



Welcome to our nursery

As a school and nursery we work together to encourage children to achieve the best that they can. We want to make sure that your child will be happy and thrive here. Nursery is about making learning fun and helping the young children of our island community to explore and make sense of the exciting world that is around them.

In our nursery we want children to have fun but also to feel safe, respected and be able to thrive in an atmosphere of trust and understanding. We care deeply for the children ensuring that we carefully tailor the nursery experience to meet their own needs.

In nursery we always start with the children's interests. We use the child's own enthusiasm for a topic to drive the learning. This means that if your child comes in with a bug from the garden we may end up using this as a topic for the nursery where we learn more about insect and plant life.

Starting nursery is an exciting and nerve racking experience and we are keen that you talk with the nursery staff as you drop off and collect your child. We would like to see ourselves as working in partnership with you to develop and enrich your child's education.

As the nursery adjoins the P1-4 classroom there are lots of chances for the children to become familiar with the Primary 1 classroom and class teacher. This will help your child make the next step into school as natural and stress free as is possible.

We strive to ensure that everyone feels at ease coming to our school and nursery. We are more than happy to answer any questions or queries that you may have.

You can contact the Head Teacher, Wendy S Bowen directly or else arrange a mutually convenient time to speak with the nursery early years worker Angela Lennie.

The school telephone number is 01857 600 228.

You can email us at: admin.sanday@glow.orkneyschools.org.uk

This handbook aims to provide you with brief outline of life at our nursery.

You can keep abreast with our current events at our website:
<http://sandayschool.weebly.com/>

You can also check out our Sanday Community School Facebook page.



SANDAY COMMUNITY
SCHOOL

If you want a printed copy of this handbook, please ask the school.

It may be possible to offer some assistance in helping to translate all or part of this handbook for parents whose first language is not English.

Enquiries should be directed in to the Education, Leisure & Housing telephone 01856 873535 or email education.leisure@orkney.gov.uk.

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Service Pledges

Vision

The Schools service is committed to working together with the wider community so that Orkney is a place where, as children and young people grow up, they get the right help, at the right time, and in the right way in order to ensure that they can 'be all that they can be' (and, indeed, maybe more).

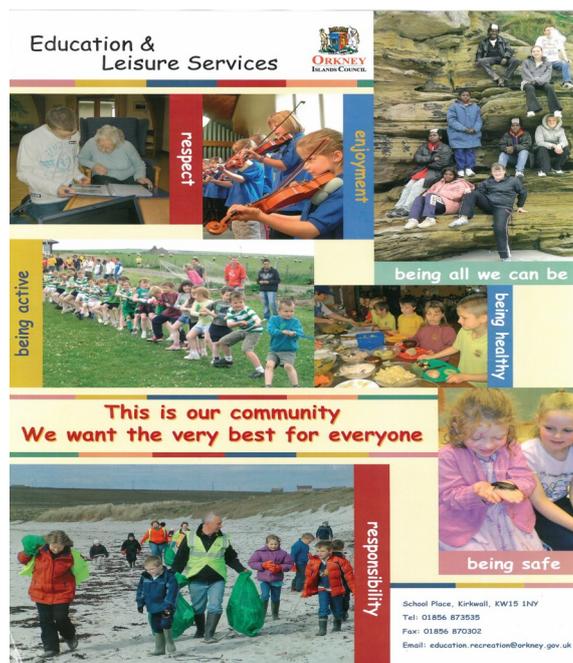
Values

This work is underpinned by a set of core values:-

- Enjoyment;
- Respect, Responsibility;
- Being Healthy,
- Being Active,
- Being Safe;
- Being all we can be;
- And the belief that: This is our community, We want the very best for everyone.

Aims

Our schools are expected to prioritise their actions to ensure that children and young people get the best start in life; become successful learners, confident individuals, effective contributors and responsible citizens; and are better educated, more skilled and more successful.



Our Nursery

Sanday Community School is a non denominational Junior High School. We take pupils from Nursery to S4. Currently we have 58 pupils in our school. We have 6 pupils in nursery, 33 in primary and 19 in secondary.

In the nursery we create a welcoming environment. We have a number of different areas in the room where children can learn a variety of skills.

We aim to include lots of materials for the children to use and play with: these might be pine cones, beads or other interesting objects.

Children can play with small world toys, such as farmyards, castles or tiny cars. They also have the chance to create things with paper, wood, junk or bricks.

The children have access to a quiet area in the nursery which promotes early reading and listening skills.

You will find a “home” corner, which will change throughout the year into a hospital, office, garden centre or igloo depending on the interests of the children at any particular time.

In the messy area children will play with sand, water, gloup (corn flour and water), play dough, paint, clay... the list is endless really.

We have a large hall and use the swimming pool which adjoins the school buildings and we are keen to promote a range of sports. Nursery children will use the hall for games and will take part in swimming lessons.

Outside in the playground we have a super play park which is enjoyed by all the children both in and out of school hours. The nursery has its own shed full of outside toys, an out door play house, and mud kitchen. The children also enjoy playing in the sandpit and wooded area.

Children will spend some time outside every day regardless of the weather! Lots of adventurous play is encouraged, so it is best if they don't wear good clothes.

We each have our own growing box and in addition we have a poly tunnel and greenhouse where we grow some vegetables.

From time to time the nursery children take part in growing projects where the children will be able to watch baby ducklings hatch, or tadpoles

change to frogs. Our hens that the nursery hatched this year supply our Home Economics department with fresh eggs. The nursery children are encouraged to help feed the hens.

The school has a small toy library where you can sign out and borrow some of the toys on offer. You can speak to Angela Lennie the Early Years Lead Practitioner for more information.



Your child can start nursery the term after they turn three, unless you are in receipt of particular benefits, in which case they may be able to access 2 year old provision. See below for the dates for starting.

Month your child is born	When they are entitled to free early learning and childcare.
March—August	Start of the August term.
September—December	Start of the January term.
January—February	Start of the April term

There may be space for your child from their third birthday if they are born between September and February. No summer born children (from March to July) can start on their third birthday as settings are usually very full in the summer term.

How much early learning and childcare are children entitled to?

Child's Birthday	School term the child is eligible from.	Total number of terms for 3 and 4 year olds.	Child starts school.
1 March—31 Aug	August following or at their 3rd birthday	6 terms	5 years, 0-6 months.
1 Sep—31 Dec	January following their 3rd birthday	5 terms, plus parents can request a deferred year to given an additional 3 terms (at the discretion of the local authority)	4 years, 8-11 months or 5 years, 8-11months if deferred.
1 Jan—last day of Feb	March / April following their 3rd birthday	4 terms, plus parents are entitled to an automatic additional 3 terms if requested.	4 years, 6-7 months or 5 years 6-7 months if

What to expect at nursery.

This is what a typical day looks like... **9am** Registration. Who's here? Everyone is welcomed as they arrive and asked how they are. Children may be directed to an area in the nursery or they may choose to explore the environment. During our nursery sessions the pupils participate in what is called **Free play**. This is where children can choose what they would like to do. During this time Angela will be observing the children and adding resources to extend the children's thinking, asking questions to develop the play experiences and finding ways to challenge and support pupils in their learning. Never under estimate the amount of learning that occurs when pupils are playing. They are developing social skills, manipulating objects, exploring the world through using all their senses and developing their creativity. At other times the children may be involved in shared activities led by Angela. This may be when the children are working on "floor books". Floor books help Angela to find out what children know about subjects they seem interested in and the children can think about what they would like to learn about. There may be time during the morning to join with the Room 1 children for shared reading or activity time. At some point in the morning the children will have outdoor time. Later in the morning we will have a together time to prepare and enjoy a **snack**. We will then all brush our teeth. Each day we sing and recite nursery rhymes. Our session often ends with a quiet story time session and you are welcome to join us and read a story if you would like. Nursery finishes for the day at **12.10**. You will be able to pick up your child from the nursery door. Angela can also stop to have a word with you to let you know how the session has gone. Please ensure that you are on time to drop off and collect your child.



The staff 2018-2019

We have an experienced team who will be working with your child.

Head Teacher

Wendy S Bowen

Principal Teacher

Kristen Muir

Nursery

Angela Lennie—Early Years Lead Practitioner

Primary

Jo Jones P1-4 teacher

Kristen Muir P5-7 teacher

Support for learning teacher

Catherine Lennon

School Secretary

Irene Brown

Janitor

Cleaners

Bridget Sinclair

Gloria Yould

Cook/ Catering

Fiona Rae

Susan Boyd

OUR PUPILS' SAY,

“NICE STAFF”

“WE ARE A FRIENDLY SCHOOL COMMUNITY”

“THE TEACHERS GO BEYOND THE CALL OF DUTY TO HELP YOU.”

Our values

Our 12 values are:

Respect, Teamwork, Happiness, Humour, Love, Friendship, Trust, Responsibility, Commitment, Manners, Confidence, Honesty.

The nursery day

Sessions are 3 hrs 50 minutes each day, normally in the mornings. Mon Wed, Thurs and Friday.

We may change the timings throughout the school year but we always keep you informed and will consult when major changes to the timing of nursery occur.

Nursery starts: 9.00

Nursery end: 12.50



We have a school assembly on a Friday at 10.40. Parents are welcome to attend this event.

What to wear to nursery

Your child will be most comfortable in play clothes that can be easily washed. We do lots of art activities in nursery and although we use aprons, accidents do happen. Children are encouraged to be as independent as possible in dressing and managing at the toilet so it would be easier for them if they were dressed in easy to manage clothes.

Your child will also need to bring a coat every day as we go out to play whatever the weather. A sun hat in the summer is also essential; We can get the odd lovely day!

Although we do have spare clothes, many parents put a spare set of clothes for their child in a bag that can be left on their peg during the session. This means that your child can change into their own comfy clothes if needed.

We ask that you send your child to nursery in sensible shoes which will allow them to run, balance and play. We are also able to use the hall several times each week for dance, PE, games and small apparatus, so your child will also need a pair of gym shoes/ trainers to wear for hall time so that they can play safely. Your child can keep some gym shoes in their tray to change into if you wish - please mark these clearly with your child's name.

We have a small selection of rubber boots for wet play days. We believe that there is no such thing as bad weather, just appropriate clothes.



Snack

The children in nursery should not bring a snack to school. The children will have a small snack time in the nursery which will consist of pieces of fruit as well as toast, breadsticks, noodles or pasta. The children will also get a drink of milk or water. The children will be involved in the preparation and serving of the snack. It is possible that snack foods may contain one or more of the allergens below. Please let us know if your child is allergic to any of these: celery, cereals containing gluten, crustaceans, eggs, fish, milk, molluscs, mustard, nuts, peanuts, sesame seeds, soya, sulphur dioxide. Children with dietary requirements will be catered for and any requirements should be recorded when the child registers for nursery.

Snack time provides a rich learning experience for the children helping to develop their own independence skills and promotes a healthy diet. Children are encouraged to prepare the snack and wash their dishes afterwards.

We charge 10p per day for the snack in nursery. If you cannot afford this cost please have a quiet word with us.

The children in nursery will on occasion go out to play at that same time as the children in the rest of the school. This is a great time for the children to mix with lots of other children and to get to know each other. The early years practitioner always goes outside with the children to supervise them.



Absence

Children of nursery age are not required to be in nursery every day but it is helpful to tell the nursery that your child is going to be absent.

Our top priority is always the safety of children and should we have concerns about the

safety or welfare of your child and we cannot contact you, we may call your emergency contact.

This procedure has been put in place so that no child will be missing without anyone knowing.

If you intend on moving out of the area you should also inform the nursery, leaving

details of your new address and the new nursery that your child will be attending.



Medication

The school has an appointed Health Visitor—Sue Atkinson. She will make regular visits to the nursery and may be in touch with you about your child's progress.

The Health Visitor can be contacted at:

**Orkney Health and Care
Health Centre Annexe
New Scapa Road
Kirkwall KW15 1BX**

Tel: 01856 888262

Please inform us if your child has a medical condition, or if there are any significant health changes to your child which might put them at

risk or affect their educational progress. The confidential nature of this information will be respected.

Sanday Community School has a medical protocol in place for the handling of drugs and medicines.

Should your child require any medication you **must** complete the medication form. You will need to detail the name of the medication, what the medication is for, dosage, times to be administered and the length of time the medication will be

needed.

All medication must be clearly marked with the child's name. Children are not permitted to carry or administer any form of medication.

All medication will be stored in a locked cupboard and a record of medicine administration is kept for each child.

Staff are given regular updates on asthma and epipen training. Most staff are also trained first aiders.

If your child develops an illness or condition which necessitates significant absence please do advise us.



Illness

If your child has sickness and/or diarrhoea, they should not return to school until **48** hours (**2 days**) after the last episode.

Please keep the school informed if your child contracts an infectious

illness, as some common childhood illnesses such as chicken pox, measles, slap cheek (parvovirus) or German measles can be very contagious and dangerous to members of staff and parents who may be pregnant.

Children who become ill during nursery, the nursery early years

practitioner will contact the parents and the child will be sent home.

Please make sure that your own details and your emergency contact details held with the school are up to date.



Emergencies

Fire Drills

We have a series of fire drills throughout the session. These are very serious exercises and are practiced until the head teacher has confidence that safe evacuation procedures are being followed.

Emergency Plan

In the case of a major emergency this would be coordinated by Orkney Islands Council.

Accidents

Irene Brown is our fully trained First Aider, most other staff have basic first aid training. Our first aiders in school will assess the injury. For minor cuts and bruises First Aid treatment will be administered. The child's parents or the child's emergency contact will be informed in the event of accidents. In more serious cases we may take the injured child directly to the surgery, Flebister House and meet parents there. We may contact the Balfour Hospital and have the doctor paged depending on the severity of the injury sustained.

We follow Orkney Islands accident reporting procedures and we ensure that all necessary risk assessments have been carried out.





Make sure that you always have your contact details and the emergency contact details up to date.

Child Protection

It is everyone's business to protect our children, both staff, parents and the wider community.

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering from some form of neglect or abuse.

In terms of Orkney Islands Council child protection policy, education staff have a duty to report such incidents to Social Work Services. This may result in a joint investigation taking place which will involve Social Work and Police.

The school's protection officer is Wendy Bowen, the Head Teacher.

In the event of the Head Teacher's absence Kristen Muir will deputise.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service Staff.

More information about Child Protection Procedures with Orkney Islands can be obtained from:

http://www.orkney.gov.uk/Files/Social-Care-and-Health/ DUPLICATECPC_Guidelines.pdf

Lost property

All items of clothing or belongings brought into school should be named. Any losses should be reported immediately to a member of staff. Please try to label all your children's clothing and write their name into any shoes and wellies.

The school cannot accept responsibility for money or valuable items lost by pupils unless they have been given to a member of staff for safe keeping.

Unclaimed property will be put into the Rag Bag bin.

School Emergency Closure, Loss of heating, bad

weather

Morning School Closures

For information of morning school closures you need to tune in to Radio Orkney at 7.30am on FM93.5. You should consider having a battery operated radio.

You can also check the OIC School Transport Facebook page or the OIC Updates Facebook page. Please note, Facebook is an independent website and the Council cannot guarantee against alerts being delayed. You don't need to join Facebook to view alerts.

This information is also provided on the OIC answer phone from 07:30

which is reached by calling the Council's main switchboard number **01856 873535**.

Closures during the school day

Make sure your that your child's emergency contact details are up to date and that you are contactable i.e. mobile phones are switched on, or you have a mains plug in phone which does not rely on electricity.

The decision whether to send your child to school / nursery ultimately rests with the parents.

Educate your child on the importance of crossing the road safely and being seen in the dark. Make sure they are dressed in adequate clothing.

Remember, be safe, be seen, be warm.





Transitions

As we are a small school we try to make all transitions as natural as possible. We are able to have lots of opportunities for children to work with other year groups and staff over the course of the year so therefore no transition in the school should be a daunting thought.

Room 1 and Nursery take part in some shared activities during the course of the week and the nursery pupils are very familiar with the Room 1 teacher.

On occasion Nursery children may join the rest of the school at break time and during their last term in pre school children will join P1 in the dining room for school lunches. This means that the change from Nursery to P1 is less daunting and the staff are familiar with the children, having already formed good relationships with the children.



Equal Opportunities

Orkney Islands Council is committed to promoting equal opportunities, challenging discrimination and fostering good relations, both in employment and in carrying out its work and delivering services, and we at Sanday School are part of that commitment.

The Council is a member of Orkney Community Planning Partnership. The Partnership has developed an Equality and Diversity Strategy which determines how the community planning partners promote equality and diversity in the work they do. It also sets out how the public agencies and organisations within the Partnership are meeting their duties in terms of equality and diversity legislation, the needs of the local community and the aspirations contained in the Orkney Community Plan.

The Equality Act 2010 introduced a single equality duty covering the nine protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. The equality duty requires the Council to have due regard to the need to eliminate unlawful discrimination, victimisation and harassment, advance equality of opportunity and foster good relations across the protected characteristics. The message of the Act is that everyone has the right to be treated fairly, whether at work or when using services.

Education, Leisure & Housing has policies and statements to address equalities issues specific to education to enable us to fulfil these legal duties. All schools have copies of these policies. Please see:

<http://www.orkney.gov.uk/Service-Directory/E/Equal-opportunities.htm>



Assemblies and Religious Observance

The Scottish Government advised that there should be at least six occasions during the school year when we take time for Reflection. Time for reflection is an important part of helping us grow as individuals as we recognise there is a spiritual element to being a human being. This does not however, mean that we are endorsing any one Faith group. For more information please see:

<http://www.educationscotland.gov.uk/thecurriculum/howdoyoubuildyourcurriculum/curriculumplanning/creatingaplan/religiousobservance/about/index.asp>

Once a year the whole school attends the Harvest Thanksgiving service at Cross Kirk. We also hold an annual Christmas Carol Service in Cross Kirk. These services are of a predominately Christian nature, but we ensure pupils views are not compromised through the attendance at these services.

Circular 1/2005 of Provision of Religious Observance for Parents states that parents have the right to withdraw their children from any such religious activity. However, assemblies are nonthreatening, and are not a place of doctrine or worship.

If you wish to remove your child from these occasions please contact the school and alternative arrangements will be made for your child.

We hold weekly school assemblies on themes related to everyday life, and to promote moral values. We also celebrate our successes at these assemblies and pupils may receive achievement certificates there. Assembly themes are often presented by the children, and will be topical.

Occasionally nursery may attend these assemblies, if they are relevant for the children. All parents are welcome to join us at assemblies, they are normally held at 10.40 on a Friday morning.

Behaviour

We have a positive behaviour policy in operation in the school. If you would like a copy of this policy please ask for a copy from the school office.

Our expectations for everyone in our school community is that we shall:

- expect high standards of behaviour and conduct,
- encourage and acknowledge good manners,
- respond to one another in a positive manner,
- enhance our pupils self esteem by highlighting their successes,
- solve our problems using restorative practices.



In order to promote good behaviour in nursery staff use lots of positive verbal encouragement and on occasion may give out some stickers.

Staff in the nursery also promote the use of good manners and being polite. We spend a lot of energy making sure we all say, “please” and “thank you”.



Teaching your child to say nursery rhymes and counting songs can really help a child's development.



Maths and Numeracy

“Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.”

Building the Curriculum 1

“Maths equips us with many skills required for life, learning and work. Understanding the part that mathematics plays in almost all aspects of life is crucial. This reinforces the need for mathematics to play an integral part in lifelong learning and be appreciated for the richness it brings.” *Curriculum for Excellence*

Pupils will experience maths in the everyday context of the nursery. The language of maths and basic concepts will be extended as they crop up in the course of the day. Children may be sorting and organising cars and bricks, learning about the properties of different shapes through building, singing counting songs, measuring out quantities of sand and water. The opportunities are boundless, and the Early Years Worker will be looking for the chance to extend the children's thinking and to create interesting experiences so that the children can play and explore this world of mathematics. <http://www.readwritecount.scot/>

Literacy and Language

“Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literary heritage. Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being able to read and write increases opportunities for the individual in all aspects of life.” *Curriculum for Excellence*

<http://www.readwritecount.scot/>

The 3 organisers of literacy are:

Listening and talking

Reading

Writing



In nursery children will be developing their skills and begin to see that their marks have a meaning. Children will be exposed to a rich environment of language. Each day children will enjoy story time, and be encouraged to browse through the selection of books on offer. The staff will create opportunities for the children to mark make and expose them to a variety of contexts where the written word is used, so for example in the home corner you will see notebooks, recipe books, menu cards. Around the nursery will be variety of pens and mark making materials.

You can encourage your child at home by letting them write notes, read them stories, sing nursery rhymes with them and talk lots and lots to your children.

Health and Wellbeing



Emotional, social and personal development underpins everything that is done in the nursery. At nursery, we aim to provide a secure and caring environment, where children can explore new ideas, relationships and feelings with increasing confidence. Each child is valued and respected and in turn they are expected to value and respect the children, adults and equipment in the nursery. The consistent routine helps children to feel secure. During their time at nursery, children become increasingly independent; in their choosing, planning and clearing up of activities; in their relationships away from home; and in coping with personal needs, such as dressing, washing and snack times. Children are encouraged to play co-operatively, take turns and share. With sensitive adult support, they are supported to find ways to resolve conflict and to respect the feelings and needs of others.

We are very keen in nursery to lay the foundations of a healthy lifestyle and children will be encouraged to develop good tooth brushing habits through our tooth brushing programme.

Children will be encouraged to try a variety of different fruits.

Children will also take part in lots of active play both inside and out to promote an active healthy lifestyle. Its never to early to begin to lay these foundations!

Reporting to parents

Parents have lots of opportunity to speak with the Early Years Worker at the start or finish of the session.

However it is also good for you to come to a parents evenings/ parents afternoons to speak with the Early Years Worker. There the worker can go into more detail about your child's learning.

Weekly learning logs are sent home so that you are able to see what your child has been learning over the course of the week. We send home an statement in May/ June which will sum up the time the children have had in nursery.

If you have any queries or worries at any other time, we are very happy to see you and talk to you about your child's progress.

Call the school on 01857 600228 to arrange an appointment with the Early Years Worker or contact the Head Teacher at admin.sanday@glow.orkneyschools.org.uk



Learning Logs

We use weekly Learning Logs to record what pupils are learning, their targets and how they are progressing in their learning. We hope this will allow you as parents to get a better picture of your child's progress and what they are doing at in the nursery.

Every Friday your child will take their Learning Log home. Please take time over the weekend to have a look and talk about it as the children are very proud of their learning logs. There is space at the bottom for you to comment and sign. Every week we'll include copies of pupil work or photos. The Log must be returned each Monday.

If your child does something noteworthy outside school we'd love to hear about it.

At the end of the session, each child will have a book full of information which will give us and you a very clear picture of their strengths and next steps – much more useful than an end of year summary report!

Children are able to look back and consider the learning experiences that they have taken part in.



Education (Scotland) Act 2016

Legal Information

The Education (Scotland) Act 2016 received Royal Assent on 8th March 2016.

The Act introduces measures to improve Scottish education including: improving the attainment of pupils from poorer backgrounds; widening access to Gaelic medium education; giving children a voice in matters that affect them; and extending the rights of children with additional support needs.

The Act makes amendments to the Standards in Scotland's Schools etc. Act 2000, the Education (Additional Support for Learning) (Scotland) Act 2004, the Education (Scotland) Act 1980 and the Welfare Reform Act 2007.

The Act introduces the National Improvement Framework (NIF).

What does this mean for pupils and parents?

This Act supports a range of improvements to Scottish education including: improving the attainment of pupils from poorer backgrounds; widening access to Gaelic medium education; giving children a voice in matters that affect them; and extending the rights of children with additional support needs. This act builds on the Additional Support for Learning (Scotland) Act 2006.

The act ensures that we listen to the voice of the child / young people and that they remain at the heart of any planning that takes place.

Additional support for learning means giving children extra help or support so they can get the most out of their education.

A child or young person is said to have 'additional support needs' if they need more – or different support – to what is normally provided in schools or pre-schools to children of the same age.

It doesn't just apply to children who have long-term learning difficulties or disabilities. Children can need support for many reasons. Some may need a lot of support all the way through school. Others will only need a small amount for a short time.

Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school.

The Act strengthens the need for agencies to work together to make sure that needs of all our children and young people are being met.

Need further information / advice?

If you need to find further help, information and advice in regards to the education and additional support needs system in Scotland, **Enquire Scotland** can help. Enquire will explain how the system may relate to your situation and advise you on possible ways forward. You can contact them via the website <http://enquire.org.uk/advice> or the on the Enquire Helpline 0845 123 2303 or on email at info@enquire.org.uk.

The **Scottish Independent Advocacy Alliance** is a charitable body which provides a free advocacy service to support parents and young people. They will help if you find that you are involved in an Additional Support Needs Tribunal proceeding. *Independent advocacy is about speaking up for an individual or group. Independent advocacy is a way to help people have a stronger voice and to have as much control as possible over their own lives. Independent Advocacy organisations are separate from organisations that provide other types of services.* - See more at: <http://www.siaa.org.uk/>

You can seek advice from the **Scottish Child Law Centre**, for free legal advice. *We are the only national Law Centre in Scotland that works exclusively for children and young people. We provide services throughout the whole of Scotland. We help children and young people, their families and carers, and professionals working for and with children by providing free expert legal advice and information through our advice line, email and website.* See: <http://www.sclc.org.uk/>

Support for pupils

All children need support to help them learn. Some children require more help than others.

Getting it right for every child.

This means that we take care of our children's well-being and make sure they are all right even before they are born. This helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

Getting it Right for Every Child is a programme that aims to improve outcomes for all children and young people. It promotes a shared approach that:

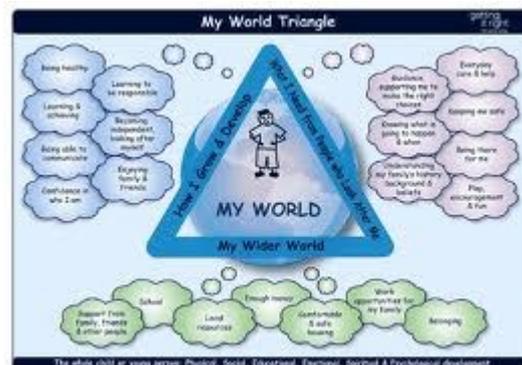
- builds solutions with and around children and families
- enables children to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working together to make things better

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

The Getting it Right approach looks at eight areas of 'well-being'. These

are recognised as areas in which children and young people need to progress in order to do well now and in the future. They allow those responsible for the care and support of children - including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns and plan with the child and family any action they need to take. The eight well-being indicators are:

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



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

Parents can approach the Head Teacher to confirm who is the person with the best overall picture of how their child is progressing.

Schools can link to any sources of information relevant to children, young people, parents, families.

If you have a concern about your child in school please contact your child's class teacher in the first instance or the Head Teacher.

You will be fully involved in all decisions affecting your child.

Sometimes a Child's Plan may be put in place to help organise, monitor and regularly review your child's progress.

We have a small team of Learning Support Assistants who may work alongside your child in the Nursery, Primary and Secondary departments.

Should a teacher notice a pupil is having difficulty in any area the class teacher may try a number of their own different strategies. They can call on the assistance of the Support for Learning teacher, Mrs Lennon. She is able to give advice and support to staff and parents.

Mrs Lennon can work directly with pupils to provide extra language or maths support, she oversees pupils' additional support programmes, or she may run groups which can help pupils with social and emotional difficulties.

Mrs Lennon and the Head Teacher, Mrs Bowen, will work closely with the multi-agency team which surrounds the school and helps to co-ordinate meetings for your child.

If you have any concerns about your child's progress these should be brought first to your child's teacher and may be referred to Mrs Lennon.

Please do not hesitate to make contact with us at the school so that we can help you support your child.

Further details can be found at parentzone Scotland.

<https://education.gov.scot/parentzone/my-child/what-is-my-child-entitled-to/Getting%20it%20right%20for%20every%20child>

The Parent Council

You are the most important educators of your child. In your hands you make and mould the life your child will have. It's a daunting thought! We want to recognise and value your role and to work alongside you. There are lots of opportunities for you to become involved in your child's learning - by volunteering to help in class or maybe by sharing your talents in Assembly or through an after-school activity. You could become part of our Eco school committee or help in the school garden. From time to time we host school events such as school assemblies, concerts, work-shops, open afternoons and evenings, sports day and prize-giving. Children are always so proud to have a parent, aunt, uncle or grandparent to see them take part in these events. Please come along to these events, they are very special days for both you and your child.

For more information on Orkney Islands Council Parental Involvement strategy see: <http://www.orkney.gov.uk/Service-Directory/P/Parental-Involvement.htm>

As a member of the Sanday Community you are a member of the Parent Forum and, if you wish, you can have greater involvement by becoming a member of the smaller group known as the Parent Council, which works together with everyone involved in school life, parents, learners, teachers, school staff and the wider community – to support the school. Elections are held once a year at the AGM.

What is the role of the Parent Council?

The main roles are:

- promoting effective communication between parents and the school
- representing parental and community opinion on issues affecting the school
- supporting the development of the school in all its aspects
- suggesting new ideas and initiatives, researching and developing these
- supporting the school by lobbying where necessary

- organising a programme of training for its members.

What else does the Parent Council do?

- Fundraising - to provide "extras" for pupils and the school
- Information - arranging meetings and workshops to inform other parents about aspects of their children's education. Attend Parents evenings where they provide information and an opportunity for other parents to share views and ideas.
- Social- running social events for parents and children

The Committee

Chair: Ruth Brough 600 209

Plus Parent representatives, Teacher representatives, the Head teacher, a Community representative and a representative from the Pupil Council.

You can help by:

Putting your name forward to be one of the parent members.

Volunteering to help with fundraising events

Sharing your ideas with the committee

The Parent Council has an important role to play in the school. This body ensures that you have a say in your child's education. The head teacher attends the meetings and will explain the improvements and developments which are taking place in school. This is your chance to input into this. The Parent Council also plays an important role in helping to fundraise for the school. In these tight financial times school budgets are feeling the pinch, the extra funding from the Parent Council enables school trips to take place, extra resources and equipment to be bought for your child.



Data Protection

Access to Pupil Records

The school pupil records (Scotland) Regulations 1990 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Head Teacher.

Data Protection Act 1998

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the data Protection Act 1998 and may only be disclosed in accordance with the codes of practice. Further information can be obtained from www.scotxed.net.

Transferring Educational data about pupils

The Scottish Government and its partners collect and use information about pupils through the Pupil Census to help to improve

education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA 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
- enhance the quality of re-research to improve the lives of young people in Scotland

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils

to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

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 note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (www.scotxed.net).

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities.

Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This 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 relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights

under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can write to

The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ.

Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.



School Improvement



We continually strive to ensure that each pupil is able to reach their full potential and a robust programme of school self evaluation takes place. Therefore, we are always keen that parents are listened to. You can tell us what you think by taking part in the annual school survey, by completing evaluation walls at parents evening, attending school workshops and meetings. From time to time the head teacher may also run semi focused interviews to better understand the opinions of parents.

Children have a say in the running of the school and the nursery. In school this is done through the house teams and eco committee as well as being listened to when sampling of jotters and work is taking place.

Pupils are given an annual survey. Pupils can also express their views through circle times.

Staff continually reflect on their work and use assessment information to inform and improve teaching and learning.

All these processes enable us to have a good picture of the life of our school.

The main framework for planning whole school planning and progression is through the School Improvement Plan. You can access this document by asking for a copy from the school office.

We publish an annual Standards and Quality Report and you can access this within the report section of the school website.

Our main focus within the school improvement plan for 2017 2018 has been:

- to develop the nursery outside learning environment.
- to create a mathematically rich learning environment.
- to create a rich environment for mark making. To create an environment which is literacy rich

You can also access our most recent copy of the Standards and Quality Report on the school website as well as a copy of our last inspection report.

<http://sandayschool.weebly.com/>

Complaints

Should you have a concern or complaint about any aspect of your child's time here, please contact the school. You can do this by writing a letter, sending an email or telephoning the school to make an appointment to see Mrs Bowen (Head Teacher).

We aim to deal with complaints as swiftly as we can as it is important for us to have a good relationship with all our parents and children.

If you are still unhappy with the service or with our response then you have the right to take the matter further using the Orkney Islands Council complaints procedure. You can put your complaint in writing or fill in a complaint form, available in the school or any council office. We can help if you have difficulty with this.

Completed forms should be sent to:

Complaints Officer,

Education, Leisure & Housing,

Council Offices,

School Place,

Kirkwall

KW15 1NY or email education.leisure@orkney.gov.uk.

If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman; our reply will include the contact details.

You should also note that you have the right to raise unresolved concerns with your local councillor, MSP or MP.

Complaints can be made directly to the Care Inspectorate

**Compass House
11 Riverside Drive
Dundee**

DD1 4NY

T: 0345 600 9527



The heart, soul and future of our island community.



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Sanday Community School

Isle of Sanday
Orkney
KW17 2BN

Phone: 01857 600 228
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Email: admin.sanday@glow.orkneyschools.org.uk
Head Teacher - Wendy S Bowen
E-mail: Wendy.Bowen@glow.orkneyschools.org.uk

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community**

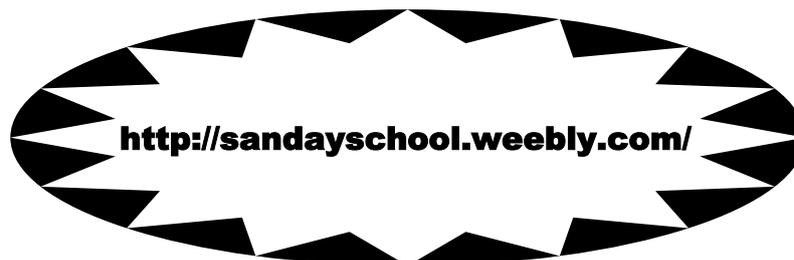


Orkney Islands Council

School Place
Kirkwall
01856 873 535
Director of Education: Wilf Weir
Head of Education: James Wylie
School Improvement Officers: Graham
Bevan and Carol McManus
Principal Teacher of Early Childcare and
Learning: Catherine Diamond

Parent Council

Chair: Ruth Brough —01857 600 209



The heart, soul and future of our island community.

Whilst the information in this handbook is considered to be true and correct at the time of printing, it is possible that there may be changes affecting a matter dealt with in the document.