

**APPLEGROVE PRIMARY SCHOOL
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HEAD TEACHER: Mrs L. Meehan

WELCOME TO APPLEGROVE PRIMARY SCHOOL

We are very pleased that you have chosen to enrol your child at Applegrove Primary School and we look forward to working in partnership with you to ensure a happy and productive school experience for your child.

If you have any comments or suggestions regarding this document please contact the Head Teacher for it is only by sharing our ideas that we will achieve what is best for our children.

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SCHOOL VALUES AND AIMS

At Applegrove Primary we aim to give the children in our care, opportunities and experiences which will enable them to take their places in society, as confident, responsible citizens, who are able to adapt to an ever-changing world in the new Millennium.

VALUES

Staff, parents and pupils agree that the values which will characterise the learning and teaching at Applegrove Primary School are that:

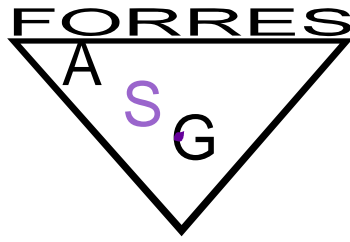
- everyone is encouraged to achieve his/her potential
- everyone knows the importance of honesty, respect for others' feelings and property, and honours the customs and cultures of others
- open communication, both within and between Home/School/Wider Community is essential
- taking responsibility for one's actions and showing co-operation with other citizens builds towards a better community

AIMS

- to provide a structured, broad balanced and relevant educational programme which will allow each pupil to develop as fully as his/her potential will allow
- to value and foster high achievement in all aspects of school life and to seek to make continuing improvement by careful monitoring and evaluation of progress
- to foster intellectual curiosity, the ability to think independently and the capacity to be adaptable in a changing world
- to create a well-ordered, supportive environment which will produce caring, responsible and happy pupils who feel they have a part to play in the school and wider community
- to encourage strong intellectual, social and moral links between home and school, recognising the prime importance of parents in the education of their children
- to continually evaluate the quality of the Learning and Teaching provision we make for our pupils and to strive towards achieving a service which gives best value
- to implement a multi-cultural and anti-discriminatory education policy, providing equal opportunities for all

We hope that by providing active learning situations of a stimulating and relevant nature each child will develop positive attitudes toward learning and the resources and perseverance to pursue lifelong education.

~ Applegrove Primary School ~



FORRES ASSOCIATED SUPPORT GROUP

Applegrove Primary School is a member of the Forres Associated Support Group (ASG), a local schools network which includes Forres Academy, Alves, Anderson's, Dallas, Dyke, Kinloss, Logie and Pilmuir Primary schools.

PURPOSE:

The purpose of the Forres Associated Support Group (ASG) is to ensure that all our students achieve their full potential and are thus able to make a valuable contribution to their local community and the wider world. Our collaborative approach supports and enhances the provision made by individual establishments and makes best use of our extensive expertise and scarce resources.

PARENTAL INVOLVEMENT

We recognise the prime importance of parents in the education of their children and make every effort to provide a wide range of contact for parents, for example: appointments on request; regular parent evenings; sharing children's work; parents on educational visits, with extra-curricular activities and to attend class assemblies.

PARENT COUNCIL

The Applegrove Parent Council was established in December 2007. Each class has a parent representative who meets on your behalf each term to discuss wider school issues. Minutes of these meetings are displayed on the notice boards in the playgrounds.

PARENT TEACHER ASSOCIATION

The PTA Committee which is elected annually organises social and fund-raising events throughout the year.

INFORMATION FOR PARENTS LEAFLETS

A series of leaflets has been produced by Educational Services for parents and carers. These leaflets are available from the school foyer or The Moray Council Intranet Site:-

http://www.moray.gov.uk/moray_standard/page_42708.html

SCHOOL BUILDINGS AND GROUNDS

Applegrove was built in the 1950s and stands in the picturesque setting between Orchard Road and Sanquhar Road. It has an extensive tarred play area immediately surrounding the school, a sports field and grass land to the boundaries.

There are separate play areas for Primary 1, Primary 2/3, Primary 4/5 and Primary 6/7. There is no public access across the playing field.

The school is built in a 'U' shape. There is a single storey wing which includes a library and computer suite, and a two-storey wing which includes a library and general purpose rooms. We are fortunate to have an attractive Assembly Hall with stage which doubles as a Dining Hall and Drama Area. We are particularly pleased to have a separate PE Hall.

At no time are children allowed to use the service area entrance even if accompanied by an adult. This driveway is for delivery vehicles, school transport and council vehicles. Any other vehicles or pedestrians using this entrance do so at their own risk.

SCHOOL SECURITY

During the school day all external doors are locked. Access for parents and visitors is by the Main Door only using an intercom system. All parents or visitors are asked to sign in at Reception where a badge will be issued if they are working within the building. Parents and visitors are asked to wear these badges whilst in the building and return them and sign out before leaving the building. All Moray Authority staff wear ID badges, (bearing name, post and photograph).

We appreciate the support we receive from parents in operating these procedures which are for the protection of pupils and staff.

To further these procedures we ask that any parent who wishes to contact a member of staff should telephone, in advance, to arrange an appointment and inform office staff of the nature of the enquiry, where this is appropriate. This will ensure that staff are available and prepared for your visit.

ENTERING AND LEAVING SCHOOL

The only children permitted to leave the school grounds during the day are those going home for lunch, and those with dental, medical or other appointments. For such appointments children must be collected from the reception by the parent or responsible nominated adult.

On hearing the bells the children are expected to line up quietly, ready to enter the building safely. On wet days, pupils will be allowed into school at 8.50am.

TRANSPORT

Free school transport is provided under the terms of existing legislation and council policy. This means that all primary and secondary pupils who live more than two miles from their school will be provided with free transport if that is their local catchment area school. Door-to-door transport is not guaranteed. In certain instances, children may be required to walk up to two miles as appropriate.

Service Buses

Pupils on service buses are expected to maintain the same high standards of discipline which apply in school.

Bicycles

ROSPA recommends that any child cycling to school unaccompanied by an adult has passed the National Cycling Proficiency Test. A child has to be nine years of age to participate in training for the test. Cycle Proficiency training is provided each year so long as there are enough parent helpers.

Any child may cycle to school provided that:

- Parents or guardians forward a letter to the school accepting full responsibility for the child's safety on the journeys to and from school.
- Parents are responsible for the condition of their child's bicycle.
- On entering the school grounds by a pedestrian entrance, pupils must **walk** beside their bicycles to ensure the safety of others in the playground.
- Bicycles are taken to school at their owner's risk.

ROAD SAFETY

All pupils must exercise great care on the road at all times. They must follow the Green Cross Code and must make use of the Lollipop Crossings where provided.

Pupils are expected to obey, cheerfully and without comment, the instructions of Bus and Taxi Escorts, School Crossing Officers, Traffic Wardens and Police Officers.

SCHOOL DAY

P1-3	School Begins	9.00 am
	Morning Interval	10.30 - 10.45 am
	Lunch Time	12.15 - 1.00 pm
	School Closes	2.30 pm
P4-P7	School Begins	9.00 am
	Morning Interval	10.30 - 10.45 am
	Lunch Time	12.30 - 1.30 pm
	School Closes	3.15 pm

DRESS

Applegrove pupils are encouraged to wear school uniform and we welcome the support of parents in maintaining our high standards. Visitors to our school comment favourably on the smart appearance of our pupils and the strong support by parents for school uniform.

The wearing of uniform also helps to keep bullying to a minimum.

Uniform consists of:

- grey trousers, skirt or pinafore
- white shirt or polo shirt
- bottle green jumper/sweatshirt or school sweatshirt with the Applegrove logo
- school tie (optional)
- Summer dress in green and white check or stripe (optional)

School sweatshirts, polo shirts, summer dresses, ties, PE kit and name tapes can be ordered from the school office.

On enrolment in school, each child is placed in one of four House teams. Members of the same family are placed in the same team.

Each term we collect a huge amount of lost property. We ask parents to check that names are placed in all items of clothing children are likely to remove so that stray items can be returned to class.

The Lost Property box can be found in the janitor's office, opposite the main office.

House T-shirts

Bruce	-	Green
Douglas	-	Blue
Stuart	-	Red
Wallace	-	Yellow

NOT PERMITTED

We also make a clear statement of what is not permitted. These are clothes which are more suited to leisure wear, or which suggest a lack of identity with the school. The following clothes come into these categories:

- Any kind or colour of denim jacket/jeans or equivalent.
- Football scarves or favours, or T-shirts with slogans likely to cause offence or create unhealthy rivalry.
- Clothing bearing logos other than Applegrove's.
- Track/jogging suits or similar sports gear.
- Rings with raised settings and earrings other than small studs.
- Any clothing which does not meet the requirements of the accepted dress list.
- Hair styles which involve coloured dye (there are fundraising days when this would be allowed) or are likely to cause any pupils to fail to keep on task.

CLOTHING GRANTS

You can apply for a clothing grant for your child if you are receiving the following benefits:-

- Income Support
- Income Based Jobseeker's Allowance
- Child Tax Credit, but not Working Tax Credit, and your annual income is less than £14,495 (as assessed by the Inland Revenue)

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

You may also be eligible if you are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999.

Application forms are available from the school, or from the Payments Section of the Council's Finance and ICT Services (Tel: 01343 563144).



MEAL ARRANGEMENTS

At Applegrove our delicious two course lunches are prepared on the premises. A choice of three main courses and vegetables is available with soup or dessert. This dessert may be a cooked dish but there is also a choice of fresh fruit and yoghurt.

As an alternative to a traditional meal, and for the same price, pupils may have a cold lunch which consists of various sandwiches, savouries, a cold sweet and a carton of milk or fruit juice.

There is a six-week Moray Council menu which parents are given on the child's first day at school. These menus are also displayed on the notice boards in the playgrounds.

In view of the fact that there are pupils in the school who may have severe allergic reactions to certain foodstuff, all pupils are advised that they should not share, taste or handle snacks or lunches from other pupils. It is also for this reason that Applegrove promotes a no-nut environment.

Tickets for school meals must be purchased in advance **from the Canteen**. These are available every morning, Monday to Friday from 8.30 am - 9.00 am.

Cheques are made payable to THE MORAY COUNCIL

The children of P1-P3 go to the dining hall at 12.15 pm and P4-P7 go at 12.40 pm where their meals are supervised by lunchtime auxiliaries and promoted staff. All children are encouraged to eat a balanced meal without being forced to eat what they do not want. You will be informed if your child does not eat their meal.



FREE SCHOOL MEALS

All schools in Moray provide a wide range of healthy food in their menus. These meet the Scottish Nutrient Standards for School Lunches, and offer choice and variety. In addition the Moray Council has an on-going commitment to providing healthy options through its snack and vending provision.

You can claim free school meals for your child if you are receiving the following benefits:-

- Income Support
- Income Based Jobseeker's Allowance
- Child Tax Credit, but not Working Tax Credit, and your annual income is less than £14,495 (as assessed by the Inland Revenue)

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

You may also be eligible if you are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999.

Application forms are available from the school.

TUCK SHOP

The school runs a tuck shop daily selling a variety of fresh fruit, juice and healthy snacks. This enterprise is run by P6 pupils.

FREE FRUIT INITIATIVE

The Moray Council provides fruit juice once a week and fresh fruit twice a week for every P1 and P2 pupil. Class teachers use this time to discuss health and well-being with the children, who are encouraged to try the different fruits each week.

CURRICULUM

The following information is an outline of specific aspects of the curriculum and assessment using the 5-14 programme. This is currently undergoing transition to A Curriculum for Excellence.

We aim to offer a broad and balanced curriculum giving appropriate emphasis to the six areas:

- Language (including French or German beginning in P6)
- Mathematics
- Environmental Studies
- Expressive Arts
- Religious and Moral Education
- Personal and Social Development

Teachers plan work appropriate to groups or individual pupils using the 5 to 14 Guidelines and Curriculum for Excellence outcomes. Children learn at different rates and teachers plan carefully to meet their needs and ensure that they acquire knowledge and develop skills and attitudes appropriate to their levels. At the beginning of each term, parents receive proformas explaining the specific work to be covered by the class.

Following 'Teaching in the 21st Century' all teaching staff from P4-7 are entitled to 2 ½ hours per week non-class contact-time for preparation, marking and development work. Visiting Specialists and specific supply teachers are timetabled to take the class while the teacher is not present.

Our curricular programmes and policies are reviewed by staff at staff meetings and on In-Service Closure days twice a year.

ENGLISH LANGUAGE

In this area we concentrate on four components

- Listening
- Talking
- Reading
- Writing

Listening:

In today's "noisy" world training in listening is vital. Listening skills are developed through group activities and through the use of graded materials, both teacher devised and commercially produced.

Talking:

Much of our present day communication is through speech and it is important that our children are able to express themselves confidently and fluently. Time is devoted to various skills:

- clear pronunciation of words and correct grammar
- talking in groups
- conveying information, instructions and directions
- talking about experiences, feelings and opinions
- talking about texts

Reading:

The reading scheme introduced in P1 is Oxford Reading Tree. Children are given keywords to learn to build up a sight vocabulary. The first books sent home have no words to help encourage each child to share the story with an adult at home. Children work in ability groups for reading and each group progresses at a pace they can cope with.

Non-fiction books are introduced during Primary 1 to help the children understand that reading can be for a variety of reasons.

Due to classwork, some children can recite books they take home. Teachers will provide activities to help concentrate on specific keywords and sounds, and to focus on understanding the story.

Reading homework is given throughout the school.

By providing a stimulating and varied range of materials we aim to develop in our children:

- lasting reading habits
- an interest in books
- an appreciation of the many purposes of reading

Our books are centrally-stored in two libraries. Those available for P4-7 are coded under the Dewey system. The use of the library is an important part in the development of reading for enjoyment and information. Children have ready access to our stock of fiction and non-fiction books and are encouraged to take these books home to read. We follow a library skills programme to stimulate and maintain interest in reading, and a proportion of class time is given to reading for enjoyment. Information skills are taught to class groups and practised when children locate and use books in the libraries.

We welcome the involvement and support of parents in helping to develop reading skills, for example, by making reading a pleasurable shared experience, hearing reading, sharing interest in books and magazines and making visits to the Public Library.

Writing:

In the early years the school uses Foundations of Writing strategies. Children draw pictures using black pens and are encouraged to include as much detail as possible. Over time, they learn the links between detailed drawings and full information given in their own story writing – the more detail they give in their writing the more the reader understands the message they are trying to convey.

To help writing skills develop, teachers will make links with the reading books and where necessary model good practice. In time children will learn to write in a variety of styles – functional, personal and imaginative.

Spelling:

A new system is being piloted from P4-7 to find out from the children the methods they find easiest when learning and applying their spellings.

From P2 onwards children are given spelling homework and weekly spelling tests

All children are encouraged to **LOOK – COVER – WRITE – CHECK**

Handwriting:

Children learn to write using the Bus Letters Kit. Throughout the school emphasis is placed on the development of a fluent style. Research has show that pupils with a fast and legible style of handwriting have a higher standard of spelling and written English. Children who come from other schools and who have been taught a different style of writing will not be expected to change if their own style is legible and can be written comfortably at speed. We encourage our pupils to take pride in the presentation of their work across the curriculum.



MATHEMATICS

Mathematics plays an important part in our everyday lives and in specific contexts such as science, technology and industry. We aim to encourage our children to develop confidence in using and applying mathematics and to learn to enjoy its challenges.

The three components of Mathematics to which we pay special attention are:

- Information Handling
- Number, Money, Measurement
- Shape, Position Movement

In each of these components children are encouraged to develop Problem Solving and Enquiry Skills

In our Mathematics teaching we use a variety of materials, text books, cards and computer programs to attain 5 to 14 targets. Mathematical games are used as an incentive to learn basic facts and also to give repeated practice. Mental agility in recall of number facts is an essential tool in Mathematics. Parental help in the learning of number facts, tables, calendar facts, etc. is welcomed.

At Applegrove the pupils are set in maths groups according to ability from P3 upwards. This allows teachers to concentrate on the specific needs of various groups or individuals. These teachers contribute to the end of year report and will liaise closely with the class teacher.

ENVIRONMENTAL STUDIES

Environmental Studies provide opportunities to develop a range of skills in, for example, language, mathematics, designing and making music. It provides for child-centred learning experiences, for observing, investigating and researching and for recording findings and feelings.

The components of Environmental Studies are:

- Social Subjects
- Science
- Health and Safe Living
- Technology
- Information Communication Technology (ICT)

Most of our activities in Environmental Studies evolve from the class themes. Through these studies we encourage each child to develop a desire to know more about his/her world and train him/her in the skills he/she needs to interpret it. Four or more main themes are covered in each year and care is taken to ensure that there is a balance and progression in the components covered as children pass through primary school.

At Applegrove, classes study aspects of the local environment, for example: Our Healthy Community, Farming, Minibeasts, Victorian Forres. When possible, visits are made to places of local interest and speakers are invited to talk to children about their work, travels and memories.

On occasions this means the school has to hire a bus to transport the children to various locations. At these times a contribution will be asked for to cover part of the cost.

From P2 onwards children have an ICT lesson every week in our purpose built ICT suite. At the time of enrolment, parents will be asked to complete our media form to allow the children to use the computers in school.

RELIGIOUS AND MORAL EDUCATION

Our Religious and Moral Education programme focuses on the development of the child in terms of self awareness and relationships with others. We help children reach an understanding that the world is made up of people who follow different religions or no religion at all. Through this we teach the concept of tolerance.

Our RME programme has three main components:

- Christianity
- Other World Religions
- Personal Search

Moral Education is a function of the whole school across every aspect of the curriculum and the life of the school and is centred in the relationships which exist within our school community. The two main components of Moral Education are:

- Appreciation of common values such as honesty; justice; fairness; respect for others
- A personal process of clarification of values and decision-making

Class Teachers include social, moral and religious education within ongoing class themes and the ethos of the school is aimed towards developing appropriate social and moral standards.

School assemblies are led by Promoted Staff and classes also take turns to present assemblies. The themes of these assemblies vary but are usually seasonal, Biblical, associated with festivals or famous people and involve moral considerations such as sharing, caring, giving, forgiveness and courage.

Parents are asked to indicate on the Enrolment Form if they wish their child to be withdrawn from Religious Education and arrangements would be made should they wish to do so.

Our School Chaplain, visits school monthly to conduct Assemblies and is a welcome visitor to our school.

At the end of each term the school attends a service in St Leonard's Church which is always well-supported by parents and friends.

RACE EQUALITY

Educational Services has general and specific duties under the Race Relations Act section 71(1). The Moray Council is opposed to Racism. It is committed to taking all steps within its power to eliminate discrimination and racist incidents and to promote equal opportunities and good relationships amongst all communities. Educational Services is committed to an inclusive ethos based on respect for, and celebration of, ethnic diversity. Educational Services strive to prepare all pupils for living in a multi-cultural and multi-ethnic society and will strive to promote race equality in all dimensions of its work amongst service users, staff and partners in the community.

The Moray Council has a Scheme for Race Equality and as part of that scheme Educational Services has a distinct Race Equality Policy. A copy of the policy is available to view in school, or on the Internet

www.moray.gov.uk/downloads/file41628.doc

Full guidance on race equality strategies are contained within The Moray Inclusion File – “Race Equality”. Copies of this file are available to view in school, or on the Internet www.moray.gov.uk/moray_standard/page_43019.html

Should you require copies please contact:

The Moray Council, Council Offices, High Street, Elgin IV30 1BX
Telephone 01343 563174

Racist Incidents

“A racist incident is any incident which is perceived to be racist by the victim or any other person”.

The Moray Council is a partner in the Grampian Racial Incidents Multi-agency Strategy group. All racist incidents must be recorded as a racist incident using the appropriate form. Parents, pupils or staff can ask to report the incident using the Racist Incident Monitoring Form at the school. Parents, pupils or users of Educational Services can report a racist incident to any of the other agencies involved in the Partnership. Guidelines for using the form and details of the Racist Incidents Strategy are available in all schools and educational establishments.

Moray Council has provided schools with a “Happy to Translate Toolkit” giving instructions on how to access translators if required by parents or pupils.

EXPRESSIVE ARTS

- Art and Design
- Drama
- Music
- Physical Education

Applegrove Primary School emphasises the important role of the Expressive Arts in the education of all pupils.

These encourage the children to develop class based skills through creative lessons. Much of the class work in the Expressive Arts in Applegrove is delivered through the class theme.

We are pleased to have Visiting Specialists in Art and Design, Music and Physical Education. Sometimes Specialists work on a "block system" where they teach one class for a certain number of weeks to build up a bank of skills.

Our Music and PE Specialists work with a variety of groups for example choir, hockey etc.



PERSONAL AND SOCIAL DEVELOPMENT

Our policy is a direct result of parents, pupils, teachers and support staff working together.

We accept the important part that Applegrove has to play in developing youngsters who can confidently take their place within society.

Our Personal and Social education programme teaches children values and the understanding of rules, rights and responsibilities. Pupils at Applegrove are often complimented on their good behaviour, courtesy and respect for others.

Pupils are taught to work cooperatively in groups with specific roles for each individual in preparation for life.

At Applegrove all pupils are given the opportunity to stand as a class rep for the following committees:

- School Council
- Health
- Eco
- JRSO (Junior Road Safety Officers)

CLASS ASSEMBLIES

Each class host an assembly during the academic year, to share what they have been learning.

The parents of the pupils hosting the assembly are invited to attend. After the assembly, coffee and biscuits are provided and parents are welcome to visit their child's class.

ASSESSMENT

At Applegrove teachers promote a wide range of assessment strategies. These include teacher assessment and pupils comment on each other's work as well as their own. Although changes are currently taking place we are following the national guidelines regarding the testing of pupils.

Level A should be attainable in the course of P1-P3 by almost all pupils

Level B should be attainable by some pupils in P3 or even earlier, but certainly by most in P4

Level C should be attainable in the course of P4-P6 by most pupils

Level D should be attainable by some pupils in P5-P6 or even earlier, but certainly by most in P7

Level E should be attainable by some pupils in P7/S1, but certainly by most in S2

Parents will be informed of the results of national tests in the annual report issued in March. Pupils are given certificates at Achievement assemblies to celebrate success and encourage others. These certificates are sent home.

REPORTING

An Appointment Evening before the October holidays provides an opportunity to meet your child's new class teacher once he/she has had time to get to know your child. Pupils are invited to be present at these appointments. Prior to these appointments your child will bring home a Personal and Social questionnaire to share with you and to form the basis for your discussion at the appointment.

Reports are issued in March prior to our second Appointment Evening, held in the last week before the Easter holidays.

Throughout the year parents may be invited to the school to discuss their child's progress should the need arise. Parents are encouraged to contact the school at any time during the year should there be a matter of concern. Your first point of contact in these circumstances would be the Depute Head Teacher responsible for that area of the school.

TARGET SETTING - LOCAL IMPROVEMENT OBJECTIVES

The Scottish Executive through the application of the Standards in Scotland's Schools Act (2000) has identified five National Priorities which all Education Authorities must address and requires each Authority to set out its 'Local Improvement Objectives' in relation to these.

National Priority 1 - Achievement and Attainment:

To raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels of achievement including examination results.

Part of the process of responding to the national priorities requires local authorities and schools to set attainment targets, particularly in the areas of 'literacy and numeracy'. It is recognised that a number of factors can have a considerable effect on children's attainment. As a result, the Scottish Executive Education Department now have an expectation that these targets are realistic, ambitious and achievable. Moray schools therefore have set and agreed

targets with the local authority taking into account the various factors that are likely to have an impact on attainment.

Targets may change from year to year depending on the changing circumstances of individual schools. Each school will establish a starting position for groups of pupils and then set realistic targets for these groups based on the range of assessment information, including 5-14 and SQA attainment measures, available to the school. Schools and the local authority will monitor pupil progress.

The Moray Council is committed to improving standards in literacy and numeracy and setting realistic targets for individual pupils

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ADDITIONAL SUPPORT NEEDS (ASN)

The Moray Council is committed to working in partnership with parents, young people and children. It is important that everyone feels able to have their say at meetings and to have their views fully discussed as part of the decision making process.

Procedures such as talking to Head Teachers or Guidance Staff (in Secondary schools) can help sort out the great majority of situations. To further help with this, you can contact Mrs P Smith who is the additional support needs co-ordinator in the school.

We recognise that additional support may be needed for a variety of reasons; sometimes long term and sometimes to catch up a child who has been absent or has been affected by a bereavement. Some pupils require additional support to allow them to move on at a faster pace than the rest of the class because of a particular ability.

When it is felt that any pupil has specific learning difficulties ASN teachers may be asked to make a more detailed assessment. Part of this procedure involves parental contact. If it is agreed by the school and the parents a referral may be made to the Educational Psychologist. Following assessment, an individual programme may be devised by the class teacher, ASN teacher and the Educational Psychologist in consultation with parents.

Additional Support for Learning Act 2004

The Additional Support for Learning Act introduces a new statutory framework for supporting children and young people in their school education, and their families based on the idea of additional support needs. This new term will apply to children and young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education.

The legal definition is:

“A child or young person has additional support needs for the purposes of this Act where, for whatever reason, the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person”.

Additional support is therefore a different and much broader concept than the former one of “special educational needs” which it replaces. It does not define a small section of children

as in some way being different or special. The concept takes full account of the social and educational context in which children grow and develop and applies to needs that are short term (e.g. a few weeks) as well as those that are more enduring. It is likely therefore that the majority of children and young people will need additional support at some point in their educational career,

Children and young people may require additional support for a variety of reasons which fall broadly into the following four themes or factors. Examples are provided under each factor but this is not an exhaustive list:

The Learning Environment

For example: the ethos and relationships in the school; curriculum not suited to the child's abilities and aptitudes; inappropriate approaches to teaching; problems with physical access; language used in school different from that used at home.

Family Circumstances

For example: homelessness or poor housing conditions; disability or ill health of family members; excessive burdens of care placed on the child and/or the family; need for care and protection; disruptions caused by family moves or changes in care arrangements; family break up or bereavement; drug or alcohol misuse.

Disability and Health

For example: motor or sensory impairment; learning difficulties; mental health problems; specific developmental disorders; ill health.

Social and Emotional

For example: bullying; experience of discrimination; poor social skills and understanding; impulsive behaviour; difficult relationships with others in the school; poor school attendance; anxiety.

A number of leaflets are available either in school or on the Internet
http://www.moray.gov.uk/moray_standard/page_42567.html

For further information and advice you can contact:

The Moray Council, Council Offices, High Street, Elgin IV30 1BX
Telephone 01343 563174

SPECIAL EDUCATIONAL NEEDS

Applegrove has a Special Educational Needs Base. Pupils who need to access its facilities may also be given the opportunity to go riding, attend a gymnastics club, be involved in therapy groups or speech and language sessions.

The integration of pupils with special educational needs adds to the strength of Applegrove for all pupils, who benefit from a policy of inclusion. Although needs are varied the benefits of integration can be seen across the school in a variety of situations. Auxiliary support is provided for some pupils to enable them to take an active part in the social and educational life of the school.

ACCESSIBILITY

The school has a duty to ensure that all our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and the teaching strategies but also minor adaptations to the physical environment of our buildings to address the needs of pupils with physical or sensory impairments, including the relocation of classes to the ground floor where feasible. We also need to ensure that parents and carers who have a disability have equal access to information about their children. This will involve, for example, relocating a venue for parents/carers meetings to facilitate physical access; provision of an interpreter for deaf people; agreeing a phone contact system to provide direct feedback to parents/carers.

DISABILITY DISCRIMINATION

Within Moray Council, Educational Services strategies to avoid discrimination on the basis of pupil disability are guided by legislation as contained in *Part IV of the Disability Discrimination Act 1995, as amended 2001*. This legislation makes it unlawful for a school to discriminate against a child for reasons related to his/her disability.

A “disability” is defined as a condition which prevents or makes it unreasonably difficult for a child or young person to access:

- the school curriculum – e.g. are large print books available for children with visual impairment?
- The school environment – e.g. can a child who uses a wheelchair move readily, as required, from one area of the school to another?

Disability is also defined as a condition which may require the school to introduce appropriate alternative communications systems – e.g. supplying portable electrical vibrators to allow hearing impaired children to be aware of school bells and/or fire alarms.

Full guidance on disability access strategies are contained within The Moray Inclusion File – “Accessibility for All”. Copies of this file are available to view in school, or on the Internet www.moray.gov.uk/moray_standard/page_43019.html

Should you require a copy please contact:

The Moray Council, Council Offices, High Street, Elgin IV30 1BX
Telephone 01343 563174

“A Guide for Parents to part IV of the Disability Discrimination Act 1995 as amended by the Special Educational Needs and Disability Act 2001 – schools” can be obtained free of charge via the Disability Commission helpline - telephone 08457 622633

CHILD PROTECTION

In child protection matters The Moray Council is guided by the North East of Scotland Child Protection Committee. The following statement applies to all Moray schools.

“It is the duty of The Moray Council and all its staff to ensure, as far as possible, that all children are protected from the danger of child abuse in all its forms. These include:

- emotional abuse, physical abuse, sexual abuse, non-organic failure to thrive and neglect

Where school staff have concerns about a pupil, which suggests the possibility of abuse, then these concerns will be discussed with a member of the Social Work Department to determine what, if any, action needs to be taken. In these circumstances, parents will not normally be consulted first.”

EXTRA CURRICULAR ACTIVITIES

We have a range of extra curricular activities for pupils from P4-P7. At present the following clubs operate at different times during the year:

P5 Young Investigators
Football
Gardening
ICT

Netball
Drama
Badminton
Kwik Cricket

We are grateful to parents and staff who give willingly of their time to enhance our pupils education.

HEALTH CARE

At Applegrove we feel that if parents have a child who needs special medical care or is "at risk" at any time, it is only fair to the child that the teacher should be informed. Any information will be treated in confidence.

Parents or Guardians of Primary One pupils will have an opportunity to meet with the School Nurse. The School Dentist also pays an annual visit and children requiring treatment are advised to make an appointment, either with their own Dentist or with the school service which operates from Forres Academy.

Pupils with speech difficulties may be referred to the Speech and Language Therapy Service with the approval of parents. Educational Psychologists may be consulted by the school if this is appropriate, but this is never done without the approval of parents.

ILLNESS IN SCHOOL

In Applegrove all sick children are taken to our Secretary who will telephone parents at home or the number given as an emergency contact. Parents are then offered the choice of collecting their child themselves or paying the cost of a taxi home.

Please avoid distress to your child by not sending him/her to school if he/she is unwell.

MEDICINES IN SCHOOL

Whilst school staff have a general duty regarding health and safety it is NHS Grampian who have the legal responsibility regarding medical treatment of pupils. Generally however in Moray schools, there will be staff who, with appropriate training, will be able to administer essential medication.

In line with policy agreed by the Senior Clinical Medical Officer, schools will only administer medicines with the written approval of a medical practitioner. Painkillers such as aspirin and paracetamol fall into this category, and will therefore not be administered on pupil request.

A copy of the "Supporting Pupils with Medical Needs in Schools including The Administration of Medicines" guidance document is available at the school.

INFANT INTAKE

The Moray Council Educational Services Committee admits entrants to Primary One only at the beginning of the autumn term in mid-August. All children who will be four years old on, or before, the last day of February of the current educational year are eligible for admission. If you have any doubts about sending your child to school at the age of four and a half, the law requires that a child starts school on the first admission date after his/her fifth birthday. It may well benefit your child to wait until the following year's enrolment date. Pre-school and school staff will be happy to advise you on this matter.

The Moray Council asks parents to register at the school within the catchment area in which they reside. Parents wishing to make a placing request for another school are asked to indicate their intention on the registration form.

Any parents wishing to make such a request must complete a Placing Request Form (available from the school and Educational Services) and submit the form to the Moray Council Educational Services.

In June your child is given an opportunity to come to school for part of the day to meet his/her teacher and classmates. All parents are invited to attend an evening meeting in June to discuss starting school.

Primary One pupils starting school in August begin in small groups and attend on a part-time basis for the first two weeks. At Applegrove, we operate a system which allows each pupil to come to school every day, although the time he/she attends may vary. Parents are given a timetable in advance which details the times. This system, called Phasing-In, allows the teacher and the child to get to know each other in a small group situation.

When enrolling a pupil, parents will be issued with our Personal and Social Development leaflet for Parents. This summary of our full policy also contains copies of our flyers on Dangers in Society, Bullying and Setting High Standards of Behaviour in Applegrove.

ACCIDENT IN SCHOOL

If a child is unfortunate enough to have an accident in, or around school the following steps are taken:

- When the injury is minor, first aid is given in the school and the child returns to class.
- All head, wrist and ankle injuries are recorded and the parents are informed.
- When the accident is serious and it is felt that professional aid is required the Health Centre is contacted.
- Dependent on the Doctor placement at the time the child would then be taken by a member of staff to either the Treatment Room at the Health Centre or Leancoil Hospital.
- While this is happening we will try to contact the parents by telephone, to allow them to be present with their child as soon as possible. It is most important that we can contact parents at home or at work, and where this is not possible that some other adult, who is known to the child, may be contacted.
- If parents have managed to be present, they would normally take their own child home after treatment. If not, the child would be returned to school and kept as comfortable as possible until the parents could be contacted.

Remember that children involved in a nasty accident usually suffer some degree of shock and need the comfort of parental presence.

NOTE: IT IS EXTREMELY IMPORTANT THAT YOU KEEP YOUR EMERGENCY CONTACT UP TO DATE

PROPERTY

Pupils are responsible for the safety of all items brought to school, e.g. bags, personal property, jotters, etc. Toys should not be brought to school unless requested by the teacher. All the above items and all items of clothing should be labelled with the owner's name.

All monies brought to school must be sealed in an envelope bearing the child's name, class, amount enclosed and purpose for which it has been brought. The school office sells school envelopes that you might find useful for this purpose.

In the event of loss or intentional damage of school property e.g. books and jotters, pupils may be called upon to pay for their replacement.

Children must not bring to school any articles which could cause injury for example knives; glass containers; matches; tippex or toy weapons.

BEHAVIOUR

At Applegrove we aim to provide a happy and secure environment where simple common-sense and the encouragement of positive attitudes ensure the safety and well being of our children. Our standards of behaviour are straightforward and children will soon realise that the idea of treating others as they would wish to be treated helps to create a pleasant working atmosphere where praise and success go hand in hand. However, when this fine balance swings into the negative, and lack of effort is apparent, staff must adopt appropriate strategies.

Teachers keep an ongoing record of unacceptable behaviour. Pupils who do not settle to work in class will be sent to "Time Out" under the supervision of promoted staff. Parents will be contacted should any pupil be sent to "Time Out". It may not be appropriate to contact parents for every small incident but parents will be contacted immediately a pattern of unacceptable behaviour and/or poor work habits become apparent.

Staff at Applegrove greatly value the support and understanding of parents in creating a partnership which will successfully sustain the high standard of behaviour which is necessary for effective learning.

SANCTIONS

Where unacceptable behaviour persists further steps will be taken. Parents will be informed and fully involved in these procedures.

- Advice and support will be sought from our Support for Learning team
- The Educational Psychologist and any other appropriate agencies may be contacted
- A "home/school diary" reporting system will be maintained
- "Time-out" from class under supervision of promoted staff may be arranged
- Indoor supervision at break times may be necessary
- Regular meetings between school staff and parents will be arranged
- Exclusion from school may be necessary (in accordance with the Educational Services policy)

You should also note that any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately Educational Services, and the police may also be involved.

BULLYING

No form of bullying is allowed at Applegrove. We consider bullying to be continuing to do something to another child that it is known they don't like.

- Hitting and kicking
- Name calling
- Threatening
- Excluding from games

We encourage children that if they are being bullied they must tell an adult in school on the day that it happens.

PHYSICAL INTERVENTION

All schools in Moray are aware that there is a need for teachers to physically interact with pupils. In this respect teachers are advised by The Moray Council documents "Physical Intervention Guidelines". This document describes Physical Intervention at three levels. These levels and examples from each are described below.

1. Routine Level e.g. a teacher may hold a child's hand to demonstrate the use of a pencil, or the teacher of a young child may put an arm around his/her shoulder if a fall has caused the upset.
2. Crisis Intervention: May be used if it is feared that a child is doing something that will hurt him or herself, or another child. Such interventions will be recorded in the school, and parents will be informed.
3. Planned Intervention: This might occur when it is anticipated that a child may put him/herself or others in danger. This could be because of a previous known incident caused by an emotional or physical difficulty experienced by the child. The plan, which guides such intervention, will be agreed in advance by parents in all cases.

A copy of the full document is available in school.

ATTENDANCE

Section 30 of the Education (Scotland) Act 1980 requires parents to ensure that their child attends school regularly. Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment etc. Regulations 1993 require each child's absence from school to be recorded in the school register as authorised (e.g. approved by the local authority) or unauthorised (e.g. unexplained by the parent/guardian (truancy) or excluded from school.).

Although we want our pupils to achieve, it should be noted, however, that we will not provide school work to be completed during additional holiday periods.

We request that parents/carers contact school before 9.00 am when they know a child will be absent on that day. A message can also be left by using the Infoline and PIN Number listed on page 1.

SPECIAL ARRANGEMENTS FOR EARLY CLOSURE

Head Teachers have total discretion as to the closure of schools when they anticipate storm conditions which would put children at risk.

To avoid any misunderstanding the school policy on early closure has been kept very simple.

In the event of severe weather, school will remain open until normal closing times if the school day has already started although parents will be contacted to take children home and Moray Firth Radio will be notified. Where possible a decision will be made before 8.00am as to whether the school will open or not. If the school will not open Moray Firth Radio will be informed and a message will be placed on the school Infoline noted on page 1. Please do not phone the school to ask if we will be open as this blocks our outside lines and makes it impossible to find out if staff will be able to make their way in.

Parents should also feel free to keep their children at home, both first thing in the morning, or at lunchtime, if the weather demands it.

Please ensure that the school knows what to do with your child in the event of a heating failure, or any other such emergency, when the entire school would have to be sent home early. It is essential that your child is also familiar with the procedure in such an emergency. A message giving details of arrangements will be available on the school Infoline.

LEAVING

If parents are leaving the area, they are asked to give the school reasonable notice (6 to 7 days) to enable teachers to prepare reports and gather workbooks and jotters to take to the next school. By taking work to show to the new teacher the change-over will be made as smooth as possible.

INSURANCE

No insurance cover is held by The Moray Council to provide automatic compensation to pupils in the event of a personal accident or death. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate.

The Moray Council does hold third party liability insurance with indemnifies the Council for claims from third parties (e.g. parents of pupils) who have suffered injury, illness, loss or damage arising from negligence of the Council or its employees. However, if there is no negligence, no claim would be accepted by the Council.

This information is brought to your attention at this time in order that you may take whatever action you feel appropriate. We are also particularly anxious to avoid the potentially distressing situation of parents only becoming aware of the insurance position after an accident has occurred, however remote this possibility.

DATA PROTECTION

Information on pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information gathered complies with the principles of the Data Protection Act 1998 and may only be disclosed in accordance with the Codes of Practice. The Data Protection Act 1998 ensures that information is collected fairly and lawfully, is accurate, adequate, up to date and not held for longer than necessary.

Transferring Educational Data About Pupils

Transferring Educational Data About Pupils

Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme.

What pupil data will be collected and transferred?

Data on each pupil is collected by local authorities and SEED. Pupil names and addresses are collected by their school and education authority but they are not passed to SEED. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by SEED. It is used for statistical and research purposes only.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SEED and education authorities need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better exam results. Accurate and up-to-date data allows SEED, education authorities and schools to:

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

Your data protection rights

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

SEED works with a range of partners, including Her Majesty's Inspectorate of Education (HMIe) and the Scottish Qualifications Authority (SQA). On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing will be done under the strict control and prior agreement of the Data Sharing Panel in SEED, who will not publish or release any information that allows an individual pupil to be identified. Data will not be used to take any actions in respect of any individual pupils.

Further information

Further details about ScotXed data exchanges are available on the ScotXed website www.scotxed.net. The website also contains answers to commonly asked questions about ScotXed. If you have any concerns about the ScotXed data collections you can email the Senior Statistician at peter.whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. The ScotXed contact for Moray is Fiona McKay – telephone 01343 563113, e-mail fiona.mckay@moray.gov.uk

The Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 aims to increase openness and accountability in the Public Sector by giving people a right of access to information held by Scottish public authorities. The Act applies to almost all public bodies in Scotland including local authorities, the NHS, colleges the Scottish Parliament and The Scottish Executive.

The Moray Council aims to make as much information as possible directly available to the public through its website and through its Publication Scheme. If you can't find what you are looking for then you can contact any department of the Council directly or complete an on-line form. The web site address is www.moray.gov.uk

LIAISON WITH SECONDARY SCHOOL

Children from Applegrove normally transfer to Forres Academy at the end of P7. Pupils visit the Academy for two days in June and regular meetings and sharing of information between staff from both schools ensure the transition is as smooth as possible.

FIRE DRILL

All staff and pupils are familiar with fire drill procedures. Fire drills are held at least once every school term.



This Handbook has been prepared by the Head Teacher and Staff and follows guidelines set by the Moray Council.

The information contained in the Handbook is correct at the time of publication – December 2009