



Leith Academy



Prospectus

2024-25



RESPECT, HONESTY, DIVERSITY, FAIRNESS

SUCCESS IN LEARNING FOR ALL

A Foreword from the Executive Director of Education, and Children's Services **Session 2024-2025**

Dear Parents/Carers,

This brochure contains a range of information about your child's school which will be of interest to you and your child. It offers an insight into the life and ethos of the school and offers advice and assistance which you may find helpful in supporting and getting involved in your child's education.

We are committed to working closely with parents and carers as equal partners in your child's education, in the life of your child's school and in city-wide developments in education.

Parental involvement in the decision-making process and in performance monitoring are an integral part of school life. We look forward to developing that partnership with your support.

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 am pleased to introduce this brochure for session 2024 - 25 and hope that it will provide you with the information you need concerning your child's school.

If you have any queries regarding the contents of the brochure please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification you may need.

Amanda Hatton

Executive Director of Children, Education & Justice Services

Executive Director of Children, Education & Justice Services

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.

Lorna French

Head of Schools and Lifelong Learning and Chief Education Officer, Edinburgh Council

Welcome from the Head Teacher

Dear Parents and Carers,

Welcome to the Leith Academy prospectus for session 2024/25 - we are delighted to share information about our school with you. 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 prospectus easy to use we have divided the information into five different sections:

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We publish this prospectus in the firm belief that parents, the community and the school must work together in the education of your child. Effective co-operation of this sort will only be possible if you, the parents, are totally aware of what the school is trying to do, how it is organised and the opportunities it offers.

Leith Academy has enjoyed a long history of successful learning and teaching. An important part of our work is the creation of a positive learning environment and the development of a “success culture” in which each young person achieves their very best. Classroom subjects are offered at different levels and in groups designed to meet the widest possible range of abilities, interests and career prospects.

Formal education is only part of the story since we also share some responsibility for the growth of character and personality in the young people in our care. We realise we are only one of the many influences at work on the young person of today. However, we see it as our duty to provide, through the curriculum, through extra-curricular activities, through the Pupil Support system and through the general atmosphere of the school, an environment likely to encourage the growth of acceptable attitudes and personal qualities.

This prospectus can only tell part of the story. The spirit within the school, its values and ultimate success are less easily put into words. For you to make an assessment of these, recent former pupils and parents are probably your best source of information. Our school motto is Persevere. Our mission statement is ‘Success and Learning for All’. We refer to this regularly with Pupils and Parents.

Our values are **Respect, Diversity, Honesty, and Fairness**. These values contribute to our school ethos every day.

Kind Regards,

Mike Irving
Headteacher

Section One – 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:

- Organisation of the School Day
- Term Dates
- Senior Leadership Team
- Attendance and Absence
- School Uniform

Communicating with the School

This section provides you with some background information on our school. It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill.

Head Teacher	M Irving BEd (Hons), MEd, SQH
Address	20 Academy Park Edinburgh EH6 8JQ
Telephone Number	0131 554 0606
Website	www.leith.edin.sch.uk
E-mail Address	admin@leith.edin.sch.uk

Stages of Education provided for	Secondary
Present Roll	Approx. 1050
Denominational status of the school	n/a
Gaelic Medium Education (if relevant)	n/a

Organisation of the School Day

The school day starts at 8.30 am and pupils are expected to arrive punctually for classes.

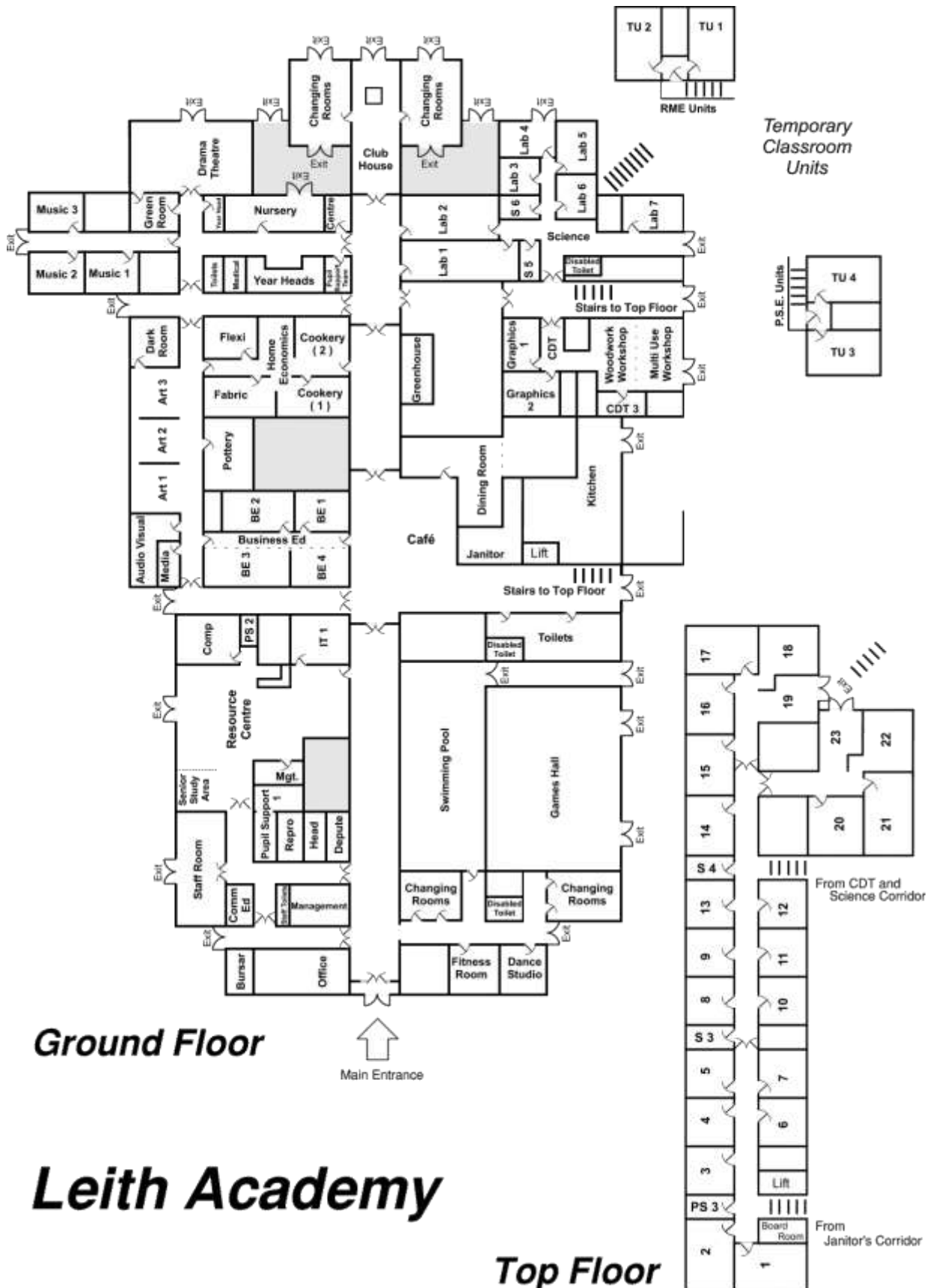
Parents are asked to encourage good time keeping and help the school to ensure that young people develop such habits early in their school lives.

A typical timetable is as follows:

MON-THUR	8.30-8.39	8.39-9.36	9.36-10.33	10.48-11.45	11.45-12.42	13.22-14.19	14.19-15.16
FRID ONLY	8.30-8.48	8.48-9.45	9.45-10.42	10.57-11.54	11.54-12.51		

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Plan of the School



Term Dates for Session 2024/25

Term dates for the coming years can be found at
<https://www.edinburgh.gov.uk/schools/term-dates>

Staff resume		Monday	12 August *	2024
Staff only		Tuesday	13 August *	2024
Pupils resume		Wednesday	14 August	2024
Autumn Holiday	Schools closed	Monday	16 September	2024
All resume		Tuesday	17 September	2024
Mid-term	All break	Friday	11 October	2024
Staff resume		Monday	21 October*	2024
Pupils resume		Tuesday	22 October	2024
Term ends		Friday	20 December	2024

Staff resume		Monday	6 January*	2025
Pupils resume		Tuesday	7 January	2025
Mid-term	All break	Friday	7 February	2025
All resume		Monday	17 February	2025
Term ends		Friday	4 April	2025

<i>The Easter break incorporates the following two holidays</i>				
Good Friday	Schools closed	Friday	18 April	2025
Easter Monday	Schools closed	Monday	21 April	2025

All Resume		Tuesday	22 April	2025
May Holiday		Monday	5 May	2025
Staff only		Tuesday	6 May*	2025
Pupils resume		Wednesday	7 May	2025
Victoria Day	Schools closed	Monday	19 May	2025
All resume		Tuesday	20 May	2025
Term ends		Thursday	26 June	2025

* Five In-Service days for all schools.

Senior Leadership Team

Roles and Responsibilities

Each member shares in the responsibility of creating a positive ethos and learning environment in the school. A team approach is adopted in matters of curriculum, assessment and reporting, and pupil management. Each SLT member links with several faculties/departments in the school on a regular basis. Special areas of responsibilities are as follows:

Mr M Irving **Head Teacher**

- Personnel management (teaching staff): recruitment and deployment, support and welfare, references and career development
- Improvement planning and policy development
- Responsibility for all aspects of devolved budget
- Co-ordination of school calendars, handbooks and prospectus
- Responsibility for public relations, marketing and publicity
- Overview of S6
- Overall responsibility for praise/merit systems
- Adviser to Parent Council
- Faculty link for Creative Arts, Modern Languages and Social Subjects



Mrs A Fair **Depute Head Teacher**

- Co-ordination of Pupil Support arrangements (including general policy, chair of PSG and PS team meetings, overview of ASL, careers education, EAL and links with external agencies)
- Designated Member of Staff for Child Protection Procedures
- Co-ordination of CPD programme (including Professional Review & Development)
- Co-ordination of key 'logs': attendance, exclusions, anti-bullying, racism, drug incidents, violent incidents)
- Faculty link for Pupil Support and Health & Wellbeing

Pupil Support



Mr B Stewart
Depute Head Teacher

- Timetable construction and Curriculum overview
- Enrolments S4-S6
- Co-ordination of approaches to Learning & Teaching
- Curriculum enterprise (including Developing the Young Workforce, 16+ liaison, college links, and Career Ready), UCAS
- Co-ordination of arrangements for educational excursions (including the S6 Benmore residential)
- SMT link with Pupil Council
- Overview and co-ordination of whole-school mentoring approaches
- Co-ordination of Equality, Diversity and Inclusion
- DHT link for Cowan and Port
- Faculty link for English and Science (including overview of Literacy)

Cowan/Port



Ms R Watson
Depute Head Teacher

- Co-ordination of primary-secondary links (including membership of the Cluster Management Group)
- Enrolments S1-S3 (including overview of hosting arrangements)
- SQA Co-ordination (including timetabling for prelim exams S4-S6)
- Student Regent/Induction Manager
- ICT and multimedia in the curriculum
- Home/school links (including responsibility for home learning/supported study initiatives)
- Co-ordination of assessment and reporting systems (including Pupil Tracking)
- Events Co-ordinator: photographs, services, Sponsored Walk, 'special' evenings, Evening of Celebration, S1 Benmore residential
- DHT link for Anderson and Barton
- Faculty link for Technology & Mathematics (including overview of Numeracy across learning)

Anderson/Barton



Shared responsibilities: Behaviour management (including Duty Officer and exclusions)

Mrs N Fielding
Business Manager

- Overview of school finances
- Redistribution of classes due to staff absence
- Personnel management (SET): recruitment and deployment, support and welfare, references and career development (including Performance Review & Development); maintenance of records for all staff
- SEEMiS Co-ordinator, with responsibility for all ScotXed and CEC returns
- Health and Safety Officer
- Data Protection/Copyright/Freedom of Information
- Overview of property management (building and ground maintenance); liaising with Facilities Management
- Overview of cleaning and catering services; liaising with Facilities Management



Registration and Enrolment

The date for registration of new school entrants is on the council's website www.edinburgh.gov.uk. Registration for Primary 7 pupils moving up to 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 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 the parents/carer 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 Education, and Children's Services department, or as
- unauthorised, that is unexplained by the parent (truancy).

You should update the school on each day of your child's absence. Please let the school know by phone (0131 554 0606) or email (admin@leith.edin.sch.uk) confirming the reason for absence. If there is no explanation, the absence will be regarded as unauthorised.

Leith Academy operates a text messaging system which will alert parents to their child's lateness to school or absence on a period-by-period basis.

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 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 Education, and Children's Services 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

We are very proud of the school uniform and that all our pupils wear it. It has been a tradition in the school over its long history since 1560. The school appreciates the support of parents in this matter. The following arrangements are currently in place:

- White shirt
- Leith Academy Tie (dark blue)
- Black v-neck jumper/cardigan (plain and without logos)
- Leith Academy Hoodie
- Black trousers/skirt (No joggers / leggings without a skirt)
- Black shoes / footwear
- Blue blazer (for S6 Prefects)

School blazers and hoodies can be ordered directly from <https://www.logoxpres-schoolwear.co.uk/Leith-Academy/>

We are an inclusive school and a place where we recognise and celebrate diversity of all kinds, including those of us who identify as LGBTQ+. Any pupil is entitled to wear any form of the allowed uniform prescribed above if they choose.

Pupils are expected to present a neat and tidy appearance. Any visible tops worn under shirts/sweatshirts should be black or white.

For PE, all pupils should have a complete change of clothing - shorts, appropriate sports top and shoes with non-marking soles, for indoor use, swimming costume, etc.

When pupils represent the school, they should be smartly turned out on the school strip.

All pupils must bring a school bag large enough to carry books, folders, iPad and PE Kit.

The following are not appropriate in school:

- items causing health/safety risks (e.g. 'shiny' clothing, metal chains, earrings, large belts, chunky bracelets/necklaces)
- items posing a security risk (e.g. baseball caps, hoods up)
- footwear which may damage flooring
- clothing with words or pictures which could cause offence to others
- football colours (worn as shirts, scarves, etc.)
- clothing that is so tight, short or revealing that it could give offence to others
- clothing which advertises the use of alcohol, tobacco or drugs
- clothing which is inappropriate for a place of work/study
- loose and baggy clothing which would be a hazard in CDT and Science areas

In general, pupils wearing clothes which do not comply with health and safety guidelines cannot participate in lessons and may be sent home to change. The co-operation of parents in maintaining standards is necessary and welcomed.

Please help us by ensuring that pupils do not bring valuable or expensive items of clothing to school. If you have any queries regarding the school's dress code, please contact the school office.

School Meals

Menus offer healthy and tasty meal options while reflecting the Scottish Government's food and drink legal requirements in both primary and secondary settings. Our menus are written to balance pupil choice with the most stringent of school food standards in the UK.

All our menus are nutritionally analysed, and new dishes trialled by pupils prior to menu launch

- All our meat is either Quality Meat Scotland or Red Tractor Assured
- All our dairy comes from Scottish Farms
- All eggs used are Free Range
- All fish is MSC certified
- We believe in sourcing food with provenance and aim to increase our spend with Scottish suppliers every year

Special diets and allergies are accommodated subject to consultation with parent/guardian and catering services. The catering service supplies meals for pupils by following the special diet policy – more information on menus/ special diets and prices can be found here:

<https://www.edinburgh.gov.uk/food-clothing/lunch-menus-schools>

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

Please note we are a cashless School. All payments must be made through Parent Pay.

School Grants

Families on low income can get school grants to help with the cost of lunches and school clothing.

If you meet any of the following conditions you will be eligible to receive:

- Free school meals for your children in secondary school
- Payment for lunches during school holidays
- Free milk
- A school clothing grant payment of £150 for each secondary child, paid once a year into your bank account

You must receive one of the following benefits:

- 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 school grants 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

School grants are valid for one school year. The entitlement ends if your child leaves school before the end of the school year.

Information on school grants and how to apply is available on the website:

www.edinburgh.gov.uk/schoolgrants

Travel to and from School

We encourage our pupils to walk to school as many of our pupils live in the school catchment. Parents are requested, when dropping off/collecting children from school that they do not park on the yellow box at the entrance to the school grounds or on the double yellow lines at the main school entrance.

All children can travel on bus and tram for free with a young Scot card. You can apply for one here: <https://getyournec.scot/nec/>

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. Senior management are on duty at break times and there is a rota of staff and prefects on lunchtime supervision (Monday-Thursday).

School security

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

Everybody visiting at the school 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 school office where we shall be happy to arrange an appointment for you.

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.

Text messages are sent to parents on these occasions where that is possible, and updates are placed on the school website <https://leithacademy.uk/> and through our Twitter channel @leithacademy

In addition, announcements will be made on local radio stations and via the Council's corporate Twitter account [www.twitter.com/Edinburgh CC](https://www.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.

A policy for mobile phones and other devices

The school recognises and welcomes the fact that many, if not most, of the pupils have access to a mobile phone: it makes them safer in the community and affords parents more peace of mind; it can be used for educational purposes.

Our device use policy, created by our Pupils can be found on our website here <https://leithacademy.uk/parents/gdpr-policy/>

We all recognise the beneficial applications of mobile phones and other devices and encourage the use of our school iPads to research answers/materials. Others accept that the pupil may use the calculator which many phones have. The camera may be used to record examples of work, as can the video (both these things are encouraged in CfE.) Smart phones may have Apps such as English and foreign language dictionaries/translators or

maps which are of use in classrooms of today.

The school, however, reflects society, and in society there is an etiquette for the use of mobile phones and other such devices in places where groups of people are gathered together for a single purpose, whether it be in the cinema or a public meeting. In classes, a group is gathered under the leadership of a teacher for the purpose of learning and teaching. Indeed, the teacher may direct the pupils to use their mobile device for a purpose such as one mentioned above.

However, in such circumstances it is inappropriate to make or receive phone calls, message other people, access the internet for purposes other than those directed by the lesson.

For these reasons pupils should only use their phones (or other devices) when directed to or allowed by the teacher. When so directed, they should not use their phones in an inappropriate way (see above,) and they should put them away when directed.

At all times in the classroom, pupils' phones should be on silent.

We would ask parents to support the school by not texting or phoning pupils during lesson times. Parents can get in touch with their children in an emergency by telephoning the school.

In our society it is not acceptable to take photographs of other people, make videos involving them, or record them on audio without their express permission. Indeed, doing so may involve an individual in breaking the law. It is therefore unacceptable to do these things in school. It may be that pupils will wish to record a performance in an Expressive Arts subject or record speaking in a foreign language: this can only be done if every participant is in agreement and the resultant images or recordings can be shared with everyone in the group.

If pupils do not comply with these guidelines, they may be referred to the Curriculum Leader (minor, one-off) their House Head (more regular or repeated misuse) or the Duty Officer (serious misuse or persistently within a lesson.) At this point a parent may be contacted and, in some cases, asked to come in to the school to discuss the best way forward.

In connection with the above, however, it should be noted that the Council no longer reimburses parents for the loss or damage to pupils' property/belongings. The school is not insured for such events and will be highly unlikely to make any compensation payments (unless proven to be negligent). Therefore, it is most important that pupils take every precaution in looking after their belongings, particularly in areas such as PE changing rooms. Staff will secure valuables, but pupils are responsible for asking for help. Expensive items such as mobile 'phones and iPods are often the target for theft nowadays and pupils bring them into school at their own risk.

Given the situation described above, it is recommended that families check their current insurance policy and extend it if necessary to cover loss/damage to items in school. This may prove a relatively inexpensive approach.

Equality

We at Leith Academy value Diversity and Respect. We work within an equity and equality framework. This outlines the duties which the Council is required to undertake to tackle discrimination, prevent harassment and ensure our work promotes equality. The Council is committed to eliminating discrimination on the grounds of race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity. Our website has our last updated policy here <https://leithacademy.uk/parents/equalities-policy/>.

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 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 Education and Children's Services 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 school

Leith Academy 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 or protected 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

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, 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 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 Leith Academy 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, we have a legal obligation to pass on information to their new school/education authority about their education at Leith Academy.

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, Leith Academy 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 Education, and Children's Services 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 academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need 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.

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.

School Nursing Team

The School Nursing team is made up of:

- **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)

Services provided

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

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 - Mental Health Specialists
- **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.

Medicine administration

Parents who wish the school to administer medication (prescribed or non-prescribed) should contact the School Support Assistant (Welfare) to discuss details and complete necessary paperwork. It should be noted that, in the case of prescribed medicine, the medication must be supplied in the dispensing container with the original pharmacy label attached stating the pupil’s name, date of birth, name of medication, time/frequency and route of administration. The statement ‘As Directed’ is not acceptable. Medication that is not supplied to school in the dispensing container with the original dispensing label will not be accepted.

Use of social media

Leith Academy 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

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.

Other School Policies

More information regarding our policies can be found on our [website](#).

Section Two – Parental Involvement in the School

Parental involvement is very important as we know children and young people do better on a wide range of measures. These positive effects include:

- Better behaviour
- More confidence and greater self-esteem
- Higher attendance rates
- A lower risk of exclusion
- More enthusiasm about learning
- Better results.

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 Council, how to contact them and how parents can get involved in the life and work of the school.

Connect <https://www.facebook.com/groups/connectingparentgroups> is the national organisation for Parent Teacher Associations and Parent Associations in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents.

The National Parent Forum of Scotland <https://www.npfs.org.uk> has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

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.

Children's Rights

The rights of children and young people are at the heart of our code to practice. They are laid out in the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC ensures that children and young people grow up healthy and safe and that their views are taken into considerations in decisions that affect them.

Values

We are committed to supporting the development of the whole pupil and as a result, wish to encourage their development in spiritual, moral, social and cultural terms.

Leith Academy staff, parents and pupils value:

- Respect
- Diversity
- Honesty
- Fairness

Promoting Positive Relationships / Behaviour

We wish to encourage a partnership with you to ensure the best possible standards of pupil behaviour. The discipline structure is intended to provide a suitable framework for teachers and pupils to live and work together happily. This must take place in a controlled atmosphere to allow learning and teaching to take place and to enable pupils to feel safe and secure. Pupils are expected to behave in a polite and considerate manner and to follow our Values and Codes of Behaviour, displayed clearly around the school.

Depending on the seriousness of any event and if a pupil fails to respond positively to warnings, they may be moved from class. If a pattern of misbehaviour develops or if staff are very concerned about a pupil, the parents will be contacted, and a joint solution determined. Only in the most serious of offences will exclusion from school be considered.

The effectiveness of this system and hence the effectiveness of education depends on the co-operation of all concerned - pupils, staff and parents.

An important part of our work is the creation of a positive learning environment and the development of a success culture in which each individual achieves her/his very best.

The school operates a system of merits/demerits whereby staff can recognise and reward pupils' achievement, commitment and effort. In addition, merit certificates are issued twice a year, and we have an annual Evening of Celebration (in June), again to recognise and reward achievement, commitment and effort.

Anti-Bullying Policy

This issue is addressed regularly in PSE and in our assemblies for all year groups. A Buddy system has been set up to pair pupils who may be vulnerable with senior pupils who can offer them advice and support. We believe that the most successful solutions to bullying are those which involve all parties in open and honest discussions, in order to develop a successful outcome.

Our policy can be found here <https://leithacademy.uk/parents/equalities-policy/>

Communication with Parents

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

Please ensure your contact details such as phone and email are up to date and accurate.

Every effort is made to maintain close contact and relations with parents of our pupils and keep everyone informed about the variety of events and activities which take place. This ensures that everyone is aware of the opportunities available and can take advantage of them.

Information will be sent out to parents via text messaging and email. In addition to this, information is often given from the School to Parents. This is done by email / text / website / twitter. A bulletin is produced three times a week and read to all pupils by Key Adults, this is also emailed to Parents. There is also a copy placed on the noticeboard at the front of the school. Head's News is sent out digitally at the end of each week. Assemblies are held regularly for each House group where important issues are raised and then followed up in the Key Adult.

Our main points of contact:

Website - <https://leithacademy.uk/>

Twitter - @leithacademy

Email – Admin@leith.edin.sch.uk

Parents are always welcome to discuss their children's welfare or progress with the appropriate member of staff. Please email or phone the school to make an appointment first, as this will ensure that a mutually convenient time can be arranged to meet. Arranging an appointment in advance allows the school to ensure that the relevant members of staff can be available for consultation and that issues are given proper consideration prior to discussion.

Parent Council

Parent Councils are the formal representative body for parents/carers with children attending school in Scotland. 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
- 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
- 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.
- to raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).

The current Leith Academy Parent Council office bearers are:

- Richard Foggo (Chair)
- Vicky Allan and Hilary Brown (Clerks)
- Treasurer TBC

The Parent Council website can be accessed via the school website here <https://leithacademy.uk/parent-council/> and there is a Parent Council noticeboard at the main entrance to the school.

if you want to join the Parent Council mailing list email leithparentcouncil@gmail.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 www.parentzonescotland.gov.uk

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents.

The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

Pupil Council

The Pupil Council comprises pupils from S1-S6 and across all four Houses. The Council acts as a voice for all pupils in school and, through the use of 'Have Your Say' cards, all pupils can contribute to issues on school matters. The Pupil Council is also closely affiliated with other committees which also run in the school (e.g. Eco) and, through these groups, pupils have had the opportunity to attend outside events with Planning Aid Scotland as well as establishing community links with the Leith Youth Forum and the Scottish Youth Parliament. The Pupil Council also sends representatives to Parent Council meetings. Through being an active member of the Pupil Council, pupils are provided with a basis for active learning of important life skills, such as speaking and listening skills, teamwork, problem-solving, moral reasoning skills as well as building on their self-esteem and self-confidence.

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.

Our Curriculum Rationale can be found on our website here [Curriculum Rationale - \(leithacademy.uk\)](http://leithacademy.uk)

Edinburgh Learns for Life – A Vision for Education



Our Vision

The Edinburgh Learns for Life vision is to create a fairer, healthier, greener future for everyone. We will work together to ensure that high quality learning takes place in schools and in the wider communities where young people live, learn and work. All our young people will be supported to make progress in their learning, pursue their interests and passions, without being limited by barriers. We will provide inclusive and equitable learning opportunities for everyone. Learners will be provided with opportunities to lead, and shape, their own learning where a wide range of pathways are valued equally. Through working together, we will form relationships, and connections, which support positive health and wellbeing and reduce poverty.

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 wherever that's needed. There is an emphasis by all staff on looking 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.

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.

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 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

Pupils are regularly given homework to support their learning and to encourage them to become more organised and self-supporting in their learning. Homework tasks will be given where a teacher feels a particular child or group of children may benefit from it and will be in line with your school's homework strategy.

The homework will be organised according to the stage and ability of the child, it can arise from all curricular areas, and it may include written, oral or practical activities. The tasks set will be interesting, worthwhile and challenging for the child.

Parents are encouraged to help pupils with their homework as a means of keeping them up to date with the work of the class and the child's progress and to promote partnership between the school and parents. Homework provides an opportunity to consolidate what has been learned in class and makes you aware of what your child is learning and provides you with a useful discussion starter. Homework is also an integral part of schoolwork. Parental interest and co-operation in ensuring homework is undertaken is appreciated.

Religious Instruction and Observance

Parents who wish to exercise their right to withdraw their child from religious instruction and / or observance should contact the head teacher, in writing, and alternative arrangements will be made for your child.

Active Schools

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood, and to develop effective pathways between schools and sports clubs in the local community. These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Coordinator, Aiden Haughey via admin@leith.edin.sch.uk.

Progression Pathways in the Senior Phase (S4-S6)

We are committed to supporting all children and young people into positive and sustained leaver destinations. By curriculum pathway we mean: “the totality of all that is planned for children and young people throughout their education” (Building the Curriculum 3, 2008) - where all learners are on the right route to the right job, through the right course via the right information.

Career Information, Advice and Personal Support

Through personal support we must build the confidence of our children and young people that they are making the right decisions about their learning pathways in line with their aspirations and abilities.

www.skillsdevelopmentscotland.co.uk is developing as a ‘one-stop shop approach’ to better signpost all qualifications, pathways and support for learners in Scotland. Each school has a dedicated *Skills Development Scotland* Careers Adviser who can support young people and parents at times of choice and change.

For information and support with career conversations go to: www.mykidscareer.com *My World of Work* provides an online learner account that enables young people to develop their career management skills and record their attributes, skills, achievements and successes to help them plan their learner journey into work.

<https://www.myworldofwork.co.uk/secondary-school-pupils>

The Scottish Credit & Qualifications Framework (SCQF) helps people of all ages and circumstances to access the education and training that is appropriate to them over their lifetime. It can help you plan your learning and develop progression routes to follow, whatever your situation may be.

The SCQF helps you make sense of qualifications and plan the next stage of your learning journey. You can also compare vocational and more traditional qualifications and see that, although they can be different types of learning, in many cases they sit at the same SCQF Level.

Scottish qualifications are delivered at SCQF level 1-12, schools deliver qualifications up to SCQF 7 which is Advanced Higher. Course awards include National Progress Awards (NPA), Skills for Work Awards (SfW) as well as National Certificates (NC) and Higher National Certificates (HNC).

The following is a helpful guide to the SCQF for secondary school pupils:

<https://scqf.org.uk/media/1408/connecting-your-learning-journey-final-web-may-2018.pdf>

Parents and Carers can access further support on the SCQF here:

<https://scqf.org.uk/support/support-for-learners-parents/support-for-parentscarers/>

Your child may still be at school and about to make a transition to the next stage of their education or may already be at college or university. Wherever they are in their learning journey the SCQF is here to help you make sense of the range of Scottish qualifications, so you can support them to plan their next move.

Sometimes we know where we're going next and what we want to do. For example, your child might study Nationals, then Highers at school and be sure they're going to university next. However, they might prefer to undertake a Foundation Apprenticeship (SCQF Level 6) in S5-6 instead of a Higher or go to college and do some vocational training or learn whilst working through a Modern Apprenticeship (SCQF Levels 5-7). The SCQF can help young people work out their next move and the various pathways to employment.

The **Scottish Qualifications Authority (SQA)** website provides detailed information on all courses from National 3 – Advanced Higher:

<https://www.sqa.org.uk/sqa/45625.3728.html>

The **National Parent Forum of Scotland** has produced a range of leaflets providing useful summaries of qualifications and progression in the Senior phase:

<https://www.npfs.org.uk/downloads/senior-phase-in-a-nutshell/>

The Nutshell Series gives the key facts about National Qualifications (National 1-5 and Higher) including details of course assessment:

<https://www.npfs.org.uk/downloads/category/in-a-nutshell-series/nationals-in-a-nutshell-series/national-5/>

<https://www.npfs.org.uk/downloads/category/revision-guides/higher/>

Senior Phase School-College Partnership (SCP): The City of Edinburgh Council and Edinburgh College

The Senior Phase SCP can bridge the gap between young people's education and their employment opportunities through improved vocational and technical learning opportunities. Vocational pathways complement academic studies. They are also vital to helping young people develop skills that are crucial to Scotland's economy while exposing them to the more independent and self-reliant environment of college education.

Pooling resources and expertise between schools and colleges maximises what can be offered to young people.

How are the courses delivered?

Most courses run for an academic year, with some Foundation Apprenticeships running for two academic years. The majority of courses will be delivered over two school afternoons, usually Tuesday and Thursday, however some courses have a different attendance pattern so please check course duration and attendance patterns carefully.

Colleges use the same Scottish Candidate Numbers (SCN) as schools so young people should expect to see their college results alongside other school-based qualifications. Edinburgh College, like school, can provide additional support if required.

What is a Foundation Apprenticeship (SCQF Level 6)?

A Foundation Apprenticeship (FA) is a nationally recognised SCQF Level 6 qualification (same level as Higher) offering a combined classroom and work-based learning opportunity for senior phase pupils. It is delivered in partnership with employers, Edinburgh College and specialist learning providers, such as Edinburgh Early Learning Childcare Academy (EELCA).

The FA has been developed with Skills Development Scotland to provide learners with the knowledge, skills and work-based experience, relevant to occupations in growth industry sectors. The City of Edinburgh Council and Edinburgh College offer Foundation Apprenticeships in the following areas:

- Children and Young People
- Engineering, Civil Engineering
- Social Services and Health care
- Creative Design and Media
- Financial Services, Accountancy and Business Skills
- Scientific Technologies
- ICT Software Development
- Food and Drink technologies

What qualification does the FA provide?

Most FA programmes last two years, with learners beginning their FA in S5. There are some one-year FA programmes available for S6 learners. The FA is offered through the School-College Partnership, so learners will spend part of the school week at Edinburgh College or with a local employer and complete the FA alongside other senior phase courses.

Attainment is measured by ongoing assessment in college and in the workplace – there is no final exam. On successful completion of the course, learners will achieve a Joint Qualification Certificate for the Foundation Apprenticeship comprising a National Progression Award (NPA) and a Scottish Vocational Qualification (SVQ) at Level 6.

Several progression pathways will be open to learners including accelerated entry onto a Modern Apprenticeship or continued study at college or university, dependent on meeting entry requirements. The FA will support entry requirements to courses at University and College, and Modern and Graduate Apprenticeships.

By giving earlier exposure to the world of work and undertaking work-based projects, the Foundation Apprenticeship will help young people develop the necessary skills, experience and knowledge employers seek, all while still at school.

More details can be found at:

<https://www.apprenticeships.scot/become-an-apprentice/foundation-apprenticeships/>

Section Four – 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.

Pastoral Support

There are four House Heads who are each responsible for the care and welfare of pupils from S1-S6. They provide a single point of contact for parents about any matter and will be responsible for siblings, thereby developing a relationship based on sound knowledge of individual needs, abilities and background and of family background. The Support for Learning Leader will be responsible for co-ordinating arrangements and support for pupils with Additional Support Needs:

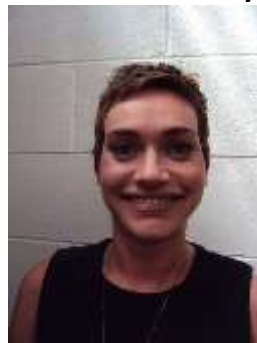
Anderson
Mr Daniel Fox



Cowan
Mrs Jenna O'Brien



Barton
Mrs Laura Lindsay



Port
Mr Blair Connor



Support for Learning Leader
Ms Ali Taylor



Aims and Objectives

All our specialised services have been brought together into one departmental structure. The functions of Guidance, Support for Learning and Alternative Education have been integrated into the Pupil Support Department. Its aims are as follows:

- to provide a single point of contact for each pupil, (the House Head) so that staff, parents and pupils know whom to approach for practical assistance in helping pupils succeed at school, with specialised provision co-ordinated by the ASL Manager
- to provide a broad range of support services to pupils experiencing difficulty with any aspect of school life: personal, social or academic
- to provide team management of all the specialised provision in the school covering: Pastoral Care, Support for Learning, Additional Needs, Disability and Social Inclusion
- to support pupils at times of transition and choice e.g. from primary to secondary, S2-S3 and S4-S5-S6 course choices, planning for careers and accessing post-school education
- to provide a programme of Personal and Social Education for S1-S3 and Personal Development for S4-S6
- to advise subject departments on strategies for meeting the learning needs of all pupils to ensure achievement for all
- to work with staff, members of other agencies, primary teachers, parents and pupils to identify and address learning difficulties
- to liaise with parents, staff and members of other agencies to review pupils' progress and ensure effective additional support for pupils who require it
- to develop a programme of pastoral care involving all staff in the school. This will involve meeting regularly with a small group of pupils, getting to know them and assisting them in monitoring their attendance and progress.

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 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 Education, and Children's Services 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.

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.

Support for Learning

This service assists subject departments in developing strategies which will enable the full range of pupils to access the curriculum.

Additional Educational Needs Provision

Provision of in-class support, either from a Pupil Support Assistant or a teacher to enable an individual pupil or group to access the curriculum. This extends to EAL (English as an Additional Language) pupils for whom there is some in-class support as well as the opportunity of additional short-term language classes.

Disability Provision

Services to pupils experiencing physical difficulties aimed at allowing them to access the curriculum and the facilities of the school.

Inclusive Education Provision

These are services that are targeted at young people experiencing difficulties in meeting the day-to-day demands of school. 'The Centre' provides support to pupils whose behaviour can present as a barrier to learning and there are developing curriculum support strategies, with SfL staff working with faculties/departments to provide support to pupils who are experiencing difficulties in coping with aspects of the school curriculum. We also have our Learning Hub and Nurture base which also work with young people who may be finding school distressful. These areas are provided on a referral basis.

Secondary Resource Provision

Within the City of Edinburgh Council's framework for the integration of services to children with Additional Support Needs Leith Academy has been designated as one of four mainstream secondary schools which provide enhanced provision for pupils on the autistic spectrum and those with moderate learning difficulties. The teaching staff have undergone training, Pupil Support teachers have built up specialist knowledge and we now have experience in assisting this group of pupils to make a success of their time at Leith Academy. To facilitate referrals to this specialised provision, applications are dealt with through the Communities and Families Department's Professional Advisory Group (PAG). This allows an appropriate level of priority to be given to pupils requiring this specialist support. The Secondary Resource Provision utilises the classroom adjacent to the Resource Centre, although pupils will spend the majority of their time in mainstream classes with appropriate support. The Secondary Resource Provision aims to:

- create an 'Asperger friendly' environment
- liaise closely with parents and outside agencies
- provide opportunities for development of social skills
- be proactive in minimising the sources of stress to avoid outbursts and bullying
- hold regular reviews to monitor progress and plan for future needs

Key Adult Groups

Every pupil currently in years S1 to S6 is a member of a Key Adult Group. This is a group of pupils who meet each day for registration with their Key Adult. The member of staff will stay with the group as the pupils move up through the school. This means that all pupils have a member of staff who gets to know them as individuals and who can engage with them in meaningful discussion of personal progress, school ethos and school organisation. The tutor works with the pupil to:

- monitor absences and punctuality
- review progress and set targets
- discuss assembly topics
- support dress code and school behaviour rules
- communicate news items from the school bulletin
- distribute relevant information for pupils and parents
- reinforce the praise merit system
- ensure the 'equipped for success' policy is followed
- build awareness of whole school events such as supported study, revision schools, after school clubs, sports and artistic opportunities

By getting to know pupils and building up a positive working relationship with them the Key Adult can support the school's aims, alert subject staff and Pupil Support staff to any concerns and can have a positive influence on pupils' attitudes and standards, helping us to improve our school ethos.

Section Five – 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 – Success in Learning for All

Monitoring performance and using the resulting information to secure improvement is an important part of the work of headteachers, school staff and officers within Education, and Children’s Services.

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school’s major achievements. Information relating to improvements in performance highlights attainment trends.

Wider achievement is recognised and celebrated across the school with successes registered in the wider achievement and vocational options offered: JET, Achieve, SQA Leadership, Health Sector, Travel & Tourism, Vocational Languages, Work Experience, etc. Our 16+ initiatives contribute to sustaining young people in Positive Destinations. Achievement, commitment and effort across a wide range of activities are recognised at our annual Evening of Celebration.

School Improvement Plan

The most recent plan can be found on the school’s website here [School Improvement Plan - \(leithacademy.uk\)](http://leithacademy.uk). The four priorities for the session are outlined, reflecting the National Improvement Framework are:

- Improvement in children and young people’s attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people’s health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

Parents have a role to play with especial reference to the third priority in that their views on the school’s provision are sought on a biennial basis. This feedback is followed up with the Parent Council.

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/Acronyms

1+2	Mother tongue plus two additional languages	The policy to expand and improve learning so that by 2021 every child will learn a first additional language from Primary 1 and a second by Primary 5.
ACP	Anticipatory Care Plan	A document detailing how a patient would like their medical care to progress if they become unwell. For pupils with an ACP it should travel with them on school outings.
ADES	Association of Directors of Education in Scotland	The national organisation which represents directors and senior managers from Scottish local authorities.
ADHD	Attention Deficit Hyperactivity Disorder	ADHD is a condition that affects people's behaviour. People with ADHD can seem restless, may have trouble concentrating and may act on impulse.
AHDS	Association of Head Teachers and Deputes in Scotland	AHDS is a union for promoted teachers in primary, nursery and ASN schools.
AHPs	Allied Health Professionals	An umbrella term for a range of professional practitioners and support staff including Occupational Therapists, Physiotherapists, Speech and Language Therapist and Orthotists.
ASDAN	Award Scheme Development and Accreditation Network	A British education charity and awarding organisation. Provides programmes and qualifications for learners with special educational needs and disabilities.
ASD	Autism Spectrum Disorder	Autism is a lifelong, developmental condition that affects the way a person communicates, interacts and processes information.
ASL	Additional Support for Learning	Additional support for learning means giving children extra help or support so they can get the most out of their education.
ASN	Additional Support Needs	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.
BGE	Broad General Education	The broad general education begins in early learning and childcare and continues to the end of S3 (the third year of secondary school).
BNN	Bilingual Nursery Nurse	Nursery Nurse who works in English and another language, to support Early Years settings and schools (P1) in their work with children and families who have English as an Additional Language. This includes joint assessment of children with other additional support needs.
BSA	Bilingual Support Assistant	Bilingual Support Assistants support early stage EAL learners to access the curriculum using their home language and English; support home-school-home communication; and advise on cultural issues. In Edinburgh, we have BSAs for Arabic, Cantonese, Kurdish, Mandarin, Polish, Punjabi/Urdu.
CA	Classroom Assistant	Classroom assistants provide support to teachers.
CfE	Curriculum for Excellence	Curriculum for Excellence is the Scottish curriculum for pupils aged 3 - 18. It helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century.

CL	Curriculum Leader	A promoted teacher who typically works in a secondary school and has a specific remit to take a lead role in managing their curriculum area. They typically manage and lead a team of teaching staff within their subject area.
CLD	Community Learning and Development	Teams who work with and support communities in areas such as adult and family learning and youth work.
CLPL	Career-long Professional Learning	Ongoing learning throughout a professional's career.
COSLA	Convention of Scottish Local Authorities	A membership organisation for councillors in Scottish local authorities.
CPD	Continuing Professional Development	Each teacher in Scotland is required to undertake a certain amount of CPD each year to maintain or upgrade skills and knowledge (see PRD and PU).
CPM	Child's Planning Meeting	A meeting to implement or review a child's plan. A personalised child's plan will be available when a child needs a range of extra support planned, delivered and co-ordinated. This will explain what should improve for the child, the actions to be taken and why the plan has been created. The child's plan is managed by a 'lead professional': someone with the right skills and experience to make sure the plan is managed properly. Depending on the situation and the child's needs, the lead professional may also be their named person. The child and parent(s) will know what information is being shared, with whom and for what purpose, and their views will be taken into account. This may not happen in exceptional cases, such as where there is a concern for the safety of a child or someone else.
CSP	Co-ordinated Support Plan	A child/ young person is eligible for a CSP when they need support at school from services other than education services, on an ongoing basis. A CSP document gathers together reports and plans from all the professionals who will support a child with additional support needs in school, for example Speech and Language Therapists, Social Workers. A CSP should be reviewed every year and parents have a key role in this process.
CT	Class Teacher	Teacher who is assigned to a specific class. In secondary specialist provision they may also be known as the base class teacher.
CYPADM	Children and Young People Acute Deterioration Management	A document detailing how a patient would like their medical care to progress if they become very unwell. For pupils with a CYPADM it should be with them at all times.
DHT	Depute Head Teacher	The role of DHT will vary from school to school but generally they will stand in for the headteacher as necessary and will have responsibility for leadership and management of colleagues.
DO	Development officer	Development Officers are appointed, often on a temporary basis, to undertake specific development work at school or authority level.
D of E	Duke of Edinburgh Award	A youth awards programme founded in the UK in 1956 by Prince Philip, Duke of Edinburgh, that has since expanded to 144 nations. The award recognises wider achievement

EAL	English as an Additional Language	<p>A learner of English as an Additional Language is a pupil whose first language* is other than English.</p> <p>This includes children and young people:</p> <ul style="list-style-type: none"> - who arrive in Scotland from another country during their schooling - who have always lived in Scotland / UK and use a language other than English at home <p>* The first language is the language the child was initially exposed to in childhood and continues to be the language used at home and in the community.</p>
EE	Enhanced enrolment	<p>Enrolment meeting with a new arrival whose first language is not English and their and parents-carers (supported by an interpreter, if needed). This meeting enables school to gather full information about the child or young person's language skills (in all languages they speak/read/write), prior education and attainment, strengths and interests, additional support needs; and to share key information about school with the learner and family. Through effective use of information gathered at an enrolment meeting, the school can fully support the learner's transition into education in Scotland.</p>
EIS	Educational Institute of Scotland	The largest teaching union in Scotland
ELC	Early Learning and Childcare	<p>This term is meant to emphasise that care and education of very young children are not two separate things as babies and young children are learning all the time. ELC settings include family centres, nursery schools, nursery classes attached to primary schools and childminders. These places may be run by local authorities, private businesses, voluntary sector organisations and self-employed individuals.</p>
EP	Educational Psychologist	<p>Educational psychologists support schools and the local authority to improve all children's experiences of learning. They use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning.</p>
EPG	Education Placement Group	A City of Edinburgh Council group that considers which specialist provisions to place pupils in.
ESOL	English for Speakers of Other Languages	<p>ESOL is studied by those whose first language is not English.</p> <p>SQA ESOL qualifications for young people (S3-S6) are delivered through the Schools College Partnership and by some secondary schools.</p> <p>ESOL courses and classes for adults are delivered by different providers, e.g. local authorities, colleges, third sector organisations.</p>
EYO/EYP	Early Years Officer/ Early Years Practitioner	EYOs and EYPs make up most of the staff who work in nurseries and pre-school settings in Scotland.
FE	Further Education	This is post-compulsory education which is different from that offered in universities. It is mainly taught in colleges as well as work-based learning or in adult and community learning.
FEF	Finance for Equity Funding	Funding for schools to address the poverty related attainment gap.

FLO	Family Learning Officer	This person may develop and run courses and activities for families so they can help or support their child's learning.
FSM	Free School Meals	
FTE	Full-time Equivalent	This is a way to measure how much time a member of school staff works in school. For example, FTE 1.0 means the person works full time, FTE 0.5 means the person is half-time.
GIRFEC	Getting it Right for Every Child	A Scottish Government policy which aims to make sure all Scotland's children, young people and their families have support across public services such as health, education and social work. The GIRFEC approach supports children and young people so that they can grow up feeling loved, safe and respected and can realise their full potential.
GRT	Gypsy Roma Traveller	The term Gypsy, Roma and Traveller is used to describe a range of ethnic groups or people with nomadic ways of life, including: <ul style="list-style-type: none"> • Gypsy Travellers (English, Welsh, Scottish, Irish Romany people) • Roma (more recent migrants in the UK from Central and Eastern Europe) The term Traveller can also refer to groups that travel (e.g. New Travellers, Boaters, Bargees and Showpeople) however these are not ethnic groups.
GTCS	General Teaching Council for Scotland	The professional body that maintains the register of teachers and ensures teachers' professional standards. In Scotland children must be taught by qualified and GTCS registered teachers.
GUS	Growing Up in Scotland	Growing Up in Scotland is a long-term study tracking the lives of thousands of children and their families from the early years through childhood and beyond. The main aim of the study is to provide new information to support policy-making in Scotland but it is also intended to provide a resource for practitioners, academics, the voluntary sector and parents.
HE	Higher Education	This is post-compulsory education which usually takes place in universities.
HESS	Health Education Support Service	1:1 support service to meet the complex care needs of pupils that meet specific health care criteria.
HGIOS 4	How Good Is Our School (version 4)	A self-evaluation tool kit for schools.
HNC/ HND	Higher National Certificate/ Higher National Diploma	Higher National Certificate (HNC) and Higher National Diploma (HND) are advanced qualifications equivalent to the first two years of study at university. They are offered by colleges, some universities and many training centres. HNCs take 1 year to complete and HNDs take 2 years.
HT	Head Teacher	Also known as a rector, the headteacher is the leader and manager of a school.
ICT	Information and Communications Technology	ICT in education can be found in the following ways: <ul style="list-style-type: none"> - as a subject, e.g. computer studies - as a tool to support teaching and learning, e.g. the use of whiteboards - as an administrative tool.

IEP	Individual Education Plan	An IEP is a document which sets out the goals and achievements of each school pupil. Every child should have an IEP and should also have an input to its content. It should be reviewed regularly.
ITE	Initial Teacher Education	This describes the courses taken by people who want to become teachers. Courses are available at universities across Scotland through a four year undergraduate course leading to a BEd degree or a one year Post Graduate Diploma in Education (PGDE).
ITS	Interpretation and Translation Service	
JASS	Junior Award Scheme for Schools	A progressive learning programme for young people which has been designed to recognise wider achievement.
LA	Local Authority	There are 32 local authorities in Scotland.
LAC	Looked After Child	Under the Children (Scotland) Act 1995, 'looked after children' are defined as those in the care of their local authority – sometimes referred to as a 'corporate parent'. There are many reasons children may become looked after, including: <ul style="list-style-type: none"> • they face abuse or neglect at home • they have disabilities that require special care • they are unaccompanied minors seeking asylum, or who have been illegally trafficked into the UK • they have been involved in the youth justice system
LGBT	Lesbian, Gay, Bisexual and Transgender	
LNCT	Local Negotiating Committee for Teachers	See SNCT. Some matters are devolved to LNCTs for local agreement. LNCTs are required to have constitutions setting out the recognition and procedures arrangements. In addition to a negotiating function LNCTs also provide a consultative mechanism.
MSP	Member of the Scottish Parliament	
NAS/UWT	National Association of Schoolmasters/ Union of Women Teachers	A teaching union.
NAT 1/2/3/4/5	National 1/2/3/4/5 qualification	National courses have seven different levels; National 1 to 5 then Higher and Advanced Higher, but the buzz words that you will hear the most are Nat 4/5s and Highers as these are most likely to gain your child access to college and university. In fourth year pupils will study for Nat 1 - 5s depending on what their attainment level in each subject is. In most schools a fourth year pupil would tend to sit Nat 4 or 5s. If they decide to stay on for a fifth year, they can sit more Nat 4 or 5s and progress to Highers.
NIF	National Improvement Framework	A Scottish Government framework focused on measuring and evaluating performance in schools. It includes parents and carers as part of the process.

NPFS	National Parent Forum for Scotland	Supported by the Scottish Government, NPFS provides a parental perspective for local and national policies and issues and helps support parental involvement.
NQ	National Qualifications	NQs are taken by young people in secondary schools, colleges and some training centres.
NVQ	National Vocational Qualification	Work based qualifications.
OSCR	Office of the Scottish Charity Regulator	OSCR decides whether to grant an organisation charitable status and to enter it on the Scottish Charity Register. They monitor charities to ensure they comply with the law.
OT	Occupational Therapist	Occupational Therapists can help people with practical tasks if they are: <ul style="list-style-type: none"> - physically disabled - recovering from an illness or operation - have learning disabilities - Have mental health problems They can look at aspects of daily life at home or in school. They look at activities that a person finds difficult to see if there is another way to do them.
PEEP	Personal Emergency Evacuation Plan	A plan for a person who may need assistance, for instance, a person with impaired mobility, to evacuate a building or reach a place of safety in the event of an emergency.
PEF	Pupil Equity Funding	Pupil Equity Funding is money that is given to schools to help them provide the best possible opportunities for children's learning. In particular, it is there to help the school support children who experience barriers to learning and who might be falling behind or not getting the same chances in their education because their family is experiencing poverty or other financial difficulties. This money is given to schools as part of the Scottish Government's Scottish Attainment Challenge. Pupil Equity Funding is designed to support children in Primary 1 to S3 who are eligible and registered for free school meals. However, Headteachers can use their judgement to support other children in their school who are affected by poverty. For every child that is registered, the school will receive £1,200 in addition to their normal budget. The Headteacher decides how the money is spent and has to demonstrate the impact the funding has had on children affected by poverty.
PLP	Personal Learning Plan	A document/folder where a pupil can keep a record of their goals and achievements alongside examples of their work.
PPP/ PFI	Public Private Partnership/ Public Finance Initiative	A collaboration between a local authority and private companies, often used in the building and management of schools.
PPR	Pupil Progress Record	A key record relating to a child/ young person's education that follows them through education.
PRD	Professional Review and Development	PRD is an essential part of the GTCS's Professional Update and professional learning. It provides teachers with ongoing opportunities to reflect on their practice and personal learning through professional learning conversations supported by an annual review meeting.
PSA	Pupil Support Assistant	Supports pupils with a wide variety of tasks in school. Also called Learning Support Assistant or Classroom Assistant.

PSE	Personal and Social Education	PSE addresses the learning outcomes within the Health and Wellbeing indicators in Curriculum for Excellence relating to mental, emotional, social and physical wellbeing, planning for choices and change, substance misuse and relationships, sexual health and parenthood.
PT	Principal Teacher	In primary and special schools this is usually a classroom teacher who also takes on some managerial roles within the school. In a secondary school this is typically a head of department or guidance position.
PU	Professional Update	This supports teachers to develop their skills and work. Teachers are asked to keep a record of their learning throughout their careers. This is logged on their GTCS profile and signed off by their line manager every 5 years.
PVG	Protection of Vulnerable Groups	The Protecting Vulnerable Groups (PVG) membership scheme is managed and delivered by Disclosure Scotland. It helps ensure people who work with children and protected adults
QIEO	Quality Education Improvement Officer	Usually a local authority officer who has a specific job around improving the performance of schools.
RA	Risk Assessment	A systematic process that involves identifying, analysing and controlling hazards and risks.
RME	Religious and Moral Education	
RSHP	Relationships, Sexual Health and Parenthood	
SAC	Scottish Attainment Challenge	The Scottish Attainment Challenge aims to raise attainment of children and young people living in deprived areas, in order to close the attainment gap. It will drive forward improvements in educational outcomes to ensure that everyone is encouraged to be the best they can be.
SALT/SaLT/S LT	Speech and Language Therapist	Speech and language therapists provide life-treatment, support and care for children and adults who have difficulties with communication, eating, drinking and swallowing.
SCCYP	Scottish Commissioner for Children and Young People	The Commissioner aims to promote and protect the rights of children and young people in Scotland.
SCEL	Scottish College for Educational Leadership	SCEL supports teaching staff by providing access to high quality leadership programmes of training.
SCQF	Scottish Credit and Qualifications Framework	This organisation promotes lifelong learning in Scotland. The Framework can help parents and young people to plan learning and develop routes through different types of learning.
SDO	Senior Development Officer	Senior Development Officers are appointed, often on a temporary basis, to undertake specific development work at school or authority level.
SEIC	South East Improvement Collaborative	A collaboration between City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders councils to improve schools, early learning settings and other services for children and young people.
SEYO	Senior Early Years Officer	Work in pre-school and nurseries.
SHANARRI	Safe, Health, Achieving,	GIRFEC wellbeing indicators which help make it easier for children and families and the people working with them to

	Nurtured, Active, Respected, Responsible, Included	discuss how a child or young person is doing at a point in time and if there is a need for support. At home, in school or the wider community, every child and young person should be safe, healthy, achieving, nurtured, active, respected, responsible and included.
SIF	Summary of Inspection Findings	This document is available on the Education Scotland website following an inspection.
SIP	School Improvement Plan	This document should show improvement targets for a school. This is typically now included in the SQIP.
SLS	School Leaders Scotland	A union for headteachers and depute headteachers.
SLT/SMT	Senior Leadership Team/ School Management Team	Usually includes the headteacher and depute head teachers; may also include the business manager and principal teachers.
SNAG	School Nutrition Action Group	A committee which usually includes school staff, pupils, parents and local people to promote healthy eating within the school community.
SNCT	Scottish Negotiating Committee for Teachers	A tripartite body comprising members from teaching organisations, Local Authorities, and the Scottish Government. The SNCT follows a negotiating framework for teachers' pay and conditions of service.
SORT	School Operations Risk Toolkit	A risk framework to manage all risk assessments and guidance required in association with the response to Covid-19.
SQIP	Standards and Quality and Improvement Plan	The purpose of the annual SQIP is to report on the main achievements over the last school year and to bring about further improvement to the learning experiences and achievements of pupils. Improvement planning involves identifying what is good about a school, deciding how good a school can be and identifying the best way forward.
SSTA	Scottish Secondary Teachers Association	A teaching union.
STEM	Science, Technology, Engineering, Maths	The name used for this group of subjects.
SVQ	Scottish Vocational Qualification	These qualifications are based on standards drawn up by industry, commerce and education.
TALC	Team Around the Learning Community	A collaborative approach with Educational Settings and Partners to support and maximise learning, attainment and achievement
UCAS	University and Colleges Admissions Service	UCAS process most applications for entry to higher education throughout the UK.
UNCRC	United Nations Convention on the Rights of the Child	This is an international human rights treaty that grants all children and young people (aged 17 and under) a set of rights.
VOICE		A teaching union

VSDS	Volunteer Scotland - Disclosure Services	VSDS is funded by the Scottish Government to support some charities with processing disclosure checks.
VSE	Validated Self-Evaluation	This aims to support and challenge the work of education authorities to improve the quality of education and outcomes for learners.
YAD	Young Adult Disability Social Work Team	SW team that support families of young adults with complex disabilities as they transition from children and families into adult services.
YPPM	Young Person Planning Meeting	See CPM

The information in this school handbook is considered to be correct at the time of publication (August 2024), however, it is possible that there may be some inaccuracy as the school year progresses.