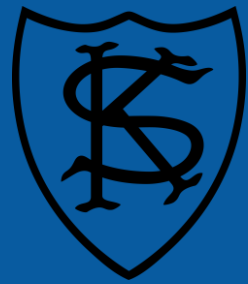


# KAIMES SCHOOL HANDBOOK



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*16<sup>th</sup> October, 2020*



# A Foreword from the Director of Communities and Families

## Session 2020-21

Dear Parents,

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 also 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 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 now, more than ever, an integral part of school life. We look forward to developing that partnership with your support.

I am pleased to introduce this brochure for session 2020-21 and hope that it will provide you with all the relevant information you may 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.

Alistair Gaw  
Director of Communities and Families

## Communities and Families Vision

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

We believe that children and young people do best when:

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

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

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

## Introduction from the Head Teacher

Welcome to Kaimes School Handbook.

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

In Kaimes School, we are very proud of the happy, secure, welcoming environment in which our pupils participate in high quality educational experiences. Our pupils are encouraged to be the best that they can in all that they do and to respect and care for each other at all times.

If you would like further information about our school or would like to arrange a visit please contact myself, or a member of our senior leadership team.

Karen Watters

Head Teacher

To make our handbook easy to use I've divided the information into five different sections :-

- [Section One – Practical Information about the School](#)
- [Section Two – Parental Involvement in the School](#)
- [Section Three – School Curriculum](#)
- [Section Four – Support for Pupils](#)
- [Section Five – School Improvement](#)

## Contact Details

Miss Karen Watters – Acting Head Teacher

Kaimes Special School

140 Lasswade Road

Edinburgh

EH16 6RT

0131 664 8241

Website: [www.kaimes.edin.sch.uk](http://www.kaimes.edin.sch.uk)

Email: [admin@kaimes.edin.sch.uk](mailto:admin@kaimes.edin.sch.uk)

## 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:

- travelling to and from school
- school meals and milk
- financial assistance with school clothing, transport and school meals
- school closures in an emergency or unexpectedly for any reason
- general supervision available for your child in the morning and at lunchtime
- wet weather details
- how the school communicates with parents
- how to complain if you are not happy about something.

### Stages of Education provided for

Kaimes provides school education for pupils aged from 5 to 18 years.

### Present Roll: 99

Kaimes School is an all through special school providing education for primary and secondary aged learners and is located in south east Edinburgh. Kaimes is a school for pupils who have complex, long term additional support needs where the presumption of mainstream cannot be met. Our learners require support with social and pragmatic communication needs associated with Autism Spectrum. Provision at Kaimes will be considered alongside other special provision in the authority, Language and Communication classes (Primary) and enhanced provision (Secondary) in order to identify the most appropriate specialist setting. The school serves a wide area with learners travelling from throughout the City of Edinburgh and the Lothians. Admission to the school is via the CMRG process.

The school will have a roll of 99 and will has 4 classes in the Primary department and 13 in the Secondary department, each class based around groups of up to 6 learners.

The school is situated close to local primary schools and Gracemount High School, thus facilitating joint working and opportunities for integration where appropriate. The links with all schools are evaluated and modified on a regular basis and integration, when appropriate, is recognised as beneficial for pupils and staff of all schools.

### Pupils for whom Kaimes is suitable are likely to require:

1. A broad and balanced curriculum appropriate to the age and stage of each young person.
2. A safe, secure and autism specific environment providing a highly structured and predictable routine.
3. A supportive and flexible approach to learning and teaching.

4. An adapted and differentiated teaching approach appropriate for children and young people with pervasive communication difficulties.
5. A secondary curriculum leading to certification within the SQA framework.
6. A multi-disciplinary approach in which teaching and learning is facilitated as appropriate, by the assessment, advice, and intervention of Speech and Language Therapy, Occupational Therapy, Educational Psychology and support of visiting specialists.
7. Explicit teaching of social, behavioural and life skills throughout the curriculum and in every area of school life.

Parents/Carers wishing to visit the school should contact the Head Teacher to arrange a suitable appointment.

### Organisation of the School Day

	<b>Monday - Thursday</b>	<b>Friday</b>
<b>Primary</b>	8.55 – 3.10	8.55 – 12.10
<b>Secondary</b>	8.40 – 3.30	8.40 – 12.05

### Agreed term dates 2020-21

Dates for holidays are inclusive, for example, for 16 to 23 October, pupils return on the 24th.

#### Autumn

Term starts Wednesday 12 August 2020.

##### **Mid-term holidays**

- Monday 21 September 2020, autumn holiday
- Monday 19 to Monday 26 October 2020, mid term break

Term ends Tuesday 22 December 2020.

##### **Christmas holidays**

- Wednesday 23 December 2020 to Tuesday 5 January 2021

#### Spring

Term starts Wednesday 6 January 2021

##### **Mid term holidays**

- Monday 8 to Monday 15 February 2021, mid term break

Term ends Thursday 1 April 2021

##### **Easter holidays**

- Friday 2 to Monday 19 April 2021

## Summer

Term starts Tuesday 20 April 2021

### Mid term holidays

- Monday 3 May 2021, May Day
- Tuesday 4 May 2021, staff only day
- Monday 24 May 2021, Victoria Day

Term ends Friday 25 June 2021.

## 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.

## Registration and enrolment

The Authority's specialist advisers, in consultation with parents/carers, arrange admission to Kaimes School only after assessment and consideration through Core Management Review Group (CMRG) process involving professionals from multi agencies.

Parents/Carers seeking advice or information should contact their child's Educational Psychologist. Information concerning admissions is also available from the Parent and Pupil Support Manager at Waverley Court.

## Attendance and absence

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

Absence from school is recorded as authorised, that is approved by the Communities and Families department, or as unauthorised, and that is unexplained by the parent (truancy).

Please let the school know by letter or phone if your child is likely to be absent for some time, and give your child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time. I can approve absence from school for a family holiday in certain extreme situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with me before the holiday. If I cannot give permission before the holiday, it will be recorded as unauthorised absence. I 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 me on this basis is regarded as authorised absence.

Any requests for extended absence over two weeks will be referred to the Senior Education Manager: Inclusion who will decide if it will be recorded as authorised or unauthorised leave.

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

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

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

## School Uniform

No formal school uniform is required but pupils are expected to be dressed sensibly for school. Sweatshirts and polo shirts with the school logo are available – these can be ordered online through our own website, or through the school office.

It is important that pupils bring suitable clothing – coats or jackets and suitable shoes – for wearing outdoors, especially during colder or damp weather.

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE equipment which are often lost.

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.

## Footwear and Clothing Grants

Grants for footwear and clothing for children are available to parents receiving:

- Income Support (IS)
- Income-based Job Seeker's Allowance (JSA)
- Any income related element of Employment and Support Allowance
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £16,105
- Both maximum Child Tax Credit and maximum Working Tax Credit and your income is under £7,330
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit

Information on free school meals and clothing grants is available on the [www.edinburgh.gov.uk](http://www.edinburgh.gov.uk) website. Applications for free school meals and clothing grants can be made by contacting Grants, Awards and Placements, Business Centre 1:1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG [school.grants@edinburgh.gov.uk](mailto:school.grants@edinburgh.gov.uk)

## School Meals

Menus offer healthy and tasty meal options while reflecting the Scottish Government food and drink legal requirements for school lunches. Special diets and allergies are usually accommodated subject

to consultation with parent/guardian and catering services. Meal prices are reviewed annually. Please contact the School to be advised of the current price.

### Free School Meals

Some families may be eligible for free school meals. Application forms are available from the school office. The forms have to be completed by the parent along with supporting documentation as detailed on the application form. An application is required for every school session.

### Travel to and from School

Transport to and from school is free of charge for all pupils. Any transport problems should be reported to the Travel Hub (0131 469 2950). Parents/carers should contact their contractor directly if they know in advance that the regular arrangement has to change temporarily, e.g. if their child will not be attending school one day for any reason.

Parents are asked to support school staff in stressing the importance of good behaviour whilst pupils are travelling on school transport. Escorts are asked to report any incidents or concerns to parents and to the HT or DHT and the Travel Hub. In the interests of safety, it is vital that pupils co-operate fully with their driver and escort.

As pupils mature and become more independent they are encouraged, given the approval of parents/carers, to travel to and from school using public transport. Free bus passes are provided for these pupils. We in Kaimes actively encourage pupils to use public transport as a vital step towards independence.

### 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 a visitors' book, badges and escorts, while visitors are within the school building. Normally, anyone calling at a school for any reason will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit.

With current COVID risk-reducing measures, all visitors should notify the office of their reason for visit via the gate intercom and wait outside the school entrance until a member of staff comes. We are asking all visitors to wear a face covering.

### 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.

The school is registered with GroupCall, an email and text alert messaging service. You will be informed instantly by text message and email when it has been deemed necessary to close the school. Parents are not required to sign up to GroupCall. Please make sure you notify the school office of a change of mobile number or email address so we have accurate information to contact you on.



In addition, announcements will be made on Radio Forth (Forth 1 and Forth 2) 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](https://www.facebook.com/edinburghcouncil). If many schools are affected, or the situation is likely to be prolonged, then the Council's website [www.edinburgh.gov.uk](https://www.edinburgh.gov.uk) will also be used.

## Equality

Council has published an Equality Scheme, which can be viewed on the council's website. 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.

## English as an Additional Language

The Children & Families Department provides a support service of teachers of English as an additional language. The teachers visit schools to work with those bilingual pupils who require assistance in developing English language skills.

## Complaints, Comments and Suggestions Procedure –

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

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

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

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

- Please make any complaints initially to the Headteacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.
- If you are still unhappy with the service or with our response then you will have the right to take the matter further and contact Advice and Conciliation [ 0131 469 3233]
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.

## Health and Safety

Within the general policy laid down by The City of Edinburgh Council, the Children & Families Department has prepared and has continuing development of, safety policy statements for all areas

of its responsibility in accordance with the [Health and Safety at Work Act 1974](#). 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.

### School Health Service

A team of specialist Health Service and Children and Families Department staff work together to provide a service throughout your child's years at primary and secondary school. A planned programme is put into place to make sure that they benefit as much as possible from all that school has to offer, and to help prepare for life after leaving school. The School Health Service is part of the Community Child Health Service and has direct links with those who carry out health checks on children before they start school.

Many different services are provided. The staff involved make every effort to work closely with parents/carers and with others who are caring for your child, both at school and in other branches of the Health Service. Some of the services, e.g. testing for vision, hearing or speech, are provided to all children on a routine basis to discover which children may need further tests or Parents/carers are not necessarily notified at the time of these screening tests and any parent who does not want a child to be included should notify the school at the beginning of the session. Naturally, if treatment is thought to be required the child's parents/carers will be informed and consent requested. The issue of maintaining confidentiality is taken seriously by the School Health Team at all times.

Some of the staff concerned and the parts they play are as follows:-

School Nurses are involved with health promotion and education, prevention of ill health, immunisation, health surveillance and screening.

The School Doctor is made aware of any possible problems and parents/carers and the family doctor are informed if any further action is considered necessary.

The School Nurse may be helped by a Health Assistant. The School Nurse acts as an important link between home and school. She visits the school and liaises with the teachers to find out whether any pupil has a health need that requires to be addressed. The School Nurse can link with other members of the health team, in the community or in hospital, concerned with a child's health.

The School Nurse reviews the notes of all children in Primary 1, 4, 7 and Senior 3 as well as those of all new entrants.

An information booklet about the School Health Service is issued to all Primary 1 pupils and any new pupils coming from outwith the Edinburgh area.

Parents/carers are also asked to complete a health questionnaire about their child at Primary 1, 7 and Senior 3 and asked if they would like their child to have a medical consultation with the School Doctor.

The School Doctor may ask for your consent to examine your child if his/her medical records are incomplete or if the doctor particularly wishes to check on his/her progress. You will be invited to be present at any medical examination and kept informed if the School Doctor wishes to see your child again, or thinks that he/she should be seen by the family doctor or a specialist in paediatrics. You can, if you wish, arrange for your family doctor to undertake the examinations instead of the School Doctor, but you may be charged a fee for this. In secondary schools the School Doctor may consider whether any special information should be provided for the Careers Service.

The School Doctor or Nurse will be pleased to see you and your child at a mutually convenient time if you are concerned about his/her health or general progress at school.

With your consent, the School Health Service Staff also carry out immunisations to protect against various diseases.

The Audiometric Team normally checks children's hearing on a number of occasions before the age of 13/14 years. The School Health Team will be told if your child seems to have a hearing problem and they will inform parents/carers and GPs as necessary.

The Speech and Language Therapist can provide assessment and, if necessary, treatment if you, a teacher or the School Doctor feels that your child may have a speech or language problem.

Any enquiries concerning the provision of dental services should be made to:

The Director of the Community Dental Service, 16 Duncan Street, Edinburgh, EH9 1SR (Tel. 0131 667-7114).

We hope that the School Health Service can, together with yourselves, contribute to your child's overall well-being and development. Please do not hesitate to arrange through the Head Teacher to see the School Doctor or School Nurse should you require any further information".

### Medicine administration

The school is regularly visited by the Community Medical Officer (School Doctor) and the School Nurse. Parents/carers are invited to attend their child's medical inspections.

If a pupil needs to take medication during school hours, parents must give clear, written instructions with details of the dosage and times at which it is to be given.

A medical form, issued to all parents, should be completed and signed with this information clearly given. This form is also available to download from the school website. Notification of any changes to the medication arrangements should be sent, in writing, to the Head Teacher.

## Section Two – Parental Involvement in the School

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

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

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

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

### Ethos and 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.

#### Our Vision:

*We celebrate and value our unique skills and abilities...We achieve our full potential....We respect ourselves and others. We enable learners with autism to thrive.*

Our shared vision is to engage our learners with a wide range of high quality learning experiences so they can achieve and attain their very best. We strive to maintain positive outcomes at each transition and embed skills for learning, life and work.

We are committed to supporting the holistic development of the individual child through partnership working with families and our community. We have high ambitions for our young people to reach their full potential and be included and respected in School and society.

#### Our Autism specific ethos permeate our School Values:

- To encourage communication.
- To develop social interactions and positive relationships.
- To support sensory needs.
- To encourage flexibility in thinking and behaviour.
- To create a predictable environment to reduce anxiety.

## Our School Aims:

### Successful learners:

- Deliver a challenging curriculum with a mix of evidence based Autism approaches so each individual reaches their potential.
- Ensure staff have high expectations of both themselves and of the learners. This is based on sound knowledge of learners needs.
- Ensure that staff are highly trained not only in all aspects of education and its delivery, but also in the strategies and philosophy necessary to teach learners with Autism effectively and successfully.

### Confident Individuals:

- Create a safe, comfortable, caring and stimulating environment where learners feel valued as individuals, are respected and their achievements celebrated.

### Responsible Citizens:

- Encourage active participation in all aspects of the school and the wider community in order to promote engagement in real life experiences and social contexts.

### Effective Contributors:

- Actively involve learners in the learning process so that they can be as independent as possible.
- Continue to facilitate a positive partnership with parents to ensure key priorities for learning are being targeted.
- Continue to seek the expertise of other professionals so as to enhance the teaching and learning process for staff and pupils.

## Promoting Positive Behaviour and Relationships

We aim to promote an ethos of mutual respect within the school population of Kaimes. We seek to encourage a positive attitude towards school and operate from the principle that all pupils have a right to education. Our Behaviour policy is in line with the 'Better Relationships, Better Learning, Better Behaviour' and the UN convention on the Rights of the Child frameworks.

### Via our positive behaviour policy we aim to:

- Promote Positive Relationships through good communication and the use of solution focused dialogue
- Develop Restorative Practice and an awareness of respect, rights and responsibilities
- Teach an appropriate Health and Wellbeing Curriculum which supports communication and social skills as well as emotional wellbeing

All staff continuously work to establish positive relationships with all learners and seek to acknowledge and promote positive behaviour. We realise that for many of the challenges our learner's face in life and learning are associated with frustrations in communication. As a result of this frustration, limited or inconsistent emotional regulation can lead to challenging behaviour. We seek to develop relationships in which pupils can interact purposefully, respectfully and with increasing independence. We also recognise that learners should be afforded time to rest from communication due to the effort that goes in to it.

## SCERTS

SCERTS is an evidence based framework for implementing a plan to support learners with ASD. It focuses on a whole team approach between families and education. The aim of SCERTS is to create meaningful and motivating goals for learners based on their current strengths, functional abilities and family priorities.

SCERTS stand for Social Communication, Emotional Regulation and Transactional Supports: three important areas that we can focus on, and set targets in. Together the components combine to encourage the learner to be ready for learning and achieve their maximum potential. Regular assessments allow for an individualised approach.

Emotional Regulation has been our main priority to ensure learners are calm and ready to learn and engage with others. We have been creating and using Zones of Regulation resources. They support learners to recognise how they are feeling, triggers to their behaviour and how they can feel better through calming or alerting strategies. The SCERTS assessment approach supports adults to consider meaningful ways of being responsive and supportive to a broad range of emotions. Learners are given time, space and support to process their emotions.



## Physical Contact, Physical Intervention

Many Kaimes Staff are trained and certificated in the use of CALM (Crisis and Aggression Limitation Management) techniques, which are endorsed by the City of Edinburgh Council.

If a learner is at risk of harming themselves or others, they may be restrained safely, using CALM techniques.

For learners where this is likely, a **Physical Intervention Physical Contact Risk Assessment** is completed by those who know the learner well. These are screened and approved by the Headteacher. This risk assessment outlines the interventions that should be used to avoid reaching levels of dysregulation that may otherwise lead to physical restraint and/or seclusion of a learner.

## Anti Bullying Policy

Whilst many believe that children who bully must be punished for their behaviour, it is widely accepted that this type of response can at times be ineffective, dangerous, breed resentment and can make the situation worse.

Punishment can make a person resentful instead of reflective. Children who bully must be given the opportunity to hear about and face up to the pain, hurt, distress and anger they have caused to others. Punishment does not help to restore relationships and can result in further retaliation.

Whilst appropriate action will be taken by the school, it is also important that all parents involved, work with the school to resolve the problems in the best interests of their child or young person.

## Parents Welcome

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

## Parental Consultation

Regular communication with parents/carers is maintained by means of school progress reports, consultation evenings, annual reviews, letters and telephone calls as necessary. In addition and more specifically for primary, regular contact is made with parents/carers by means of a home/school diary.

Each child/ Young Person will have an annual planning meeting in School to review progress, address any worries and discuss appropriate actions. At this time we shall review Kaimes as an appropriate School placement. Careful consideration is given to the appropriateness of continued placement at Kaimes prior to the primary/secondary transition.

Parents' Evenings take place twice a year, during which there is the opportunity for parents to discuss with teachers the progress of their child and the target setting process.

For some learners more frequent multi professional meetings may be requested in line with our Getting It Right For Every Child approach.

We believe that the relationship between parents and the school has a crucial bearing on a child's progress and that parents are seen as partners in the educational process with unique contributions to make.

## Parental Involvement

We also recognise that parents of children with additional support needs may face a range of pressures and challenges in bringing up their child, no matter how effective they may be as parents. We aim to develop collaboration and mutual support in the following ways:

- By encouraging parents to share information to help us gain a better understanding of their child.
- In primary and the transition classes the daily diary system operates well as a channel of information between home and school.
- We encourage parents to supply us with information on their child's interests, abilities, strengths, weaknesses and difficulties and to share strategies, which work at home. This information is kept up to date as required and reviewed annually.

## WHO TO CONTACT?

All staff have a pastoral role in caring for pupils, ensuring their welfare and supporting them in making curricular and vocational choices.

Primary, Positive Pathways, G class teachers and most mentor teachers have regular class contact with your child during the day. Over the year they get to know your child very well and are able to offer support and guidance when necessary.

Parents can communicate with the class teacher via home/school diary about daily information which can impact on your child's day. Parents can also contact their child's support leader if they have a difficulty or a problem. Every child is allocated a Support Leader from Extended Leadership Team. The support leader will chair the annual planning meeting and have an overview of your child's needs. Those Support Leaders should be the first point of contact.

## Parent Councils

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

Parents are welcomed to be:

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

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

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

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

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education and the community



- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).

### **Parent Council**

The Chair of the Parent Council, can be contacted in the first instance by email to [admin@kaimes.edin.sch.uk](mailto:admin@kaimes.edin.sch.uk)

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](http://www.parentzonescotland.gov.uk)

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 elects or appoints a representative from each class and they have regular meetings. The Pupil Council discuss issues of concern and make suggestion to improve their school. There is a separate Pupil Council for Primary and Secondary Learners.

## Section Three – School Curriculum

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

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

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

### Curriculum for Excellence

Bringing learning to life and life to learning

The Curriculum for Excellence aims to raise standards, prepare 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', helping their progression from class to class, 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 teacher is responsible for the development of literacy, numeracy and health and wellbeing from Early Level through to Senior Phase.

Our curriculum 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 on looking after our children's health and wellbeing – to ensure that the school is a place where children feel safe and secure.

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

The curriculum is informed by the Curriculum for Excellence and the Experiences and Outcomes describe the expectations for learning and progression in all areas of the curriculum. The experiences and outcomes are grouped under the headings of the curriculum areas:

- expressive arts;
- health and wellbeing;
- languages;
- mathematics;
- religious and moral education;
- science;
- social studies;
- technologies.

## PRIMARY DEPARTMENT

Pupils join the primary department at all stages, usually from mainstream primary schools or special class provision.

Primary pupils are grouped principally according to age and learning profile. Each class has a teacher and a pupil support assistant with additional support from a team of nursery nurses.

Therapists liaise with the class teachers in assessing and meeting pupil needs as appropriate. Integrated and/or individual programmes are planned and implemented as necessary.

The primary curriculum is informed by National Guidelines. Work is adapted for each pupil's needs and the progress of every pupil is monitored closely through Individual Education Plan. Each pupil has his/her own IEP with specific targets set as appropriate. The teaching approach is specifically developed to address the pupils' learning styles.

The primary pupils spend most of their time with the class teacher and benefit from the input of specialist teachers in physical education, music and science. There are often visits to places of interest out with the school. This ensures that skills taught in the classroom are transferred and applied in real life situations.

Pupils in the older classes may have the opportunity to participate in a residential experience. This is an invaluable opportunity for the pupils as they improve their social, interpersonal, and independence skills.

## SECONDARY DEPARTMENT

Pupils join the secondary department from our own primary department and from other schools, following the CMRG procedures as described previously.

Each secondary class has its own mentor teacher who provides pastoral support for pupils in his/her class and who is also one of the team of teachers delivering the subject-based curriculum to the class. Each class may have a Pupil Support Assistant to offer additional support. The secondary department offers a range of subjects and access to specialist teaching across the curriculum. Learners will be encouraged to achieve their potential and attain National and Higher qualifications where appropriate.

Work is adapted for each pupil's needs and the progress of every pupil is monitored closely through Individual Educational Programmes. Each pupil has his/her own IEP with specific targets set. The teaching approach is structured and appropriate for pupils with pervasive communication difficulties.

### G classes (S1/S2)

In our Secondary Broad General Education (BGE), a transition approach is in place. In these classes pupils spend much of their time with their register teacher who teaches several areas of the curriculum. This model provides a coherent package of learning and support based around the individual learner and specifically addresses the challenges faced by pupils who have difficulty generalizing their learning to other contexts. This session, we have 4 classes following this model.

We also have 2 S1/S2 classes who have a mentor teacher and follow a BGE curriculum delivered by specialist teachers.

In S3 our learners may begin work towards National accredited courses.

### Senior Phase S4-S6

Three curricular progression pathways have been identified for learners to allow achievement and attainment appropriate to individual needs. Our S4 pupils are presented for National Qualifications (New National 2/3 or 4/5 courses).

We also have two Positive Pathways classes; S1-S3 BGE and S4-S6 senior phase. These class groups spend most of their week with their base class teacher and are well supported with daily transitions around the school. They attend specialist secondary subjects. Learners in our positive pathway experience greater opportunities to practically develop key life skills in real life contexts which are prioritised to meet their learning needs, for example accessing local services, personal care, communication and independent living.

In our Senior Phase learners are offered a degree of personalisation and choice in the design of their curriculum by making subject choices within three elective columns.

In S5 and S6 students are encouraged to build on and widen their past experiences in order to adopt a more mature and adult approach to their future and be better prepared for taking their place in

the adult world. Throughout the programme they continue to be presented for SQA or school-based courses as appropriate.

There is a comprehensive transition programme for these students involving colleges, careers, social work and other agencies such as The Action Group as appropriate. Regular contact with the Careers Officer takes place to help students plan effectively and realistically for their future. Students have the opportunity to participate in College and Work Transition Skills, to take part in a further Work Experience Programme and to attend links at appropriate colleges and experience “Tasters” of courses offered. The S5 transition programme also includes the opportunity to be involved in Person Centred Planning via Drama work and out of School support through the Thistle Foundations ‘The Big Plan’ project.

### 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.

### KAIMES SPECIAL SCHOOL ASSOCIATION (KSSA)

Kaimes Special School Association is a charitable association established to support and enhance the provision made by Kaimes to meet the needs of our pupils, particularly in terms of their social and life skills, self-esteem and initiative.

The specific areas to which the KSSA contributes are as follows:-

- outdoor education facilities and opportunities
- cultural facilities and opportunities
- information technology facilities and opportunities
- financial support for pupils who would otherwise be unable to access any of the above
- facilities to allow pupils to access residential field centres
- funding to support residential activities and facilities

## PSE

PSE is delivered to the primary classes by the class teachers and by the PSE teacher to all Secondary learners. Topics include: Social Thinking, LGBT+, Personal Relationships safety and sexual health. Parents are invited to contact the school to discuss any issues they may have about the course or concerns about specific aspects of the course.

Please contact the Head Teacher if you would like any further information about the curriculum within our school.

## Active Learning

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

## Planning Children's and Young People's Learning

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

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

Every learner has an Individual Education Plan. This will set out short and long term targets and will usually have a focus overcoming barriers to learning that result from a diagnosis of Autistic Spectrum Disorder. These targets will be set and agreed with parents at a parents' consultation held early in the academic year.

## Homework

Homework can present particular problems for Learners with a diagnosis of ASD. They can often compartmentalise their thinking and organisational routines and therefore taking something from school to the home environment can present a challenge. We will in consultation with parents determine an appropriate homework strategy for each learner.

## 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. These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Coordinator by email to [admin@kaimes.edin.sch.uk](mailto:admin@kaimes.edin.sch.uk)

## 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.

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.

## 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.

### Getting It Right for Every Child

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

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

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

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

### Protecting Children and Young People

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



## Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on Edinburgh Council website at [www.edinburgh.gov.uk/InOnTheAct](http://www.edinburgh.gov.uk/InOnTheAct)

### In on the Act - Supporting children and young people with additional support needs provides the following information

specified by the Education (additional Support for Learning) (Scotland) Act 2009 which includes –

- (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.

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](http://www.enquire.org.uk), 0845 123 2303

Scottish Independent Advocacy Alliance, [www.siaa.org.uk](http://www.siaa.org.uk), 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](http://www.sclc.org.uk), 0131 667 6633.

## Pastoral Support

Every learner has a first line class or mentor teacher. Support for learning is in place and pupil voice is strong.

## Sensitive Aspects of Learning

The school has a comprehensive personal and social education programme which is monitored by parents, staff and pupils.

## Transitions – Moving to a New School or Leaving School

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

Entry to Kaimes School is done through the Case Management Review Group process.

Transition arrangements are well planned for the key transition points from Primary to Secondary or from Secondary to post school destination, as well as from year to year with all pupils receiving a transition pack in June.

In the summer term all pupils who are offered a place at Kaimes will have the opportunity to visit school with their parents and/or staff from their school to ensure they have had an opportunity to meet and mix with their peers, experience moving around the timetable and familiarise themselves with the building and school staff.

At this stage there is also a parent / carers meeting to inform parents about the school and allow any concerns to be addressed.

All pupils have an annual planning meeting where parents or carers, school staff and other professionals involved with the young person are invited to attend to help plan appropriate support for their next steps. From fourth year onwards the Transition Team will attend every pupils' transition meeting to identify those young people who may require their services post school or support with independent travel prior to moving on to either Further Education, work, training or an individual package.

In their final year of school our young people will be given experiences to prepare them for leaving school. They will have an opportunity to participate in a short work experience at a wide range of different placement providers. For some young people an extended work experience will be arranged to prepare them for their post school destination. Edinburgh's Colleges offer a range of School to College Links that our young people can access to inform their decision about what they would like to do post school. While on College links support is provided by a school Learning Assistant if deemed necessary.

Extensive work is carried out by the school and the Transition team to ensure all our young people have a positive post school destination. Each young person's needs are given careful consideration and their parents or carers are involved at every stage.

## 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

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

### Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements. This report is available in full on our school website.

### Read, Write, Count

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

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

### First Minister's Reading Challenge

The First Minister's Reading Challenge is an inclusive, exciting programme for all children – fostering a love of reading for pleasure. Research shows that reading for pleasure is crucially important for children's development.

The Challenge is open to all local authority and independent primary and secondary schools across Scotland, as well as, libraries and community groups. You can find out more information on the Challenge and also how schools can register to take part here: <https://www.readingchallenge.scot/>

A reading app called Bookzilla, aimed at S1-S3 pupils, helps them find and recommend books and to set themselves reading challenges.

## Transferring Educational Data about Pupils

The Scottish Government – Education and Training has asked that the undernoted advice be included in our school brochures.

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 (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the use of pupil data can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

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

### Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, [scotxed@scotland.gsi.gov.uk](mailto: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.

## Websites

You may find the following websites useful.

- [www.edinburgh.gov.uk](http://www.edinburgh.gov.uk)- contains information for parents and information on Edinburgh schools.
- <http://www.parentzonescotland.gov.uk>- 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.
- [www.hmie.gov.uk](http://www.hmie.gov.uk) - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <http://www.scottishschoolsonline.gov.uk> - 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.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.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
- <http://www.educationscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

## Glossary

**CFE - Curriculum for Excellence**

**ASN – Additional Support Needs**

**EMA – Education Maintenance Allowance**

**ASL – Additional Support for Learning**

**SQA – Scottish Qualifications Authority**

**FOI – Freedom of Information**

**HT/DHT/PT – Head Teacher/Depute Head Teacher/Principal Teacher**

**CLD – Community Learning and Development**

**GIRFEC – Getting it Right for Every Child**



## Parent feedback

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

*Tell us what you think*

Your feedback will help us to improve our handbook.

Did you find

Please circle

- |                                  |     |    |
|----------------------------------|-----|----|
| 1. the handbook useful?          | Yes | No |
| 2. the information you expected? | Yes | No |
| 3. the handbook easy to use?     | Yes | No |

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

Name of school: \_\_\_\_\_

**Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to the head teacher.**

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

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

**Miss Karen Watters**

**Acting Head Teacher**

**Kaimes School**

The information in this school handbook is considered to be correct at the time of publication (May 2019)

