uk
- In person at one of our Benefit Offices

<http://www.aberdeenshire.gov.uk/benefits-and-grants/free-school-meals/>

Free School Meals for All P1 to P3 Pupils

All Primary 1 to Primary 3 pupils will be entitled to Free School Meals in all of Aberdeenshire's Primary Schools.

Lunch tickets will no longer be required for these pupils.

For parents or guardians of pupils that have not previously taken lunch in school the current primary school menu cycle and information on primary school meals can be viewed on the school catering web pages at:

<http://www.aberdeenshire.gov.uk/schools/meals/primary-and-special-school-meals/>

Lunch tickets will still require to be purchased for pupils in Primary 4 to Primary 7 unless pupils are entitled to Free School Meals.

School Meals charges are currently £2.10 per ticket. Cheques should be made payable to Aberdeenshire Council.

Staff list and class allocation

Class Teachers/Leaders

| | |
|---------|-------------------------------|
| P 1-3 | Mrs N Sangster |
| P 1-2 | Mrs M Johnston & Mrs A Benvie |
| P 2-5 | Mrs C. Moore |
| P 5-7 | Mrs W Ritchie & Mrs A Benvie |
| P7 - S2 | Mrs V Easton |
| S2 - S5 | Mrs M Snell |
| S4 - S7 | Mrs D Ritchie |
| S3 - S6 | Mrs H Dawson |
| P7 - S6 | Mrs M Stephen |

Due to long term absences, Mrs K Wilde's class has been amalgamated with Mrs N Sangster's class and Mrs S Elphick's class is being covered by Mrs M Snell whose substantive role is to deliver PE and Craft.

Early Years Practitioners Mrs L Morrison, Mrs D Thomson, Miss S Dewars, Mrs V Stephen

Pupil Support Assistants Mrs F Baird, Mrs S Beats, Mrs M Bolt, Ms L Bremner, Miss D Buchan, Mrs L Bruce, Mrs B Colquhoun, Mrs N Cowie, Mrs P Davidson, Mrs G Donaldson, Mrs M Donaldson, Mrs G Emlay, Mrs M Finnie, Mr B Graham, Mrs S Hastie, Mrs Y Mortimer, Mrs E Lemon, Mrs A MacLean, Mrs A McCulloch, Mrs D McGee, Mrs W Mundie, Mrs L Rafferty, Ms A Scott, Ms S Scott, Mrs L Smith, Mrs T Smith, Mrs E. Stephen, Mrs F. Taylor

Relief PSA's Mrs F Lewis, Mrs A Pentland, Mrs R Smith

Communicator Mrs P Barnes

Specialists:

| | |
|--------------------------|----------------|
| Art/Craft/Home Economics | Mrs J Campbell |
| Home Economics | Mrs A Cameron |
| Music/Drama | Mrs A Benvie |
| Technical | Mr J Hepburn |
| Swimming Instructor | Mrs M Cheyne |

Senior Leadership Team

| | |
|-----------------------------|--|
| Head Teacher | Mrs S Ferguson (Monday-Thursday) |
| Acting Head Teacher | Mrs H Hendry (Friday only) |
| Depute Head Teachers | Mrs C Creighton (M, T, Th, F), Mrs H Hendry (M-Th) & Mr J Davies (Acting W & F) |

Office

| | |
|---------------------------|---------------|
| Admin Assistant | Mrs L Howie |
| Clerical Assistant | Mrs W Wiseman |
| Janitor | Mr D Gill |
| Cook | Mrs H Sim |

Members of Parental Groups

Parent Council

| | |
|-------------------------|--|
| Chairperson | Mrs K Robertson |
| Secretary | Mrs D Bain |
| Treasurer | Mrs H Leel |
| Members | Mrs C Buchan, Ms M Lorenz, Mrs M McDonald |
| Co-opted Members | Mrs A Clubb, Mrs Caralyn Cox, Mrs H Harper |
| Teacher Rep | Mrs H Dawson |

Annual statistics

Almost all pupils are working at their appropriate Curriculum for Excellence levels in Literacy & Language, Maths & Numeracy and Health & Wellbeing.

Annual holiday calendar

This year's dates can be found at the beginning of this document.

Please also find a link to the annual holiday calendar-

http://www.aberdeenshire.gov.uk/media/4927/schoolholidayplanner2015-2020_001.pdf

Map of catchment area

The Anna Ritchie School is the Community Resource Hub for the Mintlaw and Peterhead Academy catchment areas and also serves pupils from the Ellon and Fraserburgh Academy catchment areas as appropriate.

Please note that whilst all information within this booklet is correct at the time of printing, it is possible that some items may change during the course of the year.