

Dean Park Primary



School Handbook

Dean Park Primary School

31 Marchbank Gardens

Balerno

EH14 7ET

T: 0131 449 4529

E: admin@deanpark.edin.sch.uk

W: <https://deanparkprimaryschool.wordpress.com/>

X: @deanparkprimary



Children and Families Vision

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

We believe that children and young people do best when:

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

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

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



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

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

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

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

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

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

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



WELCOME FROM THE HEADTEACHER

Dear Parents and Carers,

Welcome to the Dean Park Primary School Handbook.

We are very much looking forward to welcoming you and your family to our school community. Dean Park is a strong school community, committed to creating a learning environment where everyone has the opportunity to flourish. We are an inclusive school community and celebrate diversity.

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

To make our handbook easy to use we have divided the information into five different sections:

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

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

Kind regards,

Mrs Nicola Kurth
Headteacher



SECTION 1: PRACTICAL INFORMATION ABOUT THE SCHOOL

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

- How to contact us
- School Roll
- Organisation of the school day
- Term dates
- Enrolment and registration
- Communication
- School uniform
- School meals and milk provision
- Financial assistance with school clothing, transport and school meals
- Emergency school closures
- Complaints procedures

Contact Details	
Head Teacher	Mrs Nicola Kurth
Address	31 Marchbank Gardens Balerno EH14 7ET
Telephone Number	0131 449 4529
Website	https://deanparkprimaryschool.wordpress.com/
E-mail Address	admin@deanpark.edin.sch.uk
Twitter/X	https://twitter.com/Deanparkprimary/

About the School	
Stages of Education provided for	Nursery to P7
Present Roll	88 Nursery & approx. 500 P1-P7
Denominational status of the school	Non-denominational

Organisation of the School Day

Activity	Time
Flow	08:40-08:50
SCHOOL DAY STARTS	08:50
Morning Break	10:30-10:45
Lunch P1	12:00-13:10
Lunch P2	12:15-13:10
Lunch P3 – P7	12:25-13:10
P1 & P2 End of Day	14:45 (12:15 Fri)
P3-P7 End of Day	15:15 (12:25 Fri)

Term dates for the coming years may be found at:

<https://www.edinburgh.gov.uk/schools/term-dates>



Registration and Enrolment

The date for registration of new school entrants is advertised in all local nurseries, in the local press and on the council's website www.edinburgh.gov.uk.

Registration for Primary One and First Year Secondary takes place in November each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Please refer to section four of this handbook for more information on placing requests.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

Attendance and Absence

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

Absence from school is recorded as

- authorised, that is approved by the Communities and Families department, or as
- unauthorised, that is unexplained by the parent

Please let the school know by letter if it is a planned absence (e.g. hospital appointment) or phone by 9.30 a.m. on the day of your child's unplanned absence (e.g. sickness bug).

You should phone the school office to update us on each day of your child's absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time.

Headteachers can approve absences **up to** two school weeks (10 days) from school in certain situations. Any requests for extended absence over two school weeks (10 days) will be referred to the Senior Education Officer, who will decide if it will be recorded as authorised or unauthorised leave.

Please discuss your plans with your child's Headteacher before booking the holiday. If they cannot give permission before the holiday, it will be recorded as unauthorised absence. They can authorise a holiday if you can prove that work commitments make a family holiday impossible during school holiday times.



Normally, your employer will need to provide evidence of your work commitments. Absence approved by the Headteacher on this basis is regarded as authorised absence.

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved on this basis is regarded as authorised absence.

Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

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

School Uniform

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



The uniform was agreed in consultation with parents, pupils, staff and the Parent Council. It incorporates a range of popular items of dress, e.g. sweatshirts and polo shirts.

Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing. It encourages our children to be proud of their school and develops a strong sense of belonging.

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

School Uniform Ordering

Orders for new school uniform with the Dean Park logo may be placed using the Online Ordering System, via the school website.

For those who do not have internet access, a Uniform Order Form can be obtained from the school office. Orders usually take two to three weeks to be despatched, either direct to the school or to your home address, however this may increase during traditional busy periods. New school ties, blazer badges and water bottles can be purchased from the Dean Park Swap Shop.



Uniform Swap Shop

Good quality second-hand uniform and accessories such as jackets, sportswear and school bags, can be purchased from the Dean Park Swap Shop. Please contact the school office for information about how to access the Swap Shop.

General Uniform Guidelines

- ✓ Pupils should have a pair of indoor shoes for when weather is wet
- ✓ When wellington/snow boots are worn to school, pupils should bring a change of shoes for inside. We strongly recommend a change of socks also.
- ✓ Only in the event of severe weather will pupils remain indoors at break and lunchtimes, therefore pupils should always be prepared and bring a waterproof jacket to school each day.
- ✓ Please ensure that **all** items of clothing and school accessories are clearly named, particularly sweatshirts, PE equipment, lunch boxes and water bottles.

Dean Park Uniform
<ul style="list-style-type: none">✓ waterproof jacket, school fleece or black blazer✓ grey trousers or grey skirt✓ blue summer dresses✓ white school shirt or polo shirt✓ P1 - P6 navy pullover or school sweatshirt✓ P7 Optional red sweatshirt or hoodie✓ dark jogging bottoms / leggings

Dressing for PE (Physical Education)

Appropriate clothing and footwear for PE should be worn. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons. Clothing such as T-shirts or other items painted with inappropriate language or illustrations are not permitted. Football colours are also inappropriate.

On PE days the children are permitted to attend school in jogging bottoms and trainers. They are still expected to wear their school sweatshirt and polo shirt or house colour t-shirt.

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

If you need support to buy school uniform for your family, please do not hesitate to get in touch.



School Meals

Menus offer healthy and tasty meal options while reflecting the Scottish Government food and drink legal requirements for school lunches.

Special diets and allergies are accommodated in consultation with parent/guardian and catering services.

Meal prices are reviewed annually. Please contact the School to be advised of the current price.

A sample menu can be found on the City of Edinburgh Council website at <https://www.edinburgh.gov.uk/food-clothing>

Free School Meals & Clothing Grants

A parent will qualify for Free School Meals and Clothing Grant if they meet any of the following conditions:

- Universal Credit (where your monthly earned income is not more than £726)
- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, but not Working Tax Credit, and your income is less than £18,725
- Both Child Tax Credit and Working Tax Credit and an income of up to £8,717.

Your child might still get a free school meal if you're experiencing financial hardship. This could be because:

- your immigration status means you cannot get help from the government
- you're still waiting on your first Universal Credit notice

Clothing Grants are paid direct into a nominated bank account. The payment will show in the bank statement as 'CEC-EXPEN1'.

Children in P1-P5 get the universal Free School Meal but an application should be made so they qualify for both free school meal and a clothing grant.

Each award is valid for one school year. The award provides

- each child with one school meal and milk each day they attend school
- a clothing grant payment of £100 for each child.

We pay one clothing grant per year, per child, into your bank account. Most clothing grants are paid throughout July and August before the new school year begins.



Information on free school meals and clothing grants and how to apply is available on the website: <https://www.edinburgh.gov.uk/schoolgrants>

Travel to and from School

We encourage our pupils to walk to school as most of our pupils live in the school catchment. Parents are requested, when dropping off/collecting children from school that they do not park in any location which causes an obstruction and they take care not to restrict the view of anyone crossing.

Please leave Disabled Parking free for our families who have a blue badge who require them to get their child to school on time.

General Supervision

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

Dean Park follows a **FLOW** system for pupils entering the school in the morning. We have found that Flow makes for a calmer and more relaxed start to the day, reducing congestion and noise in the cloakroom areas and lowering stress and anxiety levels of pupils arriving at school.

Doors open at **8.40am for an 8.50am start** and during FLOW time, children gradually filter in through the appropriate entrance and sit down in their classroom ready to start the school day. Staff are on each of the main gates to meet and greet pupils and help with any anxious children and staff are in classrooms. The bell rings at 8.50am to indicate the start of the school day.

Throughout FLOW parents are asked to remain out of the playground so pupils learn to enter the school independently. Children should enter the building through the entrance closest to their classroom.

Breakfast Club

Dean Park's Breakfast Club offers a safe and welcoming start to the children's day and provides a relaxed environment where the children can eat and socialise with other children before school.

The Club is open to all Dean Park pupils and costs £2 per child per session and runs from 8.00am until 8.50am, when school begins. Pupils may arrive at any time within this



time period and can enjoy an optional breakfast (included in the cost), play games and chat, read or draw.

Sample Menu (variable, depending on availability)

- Choice of cereal – Cornflakes, Shreddies, Weetabix, Bran Flakes
- Fruits – apples, bananas, satsumas, raisins
- Drinks – semi-skimmed cow's milk, soya milk, water

To register for Breakfast Club, for each child you must complete a one-off Breakfast Club Enrolment Form. The link is available on the Breakfast Club section on the school website.

Once you have received confirmation that your child has secured a place, you can then make bookings for Breakfast Club via your child's ParentPay account.

Please contact Mrs Graham if you have any questions regarding our Breakfast Club dawn.graham@deanpark.edin.sch.uk

School Security

Please note that parents are not permitted in the school building unless an arrangement has been made through the school office or with SLT.

The safety and security of pupils and staff when attending or working in a school is very important to us. Schools use a number of security measures including visitors' books, badges and escorts, while visitors are within the school building.

Normally, anyone calling at a school for any reason will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit. We would respectfully ask that parents do not attempt to enter schools through another entrance, unless supervised by a member of staff.

If you wish to speak to a member of staff then please contact the school office where we shall be happy to arrange this for you.



Wet Weather Arrangements

In wet weather pupils are allowed into school during breaks and at lunchtime. Children having school lunches may remain in school during wet weather.

Unexpected Closures

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

We will contact parents directly via ParentMail, as well as posting messages on Twitter, Facebook and the School Website.

In addition, announcements will be made on local radio stations and via the Council's corporate Twitter account [www.twitter.com/Edinburgh_CC](https://twitter.com/Edinburgh_CC) and Facebook page www.facebook.com/edinburghcouncil.

If many schools are affected, or the situation is likely to be prolonged, then the Council's website <https://www.edinburgh.gov.uk/schoolclosures> will also be used.



Mobile Phones

The benefits of mobile phones are recognised. Many young people and their parents regard them as an essential means of communication. Mobile phones can continue to be brought into schools however the following limitations will apply in our school:



- they must be turned off during school hours
- they not be used at break or lunchtime
- mobiles are not to be used as cameras in school
- other electronic equipment is not permitted

Complaints, Comments and Suggestions Procedure

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

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

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

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

Please make any complaints initially to the Headteacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.

We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.

If you are dissatisfied with the service or/and with our response then you will have the right to take the matter further and contact Advice and Complaints Service (Schools and Lifelong Learning) email: cf.complaints@edinburgh.gov.uk or by telephone: 0131 469 3233.

If you remain dissatisfied after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.



Health and Safety

Within the general policy laid down by The City of Edinburgh Council, the Communities & Families Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility and accordingly manages health and safety and welfare in a way that complies with health and safety statutory and regulatory requirements, and all relevant approved codes of practice and guidance.

School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises.

It is expected that pupils will behave responsibly and comply with all safety requirements.

The support of parents/carers in promoting good practice in health and safety matters is of great importance to the school.

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

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

Data about our pupils/children and their families

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

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

Data about pupils/children at school/within ELC setting

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

Data about when and where they go after they leave us



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

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

When we collect and use personal data within school/ELC setting, and for the reasons detailed above, we will normally be acting in accordance with our public task. Occasionally we are also required to process personal data because the law requires us to do so, or because it is necessary to protect someone's life.

We will also take photographs in school/ELC setting and display them on our walls, and in newsletters and other communications. We do this in order to celebrate and share what we have done, including individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community which supports learning. We will not, however, publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a pupil/child joins Dean Park Primary School and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know.

Sometimes we need to share pupil information with other organisations. We are required, by law, to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes and will normally be anonymised. It is normally required to enable the Council, and the Government, to understand how education is being delivered and to help them plan for future provision. Further information about what the Scottish Government does with statistical data it receives is provided below.

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

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that need to. We will not keep personal data for longer than is necessary and follow the Council's Record Retention Schedule and archival procedures when records are identified to be of historical value and require to be retained in the Edinburgh City Archives.

For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern, see the [City Of Edinburgh's Privacy Notice](#).



Sharing personal data to support Wellbeing

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

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

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

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

Sharing educational data with the Scottish Government

The following information has been provided by the Scottish Government – Education and Training Division to let you know why they collect statistical information from school and what they do with it:

Education authorities and the Scottish Government collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus, the Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

What pupil data is collected and transferred?

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

The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school.

The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities'



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

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

Why do we need your data?

In order to make the best decisions about how to improve our education service, the Scottish Government, education authorities and other partners such as the Scottish Qualifications Authority and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

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

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (2018). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the use of pupil data can be found on the ScotXed website (www.scotxed.net).

The Scottish Government works with a range of partners including Education Scotland and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of the Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith the Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the



Senior Statistician, scotxed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Parental Requests for class lists

Information about your child is held securely and appropriate safeguards are in place. Due to these safeguards we are unable to provide parents and carers with the list of names your child is classmates with.

School Nursing Team

The School Nursing team is made up of the

- **School Nurse** (Specialist Qualified 3rd part Nursing and Midwifery Council (NMC) registrant – now masters level 11 post graduate degree)
- **Community Staff Nurses** (Registered Nurse on Part 1 of NMC – undergraduate degree)
- **Community Health Assistants** (not a nurse, may have SVQ qualifications in care related field)

Universal Services for All School Age Children:

Child Health Surveillance Programme

- P1 eye tests by Health Assistant - (only for those who did not receive this preschool in nursery)
- Growth Measurements by Health Assistant– currently at Primary 1 and Parent health Questionnaire (this may change in the future dependant on Scottish Government obesity strategy and the Health Visitor assessment at 4-5 years preschool)
- Primary 7 health questionnaire - growth measurement may be added in the future linked to Scottish Government obesity prevention work
- Drop in Services - a drop in health zone for High School Pupils (either in school or community facility) who are seeking advice or support on sexual health and health related issues

Education of Staff and Pupils

- Staff training – CPD in-service days on health actions plans, anaphylaxis etc – will be usually be delivered by the staff nurse
- Healthcare Plans for pupils - education staff will be supported by staff nurses on the planning and education

Healthcare Needs of Children with Moderate to Complex Physical Nursing Needs:

- For children in Complex Needs Schools, nursing care needs will be delivered by the nursing team who are based in these designated schools



School Nurse Services for Children/Young People with Increased Needs:

10 key areas specialist school nurses will focus on:

- Emotional Health and Wellbeing
- Substance Misuse
- Child Protection
- Domestic Abuse
- Looked After Children
- Homelessness
- Youth Justice
- Young Carers
- Sexual Health
- Transitions

How to Refer

Children can be referred to the School Nurse by their school or their GP or other health care professional. Children and young people can also self-refer. They can do this by discussing this at drop ins or asking their teacher/ guidance teacher to refer them. Parents can refer by discussing with their GP or child's teacher/ guidance teacher.

Further information

Our NHS Lothian School Nursing Service web pages:

<https://services.nhsllothian.scot/SchoolNursing>

Who Does What

- **GP** – all regular family health care
- **CAMHS** – Child and Adolescent Mental Health – Specialist service
- **Hospital Paediatric** – medical/surgical and other specialist services
- **Community Paediatrician** – doctors in community child health
- **CCN Team** – Community Children's Nurses - specialist paediatric trained nurses
- **AHPs** – Allied Health Professionals - speech and language therapy, physiotherapy, occupational therapy, dietetics, orthoptics – referral based service
- **CVT** – Community Vaccination Team - nurses who deliver vaccination services to all age groups
- **Learning Disability Services** – where there is LD diagnosis
- **Oral Health – Dental** – prevention and treatment service
- **LAC – Looked After Children** - nurses who work only with looked after children. When notified by Social Work that a child has become looked after, the LAC nurses will undertake a health assessment. They may refer to school nursing for ongoing reviews and wider support.

Head Lice

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



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

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, get the correct lotion from your doctor, health visitor or pharmacist. Shampoos and other treatments are not effective. One treatment is two applications of the treatment lotion, seven days apart. If this is not followed, then re-infection is likely.

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

Medicine Administration

We have a Pupil Support Assistant and a member of Senior Management dedicated to keeping and updating medical concerns. These might include allergies, diabetes, asthma and short-term medications. Parents must inform the school of any medical conditions and fill in the appropriate forms which can be collected from the office. Any medication administered at school must have a medical consent form and must have the prescription attached with dosage from the pharmacist.

Gaelic-Medium Education

Gaelic-medium education (GME), is available at nursery, primary and secondary levels. There are Gaelic parent and toddler groups and playgroups across the city.

Edinburgh's first dedicated Gaelic nursery and primary school, [Bun-sgoil Taobh na Pairce](#), opened in Aug. 2013 in the Leith area of the city. The school attracts a wide range of families from across the city and the wider Lothian area. Although pupils attending the school do not need to have prior knowledge of Gaelic, it is strongly recommended that they attend a Gaelic-medium setting for their pre-school years. In addition, parents with no Gaelic themselves are encouraged to engage with learning the language themselves.

Pupils should register for a nursery or school place in the usual way. Taobh na Pàirce runs regular open afternoons for prospective nursery parents, where all families will receive a very warm welcome. Please contact the school for further information.

Pupils who have studied at [Bun Sgoil Taobh na Pairce](#) transfer to [James Gillespie's High School](#), at the end of P7, to continue with their GME. In response to the increasing demand for GME, the City of Edinburgh plans to further develop it's secondary GME provision by opening a dedicated GME Secondary school from 2024. Details relating to specific location etc. will emerge after further consultation.



Additionally, pupils from across the Lothians entering S5 or S6, who wish to study Gaelic at secondary level, can, depending on space and availability of courses, enrol at James Gillespie's High School to study at National 4, National 5, Higher and Advanced Higher courses.

Use of social media

Dean Park Primary School understands the benefits of using social media; however, if misused, our school community can be negatively affected, such as by damaging the school's reputation. We advise parents, and carers to conduct themselves on social media using the following three commons approach to online behaviour:

- Common courtesy
- Common decency
- Common sense



SECTION 2: PARENTAL INVOLVEMENT IN THE SCHOOL

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

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

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

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

Equality

City of Edinburgh Council is committed to improving the quality of life for those who face inequality, harassment, discrimination and prejudice and to harness the talent and celebrate the difference of all who live in the city. This commitment is set out in the Equality, Diversity and Rights Framework which can be viewed on the council's website. As a school, we are committed to fulfilling our obligation of equity and excellence for all learners, with particular reference to protected characteristics under the Equality Act 2010 (race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity) and other factors such as poverty.

Ethos

Dean Park is a Gold Level UNICEF Rights Respecting School. It is our goal to create a learning community in which everyone can flourish. Building and maintaining relationships is very important to us. When things go wrong we use Restorative Practice to mend relationships which have been damaged. We aim to work through challenges with individuals in a positive and reflective way.

The children run many school leadership groups, organisations and working groups in the school to which they are democratically elected. Most are supported by teachers, parents and community groups. To fully appreciate just how engaged the pupils are in the Ethos and Culture of our school you would have to come and see us in action.

We work hard in keeping the whole school community up to date with communication with regards to the work and life of the school. If you would like to talk to the Headteacher about any issues of concern, please do not hesitate to make an appointment at the school office.

Vision and Values



Our vision at Dean Park Primary School is to create a learning environment where everyone has the opportunity to flourish.

A Dean Park Learner

To go with our school vision, we asked our pupils, our teachers and some parents what makes a Dean Park Learner:

We put all of your ideas together
and came up with this...

Dean Park Primary School
Where everyone has the chance to FLOURISH



At Dean Park our learners FLOURISH...

F Focused
L Lifelong Learner
O Opportunities
U Understands
R Resilient
I Included
S Supported
H Heard



Celebrating Success

At Dean Park we believe in taking every opportunity to celebrate the many achievements of our pupils. We acknowledge and recognise achievement and regularly praise pupils for doing well and showing commitment to their chosen activities, both within and outside of school.

Pupils' efforts and achievements are recognised through a variety of systems:-

- Sharing news with the class
- Class reward systems
- Awarding of house points
- School assemblies
- Featuring on school twitter

Promoting Positive Relationships

We want to engage directly with parents to foster and develop our positive ethos. To work together to maintain and support shared learning community values and excellent home/school communication. We want to work together to address, prevent and resolve any difficulties should they arise and to build on our strengths together.

Our vision and values form the basis of all our conversations in relation to behavioural expectations. It is helpful if parents can also discuss these rules / values with their children if there has been an incident in school. The purpose of these conversations is to find solutions and develop skills that will prevent problems in the future.



Rights Respecting School

Dean Park was the first school in Edinburgh to become a Level 1 and Level 2 Rights Respecting School and in 2015 achieved Gold status and was reaccredited in May 2019 and 2022. This award is based on understanding the values and articles of the United Nations Conventions of the Rights of the Child (UNCRC).

To secure, and in order to retain this award, it is a requirement that:

- all children and staff understand the language of rights, respect and responsibility
- the ideals are embedded into our school development plan
- children are involved in decision making
- a steering group is established
- class charters are established
- the school develops an ethos where children use the language to support their role as Global Citizens
- the school promotes its shared values with parents and the wider community.

The rights which, are written as numbered articles, can be found tied to all aspects of the children's learning. They are often displayed beside examples of work. The benefits associated with this award are becoming increasingly apparent in the classroom, in the playground, on trips and outdoor classroom activities.

Behaviour Management Policy

At Dean Park we have a positive behaviour policy. Permeating this is the work Dean Park has done to achieve Rights Respecting School status, where all pupils are encouraged to be familiar with their own and other's rights and responsibilities. This, along with the ethos of our school, means that expectations for behaviour at Dean Park are of a very high standard.

Individual Class Teacher's Reward System

Each class teacher may have their own individual reward system in place to aid with class motivation. This may take the form of marbles or vouchers awarded for good behaviour.

Preventing and Responding to Bullying and Prejudice

Behaviour Among Children and Young People

City of Edinburgh Council have recently updated their anti-bullying guidance.



The guidance for schools supports our commitment to equalities and the wellbeing and protection of children and young people from bullying and prejudice by other children and young people and aims to prevent bullying and prejudicial behaviours and attitudes. It aims to develop positive relationships with all members of school communities and partnerships as part of our approach to getting it right for every child, creating communities that allow children to be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included.

To support and further improve the positive relationship within schools, equalities groups, which have a wide representation of all stakeholders and reflect the diversity of the school community, will work to take forward the key messages that are included



in the guidelines and to ensure that all children have access to support, have their views listened and responded to and are involved in the decisions that will make continue to make their school a place to feel safe, happy and nurturing.

Our stance on creating an anti-bullying policy is an important part of our school drive to develop a respectful, equitable and inclusive culture and ethos. We believe that, if we encourage respect, celebrate difference and promote positive behaviour, everyone is less likely to see bullying as acceptable behaviour.

We are committed to equalities and the wellbeing and protection children and young people from bullying and prejudice by other children and young people. All schools have a procedure which is informed by the overarching 'Preventing and Responding to Bullying amongst Children and Young People' procedure. We recognise that policy and procedures alone will not address the prevention of bullying; through our core practices (Relationships, Rights Respecting, Resilience, Restorative) we aim to build positive relationships and a culture and ethos which ensure respect, equality and inclusion. We promote anti-bullying and anti-discriminatory attitudes and behaviours through preventative, pro-active and responsive approaches.

Bullying and discriminatory behaviours are not tolerated. The school will put in place appropriate support for all children and young people involved in a bullying incident. Children who display bullying behaviour will be supported to identify the feelings and views that have caused them to act in this way and challenged, through education and learning, to develop alternative ways of behaving. Partnership with parents is instrumental to our approach to preventing and responding to bullying and in cases of bullying it is important that all parents involved work with the school to resolve the problems in the best interests of their child.

Parental Involvement

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

All parents are welcomed and encouraged to:

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

We value the support that our school receives from pupils and families. We know that the work of the school depends on our partnerships and hope that everyone feels part of this partnership work. This section contains information about how parents can be involved in supporting learning at home as part of a home – school partnership.

An example of parental involvement are our official parent bodies: Parent Council and The Parent Teacher Association (PTA).



Parent Councils (PC)

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

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

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

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

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

The main aims of the Parent Council are:

- to support the school in its work with pupils
- to represent the views of parents
- to promote contact between the school, parents, pupils, providers of nursery education and the community
- to report to the Parent Forum
- to be involved in the appointment of senior promoted staff.

Members of the Parent Council usually meet each term to discuss issues, concerns and achievements and meetings are open to all parents and carers. Parents will be made aware of any vacancies on the Parent Council as they arise and will be invited to register interest in standing for election. All parents will be able to vote in elections to the parent council.

Further information on Dean Park's Parent Council such as our current members, minutes of meetings and newsletters, can be found on the Parent Council section of the school website.

To contact the Parent Council, you can send in a letter to the school for the attention of the PC Chair or you can email:



deanparkparentcouncil@outlook.com

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at: <https://education.gov.scot/parentzone>

Parent Teacher Association (PTA)

The PTA is a voluntary group of parents and teaching staff who work together, in partnership with the school, to provide resources and activities for the pupils. The PTA plays an important role in the life of Dean Park, with activities centred on 4 key areas: fundraising, after school clubs, school uniform and community events.

The activities arranged by the PTA are a valuable part of school life and the children's education. The support of parents for the PTA and its activities is essential for the creation of a good school ethos.

Fundraising

The PTA has a long-standing tradition of raising funds to enhance the facilities and resources available to pupils in the school and nursery. Projects range from large undertakings such as the installation of the adventure playground and bike racks, refurbishing our nurture room, smartboards in classrooms, to smaller purchases such as arts and crafts materials, books and sporting equipment. There are a variety of regular fundraisers throughout the year such as the annual Autumn Fayre, Rag Bag Collections and Christmas Card project.

Dean Park Giving Scheme

As part of the PTA, the Dean Park Giving Scheme raises funds for the school through regular financial contributions for those parents who wish to support the school but do not have the time to directly help the PTA. Donations can be a one-off payment, or a monthly, quarterly or yearly standing order and any amount is gratefully received. Another advantage of this scheme is that the PTA can claim Gift Aid back from the government thereby increasing the value of each donation.

Due to the regular nature of the income, the Giving Scheme allows the PTA and school to plan for bigger projects. To join the scheme, parents simply download the Standing Order and Gift Aid forms from the PTA website, complete and return as instructed on the form.

After School Clubs

The PTA facilitates and manages a large number of after school clubs in order to provide a diverse range of activities for pupils to enjoy. There are educational clubs, sporting activities as well as creative clubs. There really is something for everyone!

School Uniform

The PTA facilitate the provision of Dean Park's school uniform, offering a broad range of affordable and quality branded uniform to all. School uniform orders are placed online via the school website and are distributed via school bags. Order forms are also available from the school office.



New stock of Dean Park ties, blazer badges and water bottles can be purchased from our Uniform Swap Shop.

The Uniform Swap Shop is run by parent volunteers and offers an organised approach to recycling school uniform. It carries a large stock of donated second hand items of uniform, sporting goods and accessories. For opening hours, please visit the PTA section of the school website.

Community Events

The PTA participates in several community events such as the Balerno Children's Gala, Balerno Parish Church Christmas Tree Festival and the Balerno Christmas Fair and we work with a variety of local organisations on many different projects and activities throughout the year.

Communication

The PTA section on the school website is updated regularly, and is the main source of providing information on all its activities. This information is usually supplemented by regular newsletters, letters and notes which are distributed via the school bag or by ParentMail.

Further information on all of the above can be found on the PTA section of the school website.

Volunteers are always required and welcomed! If you are interested in helping out, either by joining the PTA, or assisting with events and one-off projects, please contact a PTA committee member. All contact details are listed on school website.

Parental Consultation/Reporting to Parents Throughout the Year

Written reports will be sent out to parents twice in the Session 2023-24. Along with the report, work is uploaded to Learning Journals. Parents and pupils have the opportunity to comment on progress. Written work is collected in school in learning journal jotters and these are available to parents during our consultation evenings.

Parent consultations with the class teachers are organised twice a year. The proposed months for this year are October and March. You will be notified of the dates and able to make an online booking. These appointments are only ten minutes long, so if you require a lengthier discussion with the class teacher this should be arranged separately with them.

Parent consultations are all in person meetings in your child's learning area. Over and above these set meetings, parents are welcome to contact the school at any time to ask for information or for an interview.

Pupil Leadership Groups

We have a strong commitment to the development of Pupil Voice through a number of well-established and highly active Pupil Groups, which allow children of



all ages to contribute to the decision-making processes of their school.

These include:

- Pupil Leadership Team, including House Captains
- Equalities
- Sustainability
- Junior Jannies
- Dean Park Poverty Action Group
- Neurodiversity
- How Good is Our School (Self-Evaluation)

SECTION 3: THE SCHOOL CURRICULUM

Section Three – School Curriculum

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

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

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

Curriculum for Excellence: Bringing learning to life and life to learning

Curriculum for Excellence is the curriculum across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards; preparing our children for a future they do not yet know and equip them for jobs of tomorrow in a fast-changing world.

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

Curriculum for Excellence balances the importance of knowledge and skills.



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

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

There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support. There is an emphasis for all staff to look after our children's health and wellbeing using the Wellbeing Indicators.

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

At Dean Park, we have an emphasis for all staff to look after our children's health and wellbeing to ensure that our school is a place where children feel safe and secure.

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

Our pupils follow a carefully planned curriculum based on the Curriculum for Excellence.

The school has developed policies and programmes of studies based on these national guidelines. Curriculum areas for Nursery-Primary 7 are:-

- ✓ **Expressive Arts**
- ✓ **Health and Wellbeing**
- ✓ **Languages**
- ✓ **Mathematics**
- ✓ **Religious and Moral Education**
- ✓ **Sciences**
- ✓ **Social Studies**
- ✓ **Technologies**

Expressive Arts

Expressive arts comprise the three areas of music, art and design and drama. We provide our pupils with many opportunities to be creative and imaginative, to experience inspiration and enjoyment and to develop skills in each of these areas.



Music

Children are encouraged to develop an appreciation of music and rhythm through weekly song practices and singing in assembly. We are proud to be able to offer instrumental tuition in strings (from P4) and brass (from P5) to a small number of pupils. We have a cluster schools orchestra which holds annual practices and concerts. Some of our children are in the Edinburgh Schools Orchestra.

Art

All teachers will encourage the pupils to develop their artistic skills through a range of activities.

Drama

Drama is taught by the class teacher and is often linked to other curricular areas. We are pleased to be able to invite parents to watch performances by the children.

Health and Wellbeing

We believe that good health and wellbeing is central to effective learning. This area of the curriculum covers social, physical, mental and emotional health.

Social, mental and emotional

Children should feel happy, safe, respected and included in the school environment and to this end our staff are proactive in promoting positive behaviour in the classroom, playground and the wider school community. Anti-discriminatory, anti-bullying and child protection policies are in place.

Social, mental and emotional health is covered in circle time, class discussion, collaborative and active learning. Parents are invited into the school to look at class material before children embark on these personal safety programmes. We also have visits from outside agencies to support the curriculum e.g. dental health professionals, the school nurse.

We follow the guidelines outlined in the national resource for **Relationships, Sexual Health & Parenthood (RSHP)** education for children and young people. The resource is designed to be used in early learning settings, primary and secondary schools, colleges and community-based learning. It is organised to sit within Curriculum for Excellence. The programme can be viewed online at: <https://rshp.scot/>

Physical

The children usually have two gym sessions a week, developing skills in games, gymnastics and personal fitness.

In P4 pupils attend swimming classes at Balerno High School. P6 pupils are encouraged to take part in Bikeability training. We have close contact with the local Active Schools Co-ordinator who provides extra tuition and opportunities in a variety of activities throughout the school year for all stages.

Dance



Our Scottish culture and tradition is held in high regard at the school and we teach our pupils traditional Scottish Dancing. Dance in other forms will be taught at the discretion of the class teacher.

English and Literacy

Literacy comprises the skills of reading, writing, listening and talking. Every child is encouraged to maximise their achievement in each of these areas by direct teaching using the school's adopted resources.

Reading

At Dean Park we emphasise early reading development. The main programme which is used in the early years is the *Oxford Reading Tree*. This programme develops skills for reading in the context of interesting and amusing stories.

It develops both the skills necessary for reading and accuracy and reading comprehension. We use a wide range of reading materials in class – fiction, non-fiction, drama, poetry, plays etc. We also encourage children to read for pleasure and classes regularly visit the school library.

Writing

Children have plenty of opportunity to develop their writing skills across all curricular areas. In the early years imaginative writing will focus on simple sentences, stories and poems. Spelling forms part of the weekly homework and we teach the children how to use correct punctuation and language structure. Neat handwriting is also encouraged. As pupils progress through the school they learn other writing skills such as report writing, letter writing and summarising.

Listening and talking

Again, skills in listening and talking are developed across all curricular areas, and through activities such as circle time, faculty committee meetings, offering opinions in class, giving class talks and public performances etc.

Read, write, count

The Read, Write, Count programme aims to support parental engagement in literacy and numeracy. Gift bags are distributed annually to all P2 and P3 pupils in Scotland by Scottish Book Trust. The gift bags contain essential literacy and numeracy materials to support children's learning, as well as advice and support to parents.

Studies show a direct link between a strong family learning environment and progress in reading, writing and counting. In addition to the parent guide included in the gift bags, the Parent Club website (<https://www.parentclub.scot/>) offers a range of hints, tips and advice to help parents engage in their child's learning.

Modern Languages

Dean Park is a 1+2 languages school. All children have the opportunity to learn French from P1 and Spanish from P5.



Numeracy and Mathematics

SEAL

SEAL, Stages in Early Arithmetical Learning is our main programme for teaching number at the Early and First levels of Curriculum for Excellence. This programme has been introduced across the City of Edinburgh Council to help raise attainment by increasing the number of highly numerate learners by the end of CFE First level. SEAL provides a progression journey in number which staff plan and deliver experiences which will enable pupils to progress securely onto the next steps in their arithmetical learning.

Dean Park Counts

We follow a mental agility programme, Dean Park Counts, which provides a progression in mental arithmetic. This programme is based on the city of Edinburgh's Mental Agility Guidelines.

The teaching of numeracy and mathematics involves oral and active learning in context as well as the development of basic numeracy skills.

Social Studies

Through social studies our children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, our children's experiences will be broadened using Scottish, British, European and wider contexts for learning. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

Sciences

Science covers areas such as planet earth, forces, electricity and waves, biological systems, materials, and is designed to develop the skills of scientific inquiry and investigation as well as enabling children to recognise the impact science has on everyday life.

Technologies

Pupils will experience various technological activities such as:

- Designing and constructing models
- Exploring uses of materials
- Representing ideas, concepts and products through a variety of graphic media

Pupils will also be equipped with other technological skills through using iPads. Pupils in P6 & P7 will have a 1-1 device.



Religious and Moral Education

Dean Park is a non-denominational school. In each year group a different aspect of Christianity is studied and linked with another world religion. Consideration and tolerance for the beliefs of others is central to being a Rights Respecting School

Additional Support for Learning (ASL) and Pastoral Care

The City of Edinburgh Council has a detailed policy about supporting children and young people with additional support needs, which promotes all children going to mainstream schools.

At Dean Park Primary School, we have a pastoral care system which takes the needs of all our children into account. The provision for children with additional support needs is determined by the Children and Families' guidelines as set out by the Additional Support for Learning Act. This can be found on the EGFL website entitled *In on the Act*:

http://www.edinburgh.gov.uk/info/20105/support_for_pupils/459/additional_support_for_learning

The Pastoral Care Team comprises Mrs Nicola Kurth (HT) and the Senior Leadership Team.

The support can take various forms - either as direct teaching by ASL teachers, support for groups and individuals by Pupil Support Assistants, differentiated work in class, support by our partnership agency colleagues from the Health Services or small group activities by specialist teachers.

Parents are consulted if concerns are raised about learning or health and wellbeing. Should support be needed, a support plan will be agreed.

You can also find information and advice about additional support for learning from *Enquire*, the Scottish advice service for Additional Support for Learning, on 0845 123 2303 or see www.enquire.org.uk

There is also an 'English as an Additional Language' service available to children who are multi-lingual.

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

Active Learning

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



Learning Through Play

Research shows *play-based learning* has a positive and lasting impact on children's learning, teaches them skills relevant to the 21st century. Integrating learning and outdoor experiences, whether through play in the immediate grounds or adventures further afield, provides relevance and depth to the curriculum. Early Years Practitioners and teaching staff use a play-based approach that involves both child-initiated and teacher-supported learning that encourages children's inquiry through interactions that aim to stretch their thinking to higher levels.

Planning Children's and Young People's Learning

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

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

Pupils are given the support required to set their own individual targets for learning in focused conversations with their teachers. These targets are set out in their school reports so that they can be shared at home with parents and reviewed throughout the course of the year.

Assessment

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

Pupils in P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy as part of everyday teaching and learning. The assessments help to identify children's progress, providing diagnostic information that support teachers' professional judgement. The information provided by the assessments helps teachers to assess children's progress and to plan next steps in learning.

The senior phase (S4-S6) builds on the broad general education by continuing to develop learners' knowledge, understanding and skills. National Qualifications are designed to be flexible. Discussions are held with young people and parents on the most appropriate learning pathways.

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



Homework

At Dean Park Primary School, we want learning to be a partnership between home and school. Each week your child will be given a reading task, spelling words to practice and a numeracy strategy to practice.

Parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood, drugs awareness etc. well in advance through Friday updates and by ParentMail.



SECTION 4: SUPPORT FOR PUPILS

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

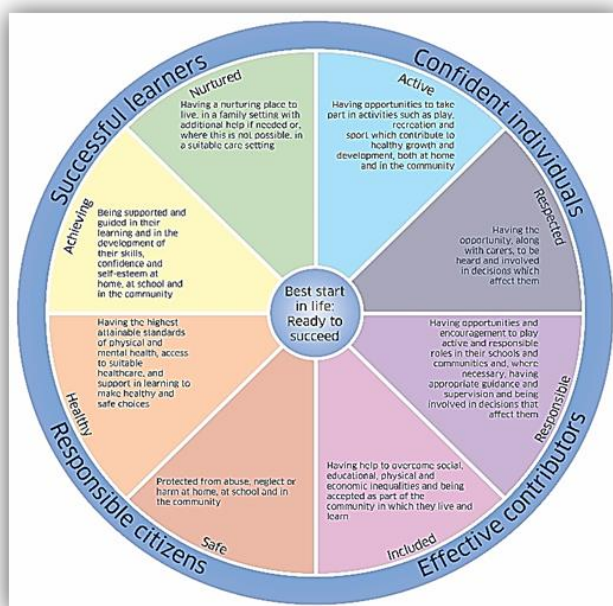
Getting It Right for Every Child

Taking care of our children's well-being and making sure they are alright - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society. Our school adopts the Getting it right for every child in Edinburgh approach to give the right help to children, young people and families, when they need it from a joined up multi agency team.

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

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

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





Protecting Children and Young People

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

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and it's accompanying Code of Practice: <https://education.gov.scot/parentzone/additional-support/the-additional-support-for-learning-act/>

It provides the following information:

- (a) the authority's policy in relation to provision for additional support needs,*
- (b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.*
- c) the other opportunities available under this Act for the identification of children and young persons who -*
 - a) have additional support needs,*
 - b) require, or would require, a co-ordinated support plan,*
- c) the role of parents, children and young persons in the arrangements referred to in paragraph (b),*
- d) the mediation services provided*
- e) the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.*

Further details of the policies and procedures can be found on Edinburgh Council website.

The Act requires each Education Authority to publish information about the Act. In on the Act, was produced by the City of Edinburgh Council:

<https://www.edinburgh.gov.uk/downloads/file/22136/in-on-the-act>

Literacy Difficulties/ Dyslexia

Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the



'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities.

The Authority also recognises that there may be **associated difficulties**

- Reading comprehension
- Phonological awareness
- Processing: auditory and/or visual processing of language-based information
- Short-term and working memory
- Organisational skills and motor skills
- Maths
- Emotional and behavioural difficulties

Support and assessment begin in the classroom. Class teachers and Support for Learning teachers have resources and training to identify this learning difference and to put appropriate support strategies in place.

If you have concerns, please speak to your child's class teacher in the first instance.

English as an Additional Language

The Communities and Families Department provides English as an Additional Language (EAL) support for schools. Specialist EAL Teachers work with schools to support developing bilingual learners' English language skills and access to all areas of the curriculum, to enable them to achieve their potential.

Pastoral Support

The Senior Leadership Team meets weekly with Additional Support for Learning teacher to review individual pastoral support needs & children's progress and to identify next steps. Teachers and support staff make referrals whenever the need arises using the GIRFEC framework.

School Context

- *how pupils' additional support needs will be identified and addressed*
- *the staff carry out regular summative and formative assessments with children. This enables the identification of areas in which children may need support. The class teacher will then liaise with the Support for Learning teacher and decide on appropriate strategies/interventions.*
- *These strategies may be used in class at Pathway 1 or children may be supported for a block of work in small groups or individually by a Pupil Support Assistant or by the Support for Learning teacher.*
- *If you have any concerns, please contact the class teacher in the first instance. They will pass your concerns on.*



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

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

- Enquire: www.enquire.org.uk Telephone 0845 123 2303
- Scottish Independent Advocacy Alliance, www.siaa.org.uk Telephone 0131 260 5380 Take
- Note: (National Advocacy Service for Additional Support Needs) (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk Telephone 0131 667 6633.

Transitions – Moving to a New School or Leaving School

This section also gives information about transition. There are also details about making a placing request to another school.

Nursery Class Provision

The school's nursery classes provide 1140 hours of nursery provision for up to 88 places for children aged 3 - 5 years.

Nursery class provision is non-denominational. This means that all nurseries are open to children and parents of all religions and beliefs. Placement in the nursery class does not guarantee a place in the primary school.

Transfer from Nursery to Primary

Before leaving nursery, a transfer of information record for each child will be prepared by nursery staff to ensure a smooth transition and continuity of education for the child transferring to primary.

During May and June, the transition programme for children in our nursery will take place. The children will come from the nursery to the main building to familiarise themselves with the school / Primary 1 environment. These experiences should help take away any concerns that your child may have about starting school. If your child attends a nursery other than Dean Park, dates will be arranged routinely for visits to the school.

Primary School Admissions

Starting school is a very important milestone both for children and their parents. The vast majority of our parents choose their local, catchment school and we plan our



education provision to ensure we can provide places for new pupils at their catchment school.

In the run-up to November's registration week for the new Primary 1 intake each school will offer an opportunity for you to visit them. You can speak to staff to find out more about the school first-hand. You can see how the school runs; discuss the curriculum and their priorities as well as seeing recent examples of pupils' work on display. In many cases you may also have the chance to meet other parents who already have children there. All of this will help you understand the school's unique character and give you an insight into the learning environment that your child could enjoy there.

Transition from one year to another

Parents will be notified of the class teachers for the following academic year near the end of the current academic year. Depending on sizes of year groups and class sizes, classes may or may not remain the same for the following year.

The following maximum class sizes apply:

- P1 maximum 25
- P2 - P3 maximum 30
- P4 – P7 maximum 33
- Composite classes maximum 25

Composite classes are formed in relation to the Authority policy *Class organisation in Primary Schools*. This policy can be located on the council website: [Composite class procedure – The City of Edinburgh Council](#)

Primary to Secondary Transfer

Visits to Balerno Community High School are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. While the children are participating in classroom activities and meeting their class teacher, parents will have an opportunity to view the school and are given a brief explanation of school life.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

Catchment Secondary School

Prior to transfer to secondary school a full discussion takes place with Guidance Staff and there is also contact between secondary subject staff and the P7 class teachers.



An induction visit of two days is carried out for pupils in P7 to the High School and there is close liaison with the High School in many areas of the curriculum. Please contact the High School for further information.

The address of the High School is:
Balerno Community High School
5 Bridge Road
Balerno
EH14 7AQ

Tel: 0131 477 7788
www.balernochs.edin.sch.uk

Placing Requests

As a parent, if you don't want your child(ren) to be educated in your local catchment school, you have the right to make a Placing Request for your child(ren) to attend another school.

If you would like your child to start P1 or S1 at a school outside your catchment area, you must make a Placing Request. For more information please follow this link:
<https://www.edinburgh.gov.uk/school-places>

The Council must grant Placing Requests where possible. If there are more places available in a school than there are placing requests, all placing requests are usually granted.

If the school you choose has more placing requests than available places, each case is looked at individually. Please include all relevant details on your Placing Request application form so this can be taken into account.

As school rolls have increased there has been a decrease in the number of places available for children living outside the catchment area. This has resulted in high numbers of placing requests being refused.

If a Placing Request is successful for one child, this does not guarantee a successful Placing Request for another child. This could mean parent(s) / guardian(s) have children attending different schools.

Transport for Placing Requests

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.



SECTION 5: SCHOOL IMPROVEMENT

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

Raising Attainment

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

Standards and Quality Report

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

Dean Park Primary School and Nursery Class also had a visit from Her Majesty's Inspectorate in January 2020 and the report can be found here:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=2328>

Strengths that were identified in the school included:

- The positive start made by the new acting headteacher and leadership team, over a short space of time, to raising attainment. As a result, the school is well placed to move forward.
- The highly effective professional learning undertaken by most staff which is beginning to support improvement to children's learning experiences across the nursery and primary stages.
- The able, enthusiastic and articulate children who are keen to take part in school and community activities.
- The effective engagement of the school and nursery class with the wider community

A follow-up local authority inspection took place in November 2023. A summary of this can be found below:

Children at Dean Park Primary School and Early Years Centre are well-mannered, friendly, and proud of their school and nursery. Almost all listen well and are respectful and supportive towards each other. Staff and parents/carers are proud of their school and nursery and excited about the next step in their improvement journey and how far they can go.

The Quality Improvement Education team found that Dean Park Primary School and Early Years Centre had made appropriate progress in both areas highlighted by Education Scotland in 2020. The Quality Improvement Education Officers for the school and the Early Years will continue to work with the Head Teacher and Senior



Leadership Team to provide support and to challenge progress across the school. This will continue to be reported to parents and carers through the Standards and Quality report at the end of each school session.

Validation of School Standards & Quality Report 2022-23 gradings	QI 1.3 5	QI 2.3 4	QI 3.1 5	QI 3.2 5
The review team agree with the most recent Standards & Quality Report self – evaluation grades.				

Please see our school website to read this report in full.

School Improvement Plan

Continuous improvement is very important to us as a school community. You can read all about our School Improvement Plan for this session on our school website.



Websites

You may find the following websites useful.

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

<https://education.gov.scot/parentzone> - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.



<https://education.gov.scot/inspection-reports> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.

<http://www.ltscotland.org.uk/scottishschoolsonline-index-asp/> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.

<https://respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying

<https://education.gov.scot/> - provides information and advice for parents as well as support and resources for education in Scotland

<https://www.equalityhumanrights.com/en> - contains information for everyone on equality laws within the government and local authorities.



Glossary

CFE	Curriculum for Excellence
ASN	Additional Support Needs
EMA	Education Maintenance Allowance
ASL	Additional Support for Learning
SQA	Scottish Qualifications Authority
FOI	Freedom of Information
HT	Head Teacher
DHT	Depute Head Teacher
BM	Business Manager
CLD	Community Learning and Development
GIRFEC	Getting it Right for Every Child
CPM	Child Planning Meeting (Early Years and Primary)
YPPM	Young Person's Planning Meeting (Secondary)



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



Parent Feedback

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

Tell us what you think

Your feedback will help us to improve our handbook.

Name of school: Dean Park Primary School

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

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

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

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

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

Nicola Kurth

Head Teacher
Dean Park School