

INTRODUCTION

In accordance with the Education (Scotland) Act 1980, Angus Council Education Authority provides the following two categories of information free of charge: -

I BASIC AND SUPPLEMENTARY INFORMATION

This information is intended primarily for parents who wish to consider a choice of school for their children, and consists mainly of lists of the Authority's schools, with brief details of each; statements of the Authority's policy on allocating places in schools; school meals; home/school transport; school commencement arrangements etc. It also includes reference to more specialised information which some parents may need for a variety of reasons and which is available on request from the Education Department. Specific information relating to a particular school can be obtained from the school.

II SCHOOL INFORMATION

Each school publishes annually a school handbook which contains information about the school. Copies of the handbook are available from the school for parents of pupils at that school, or for other parents who may wish to choose that school for their child instead of the school proposed by the Authority.

It should be noted that all references to the school's handbook apply to all schools - primary and secondary. Information about Pre-School education is included in the "Supplementary" and "School Information" categories.

Whilst the information contained in this booklet is accurate at the time of publication, further changes may have occurred since then. Where legislative or policy changes are expected reference is made to that possibility.

BASIC INFORMATION

1 PLACING IN SCHOOLS (see also the [Choosing a School booklet](#))

Angus Council Education Authority has assigned to each primary and secondary school a defined catchment area, known as the school's delineated area, and offers places in that school to pupils resident within that area.

In accordance with the provisions of the Education (Scotland) Act 1980, as amended by the Education (Scotland) Act 1996 and Standards in Scotland's Schools etc Act 2000, parents have the right to make a request that their child is placed in a school of their choice other than the local school which normally serves the area in which they reside. Parents' wishes will be met where possible.

Parents/carers wishing to make a placing request for a school other than their catchment school should obtain a form from the Director of Education, Angus House, Orchardbank Business Park, Forfar, DD8 1AE, [on-line](#) or by contacting Access Angus on 08452 777 778.

Completed forms should be returned to the Director of Education.

If the number of places in any particular school is limited, priority for admissions is determined on the following basis¹ :-

Priority 1: *Children whose home address is within the school's delineated area*

Priority 2: *Children whose address is outside the delineated area but who have a brother or sister already attending the school. (This can sometimes include another relative who lives permanently at the same address)*

Priority 3: *Children whose home address is not within the school's delineated area and who do not have a brother or sister already attending the school*

If the number of spaces available in a school means that within any one category only *some* Placing Requests have to be refused, applications from children whose address is within Angus will receive first priority. After that, priority is decided by the single factor of distance from home to school. This means that children who live nearest to the requested school will be given priority.

A placing request will normally be granted except where there are circumstances defined by legislation, which justify the Authority's refusal of such a request. (See Supplementary information for further details).

Parents who have made successful placing requests for their child to attend a school of their choice (other than the school which normally serves the area in which they reside) have to make their own transport arrangements.

¹ Arrangements for denominational schools are described later.

Arrangements for Denominational Schools

When it is necessary, due to the imposition of an intake limit, to refuse any placing requests for a Roman Catholic school, then the above three categories will be applied. If it is necessary to refuse only **some** placing requests **within** any one of these three categories, priority is determined as follows: -

- (a) to determine priorities within any one category firstly by giving priority to those applicants who declare an affinity with the religious beliefs of the school.

(**NB** In cases where priority does require to be given to applicants declaring an affinity with the religious beliefs of the school, it should be a requirement that the pupils concerned have been baptised in the Roman Catholic Church. Parents should be able to confirm this by the provision of a baptismal certificate).

- (b) otherwise to give priority **within** the Priority 1 Category to children having a brother or sister (or relative living permanently at the same address as part of an extended family).
- (c) thereafter - if it is necessary to prioritise further - to apply the same policy as applies to all other schools (see above).
- (d) for all other schools, when requests have to be refused, applications from children within any one of the above priority categories whose address is within Angus will receive first priority. After that, priority is decided by the single factor of distance from home to school. This means that children who live nearest to the requested school will be given priority.
- (e) to treat as an exceptional case for entry into secondary school any child who has been required by the Education Authority to attend a primary school not normally designated for the child's place of residence, and to assign such a child to Priority 1 within the secondary school whose delineated area includes the delineated area of the primary school which the child has been required to attend.
- (f) to intimate to all parents of P1/S1 pupils, whose placing requests are refused due to the imposition of an intake limit for a specific school, that their children's names will be held on a waiting list by that school; that any vacant places arising in the school will be allocated to children whose names are on the waiting list in accordance with the Council's system for deciding priorities; and that the waiting list will remain operational until **the 10th of September** in the year in which the placing request was made, after which it will cease to operate.

Additional Support Needs - Placement of Pupils

Children are placed in resourced schools and classes when their additional support needs cannot be met in their local school. The decision to place a pupil in a resourced school involves the assessment of children's educational needs, an educational psychologist, the medical paediatrician, school's medical officer, other relevant medical practitioners, school staff and the parents.

2 SCHOOL COMMENCEMENT ARRANGEMENTS

The school entry date in Angus is the first day of the school session. A child must commence school on the first school entry date following her/his fifth birthday. Children whose fifth birthday falls on or before the last day in February **may** begin to attend school from the previous August when they will be approximately 4 ½ years old, or alternatively, parents may delay their enrolment until the beginning of the next school session when their child will be approximately 5 ½ years old.

Parents will be asked by advertisement in the local press to enrol their children in their local school by a given date. They will be invited to contact the Head Teacher for further information about admission arrangements.

When enrolling, the parent/carer will be asked to produce two forms of [proof of current residence](#) along with the child's birth certificate.

Primary one induction takes place at the school during the beginning of the autumn term and ends on the second Monday in September. Parents are notified of this induction period by letter or newsletter prior to the school summer holiday period.

Early Admission

Parents who enquire about the possibility of early enrolment (i.e. of children whose fifth birthday falls after the last day of February in the school session when enrolment in P1 is envisaged) are advised that early entry is discouraged. Should parents wish to pursue a request for early enrolment, however, they are further advised to contact the Education Department for details of the special appeals procedure whereby such requests can be considered.

3 SCHOOL LEAVING DATES

Angus Council seeks to encourage as many young people as possible to remain in school into S5 and S6. However, depending on the pupil's birthday, they can leave secondary school:

- ♦ on the 31st May, if they are 16 years old between 1st March and 30th September
- or
- ♦ at the Christmas holidays if they are 16 years old between 1st October and end of February.

This means that some pupils will have attained the age of sixteen before the relevant summer or winter leaving date but they are not entitled to leave school prior to the statutory leaving date. Other pupils, depending on their date of birth, will be entitled to leave school shortly before they actually attain the age of sixteen.

4 PRE-SCHOOL ENROLMENT

Parents are invited to enrol pre-school (usually 4 years old) / ante-pre-school (usually 3 years old) children in the pre-school class whose delineated area contains their home address. Any parent wishing to request a place in a pre-school class other than the one serving their normal place of residence is free to do so, and that request will be granted if this is possible under the prioritisation process described below.

When enrolling, the parent/carer will be asked to produce current proof of residence along with the child's birth certificate.

All children in their **pre-school** year (3½ - 4½ years old) are eligible for a place at anytime throughout the school year.

Children in their **ante-pre-school** year (3 years old) are eligible for a place at specific times throughout the school year. The dates below indicate when your child becomes eligible for a funded place:

For session 2011-12 –

Children born on/between	Start date
1 March and 15 August 2008	16 August 2011
16 August and 11 September 2008	12 September 2011
12 September and 16 October 2008	17 October 2011
17 October and 13 November 2008	14 November 2011
14 November and 4 December 2008	5 December 2011
5 December 2008 and 1 January 2009	5 January 2012
2 January and 5 February 2009	6 February 2012
6 February and 4 March 2009	5 March 2012
5 March and 15 April 2009	16 April 2012
16 April and 20 May 2009	21 May 2012

For session 2012-13 –

Children born on/between	Start date
1 March and 13 August 2009	14 August 2012
14 August and 9 September 2009	10 September 2012
10 September and 14 October 2009	15 October 2012
15 October and 11 November 2009	12 November 2012
12 November and 2 December 2009	3 December 2012
3 December 2009 and 6 January 2010	7 January 2013
7 January and 3 February 2010	4 February 2013
4 February and 3 March 2010	4 March 2013
4 March and 14 April 2010	15 April 2013
15 April and 19 May 2010	20 May 2013

Admission Criteria

The categories below are only used as a means of prioritising the initial allocation of places. Once a child has been given a place, these categories are not used in determining the allocation of am/pm places:

If there are more children seeking places in the pre-school class than there are places available priority will be accorded as follows:

Category 1 *Children in their pre-school year (4 year olds) living within the delineated area of the pre-school class*

Category 2 *Children in their ante-pre-school year (3 year olds) living within the delineated area of the pre-school class*

Category 3 *Children living outwith the delineated area of the pre-school class*

- Notes
- (i) In the event that it is necessary to prioritise within Category 1, the sole criterion of **age** will be used, with priority given to older children.
 - (ii) If it is necessary to prioritise within Category 2, the sole criterion of **age** will be used with priority given to older children.
 - (iii) If it is necessary to prioritise within Category 3, priority will be conferred firstly on Angus residents; priority will then be given to children in their pre-school year and thereafter according to place of residence, with priority given to children whose home address is closest to the pre-school class.

Each pre-school class will hold a register of names of children who have been unsuccessful in obtaining a place, and places will be offered to children on that register throughout the year as and when they become available [places will be offered in terms of the priorities listed above and not simply by the length of time the child's name has been on the waiting list]. Applications to more than one pre-school class are rejected automatically and are only processed after all the other applications have been considered.

All applicants for pre-school places in their pre-school year will have their applications acknowledged initially, with final confirmation of places being provided to parents during the month of May.

A small number of pre-school places are held each year for pupils with additional support needs.

5 EQUAL OPPORTUNITIES

The policy of the Authority is to ensure that educational facilities and opportunities are provided equally to all pupils. There is no discrimination on the grounds of gender, race, origin or disability. Pupils will not be excluded from any subject in the curriculum on any of the above grounds.

6 CAREERS

Skills Development Scotland works in partnership with schools to deliver careers education and guidance to pupils.

Careers Advisers visit secondary schools on a regular basis. The services provided

are negotiated and agreed between each school and Skills Development Scotland. A range of services is provided across the school, although the majority of work is done with pupils in S4, S5 and S6.

Services include:

- Vocational guidance interviews with individual pupils resulting in the development of a Plan of Action. Pupils are invited to consult the Careers Adviser whenever they feel it would be of benefit.
- Group sessions on a range of topics e.g. Higher Education, Subject Choice, specific occupational areas, Skillseekers.
- Careers Information about jobs, training and courses.
- Assistance with finding employment, training, accessing further or Higher Education.
- Involvement in Future Needs Assessments and case conferences for pupils with Additional Support Needs.
- SDS also provides information and guidance to parents.
- Pupils and parents are encouraged to visit the Skills Development Scotland website at www.skillsdevelopmentscotland.co.uk.

The address of the local Skills Development Scotland centre is:

Skills Development Scotland
61 Marketgate
ARBROATH
DD11 1AT

Tel: 01241 433000
Fax: 01241 434300
Email: angus@sds.co.uk

7 SCHOOL MEALS

It is the Authority's policy to provide meals and facilities for the consumption of packed lunches in all schools where these are required.

Primary and Secondary Schools

Pupils in most primary schools have two-course meals with a choice of main course whilst secondary schools operate self-service cafeterias. There is a fixed charge for a meal in a primary school, whilst in secondary schools the cost varies according to the individual choice from the menu.

Free school meals are available to all pupils whose parents or carers receive:

- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment Support Allowance
- Child Tax Credit, but not Working Tax Credit, and where their income is less than £15,860 (in 2011/12 as assessed by the Inland Revenue)
- Support provided under Part VI of the Immigration and Asylum Act 1999.
- Both Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit, currently set by the Government at £6,420.

Pupils aged between 16 and 18 years who receive any of the above benefits in their own right also qualify.

Entitlement to Free School Meals is assessed as part of the application process for [Housing Benefit/Council Tax Benefit](#) and you should complete an application form which is available at your [local benefit enquiry office](#) or by telephoning 01382 536500 or FREEPHONE 0800 252056 (mobiles may be charged).

However, if you are not eligible for Housing Benefit/Council Tax Benefit a separate application process exists and you should still contact any of the telephone numbers above for details.

8 SCHOOL CLOTHING GRANTS

Parent or carers who have a child under 16 attending an Angus school and receive any of the following:

- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment Support Allowance
- Child Tax Credit, but not Working Tax Credit, and where your income is less than £15,860 (in 2011/12 as assessed by the Inland Revenue)
- Support provided under Part VI of the Immigration and Asylum Act 1999

qualify for a School Clothing Grant. Pupils aged between 16 and 18 years who receive any of the above benefits in their own right also qualify.

Entitlement to Free School Meals is assessed as part of the application process for [Housing Benefit/Council Tax Benefit](#) and you should complete an application form which is available at your [local benefit enquiry office](#) or by telephoning 01382 536500 or FREEPHONE 0800 252056 (mobiles may be charged).

However, if you are not eligible for Housing Benefit/Council Tax Benefit a separate application process exists and you should still contact any of the telephone numbers above for details.

All grants in respect of a clothing allowance will be paid in the form of a cheque and in order not to delay payment, you are encouraged to pay your cheque into your Bank/Building Society/Post Office Account. If you do not have a Bank/Building Society/Post Office account it will be possible to cash this cheque at Clydesdale Bank branches located in Forfar, Arbroath, Montrose, Brechin and Broughty Ferry. In Carnoustie or Kirriemuir only, this cheque can be cashed at branches of the Bank of Scotland.

9 EDUCATIONAL MAINTENANCE ALLOWANCES FOR SCHOOL PUPILS

EMA's may be granted at the discretion of Angus Council to any young person who remains in full-time education beyond the statutory leaving age.

Pupils who have reached the statutory leaving age of 16 years and are staying on at school for a Senior Secondary Course may be eligible for an EMA.

The EMA award is calculated on the level of the household taxable income.

Application forms and a brief guide to EMA's can be obtained from the Head Teacher, Education Department or the Angus Council [A-Z of Services EMA page](#).

10 BOARDING

Special Schools

When it is decided that, because of her/his Additional Support Needs, a child requires to attend a residential special school, the Authority will meet the school fees, including boarding charges.

Where a child has been assessed as having Additional Support Needs for which suitable provision cannot be made in a day school in Angus, the Authority may arrange residential education at a special school outwith Angus.

11 [TRANSPORT](#)

Primary and Secondary Schools

The Authority will provide transport for primary school pupils living over two miles from their delineated area schools and secondary school pupils living over three miles from their delineated area schools. In these cases, bus passes are issued to pupils where suitable public transport exists, and contract transport is arranged where there is no suitable public transport. Vacant seats on non-registered vehicles may be allocated to pupils on a concessionary basis. Concessionary seats must be re-applied for an annual basis prior to the end of the school year in July.

Where a parent who resides less than two miles from the delineated area primary school considers that on grounds of safety the journey to school is unreasonable for his/her child to undertake when accompanied by a responsible adult, he/she may apply to the Director of Education for consideration to be given to the provision of transport. This applies only where no suitable public transport is available.*

Application forms are available from the school office or from Angus Council, Education Department, Angus House, Orchardbank Business Park, Forfar, DD8 1AE, Tel: 08452 777 778. Applications can also be made [on-line](#).

The Education Department may also consider requests for transport involving exceptional circumstances.

* Guidance notes on transport for [primary](#) and [secondary](#) school pupils can be downloaded for information.

Special Schools and Resourced Schools (Primary & Secondary)

The Authority may provide free transport where necessary for pupils who attend a resourced school proposed by the Authority. In certain cases, pupils may be encouraged to make their own way to school by public transport, and where this is authorised, bus passes are issued. Where a pupil's address falls in the delineated area of a resourced school, and is within reasonable walking distance, the Authority

will take advice from the Community Child Health Service before deciding if free transport should be provided.

An application form for such transport can be had by contacting the Administration Officer, Additional Support Needs Section (Telephone 01307 473663), Montrose Road Centre, Montrose Road, Forfar DD8 2HT.

12 PARENT COUNCILS

Parent Councils are now established in all Angus Primary and Secondary Schools. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning.

The basic principle under-pinning the Act is the desire that children become more 'confident learners' through closer working between each family and the school. It is anticipated that this can be done in three ways. These are: -

1. Learning at Home: direct parental involvement in the child's learning at home and in the community.
2. Home/School Partnership: closer working partnerships between parents and the school - such partnerships being essential to ensure that the child gets maximum benefit from his/her school experiences.
3. Parental Representation: Parent Councils will be parent led and school supported, with all parents being automatically members of the 'Parent Forum', with the Parent Council formally representing their views.

You can find out more about your Parent Council from the Head Teacher or by accessing the [Angus Council Parents as Partners web area](#).

Scottish Parent Teacher Council

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland and runs an independent helpline service for all parents. You can contact them by phone on 0131 226 1917, fax on 0131 226 4378, email on sptc@sptc.info or write to SPTC, 53 George Street, Edinburgh EH2 2HT. You can also view their web site at www.sptc.info.

13 POLICY ON PROVISION TO MEET ADDITIONAL SUPPORT NEEDS Angus Council Education Authority

Support for Learners

Local, direct support is usually the best way to meet pupils' needs, and all Angus schools support pupils who have additional support needs (ASN). If parents* have any questions about their child's progress or well-being at school, they should discuss these first with the class teacher or Head Teacher. (* The term parent is used to include parents, guardians and carers with parental responsibilities).

Pupils who have more significant identified needs, and need more support than can be provided in their local primary school, can be supported in the area 'resourced

provision', a school which has additional staffing and resources. At least one primary in every Angus burgh is additionally resourced, and all Angus secondary schools are resourced provisions. There is no special school in Angus, and so some Angus resourced locations also have additional levels of staffing, expertise or resources to allow them to meet very significant or profound needs.

15 Gaelic Education

Gaelic Medium Education is provided within Whitehills Primary School & Pre-School Class for children whose parents wish to access this provision. The facility is available to families across Angus although the nature of assistance with home to school transport may vary depending on the home address of the family concerned.

Whitehills Primary School

Tel: 01307 462996
E-mail: whitehills@whitehills.angus.sch.uk

16 **CLASS SIZES**

The normal maximum class size for timetabled classes is:

Primary	P1	30
Primary	P2-3	30
Primary	P4-7	33
Secondary	S1-S2	33
Secondary	S3-S6	30
English/Maths	S1/S2	20
Practical		20

For information on composite classes, please see item 5 in the Supplementary Information section.

17 **ADDITIONAL SUPPORT NEEDS**

Parents who think that their child may have Additional Support Needs should contact:

Audrey Jenkins
Principal Educational Psychologist
Montrose Road Centre
Montrose Road
Forfar DD8 2HT

Tel: 01307 473642
Fax: 01307 466929
E-mail: JenkinsA@angus.gov.uk

18 THE PARENTS' CHARTER: INFORMATION FOR PARENTS

One of the principal aims of the Parents' charter published in 1995 is the provision to parents of a wider range of information about schools.

The Scottish Government has provided a range of statistical analyses relating to Primary/Secondary Schools in Angus and are issued to the parents of all Primary 7 pupils.

The areas in which information has been provided covers: -

- ◆ Pupil attendance and absence
- ◆ SCE standard grades, higher grade/advanced highers
- ◆ School leavers destinations and stay on rates in S5
- ◆ Budgeted running costs
- ◆ League Tables

This information is published annually in each school's handbook.

19 TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

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. This 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 ScotXed. 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 ScotXed. 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. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by ScotXed.

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 our website will help you understand the importance of providing the data.

Transfer of Pupil Data to NHS

Data is also transferred between the authority and NHS Tayside for a number of reasons e.g. we receive a data feed of pre-school children in order that we can project future school rolls; we provide data of pupils at different ages in order that

NHS Tayside can offer your child, with your approval, specific health checks or advice through the school. The data we transfer is usually your child's name, address, date of birth and gender which in most cases is already held on the NHS database. The reason for transferring the data is to ensure both the Council and the NHS databases are as accurate as possible.

How Does Angus Council Hold and Store Pupil Data

Angus Council use a system called SEEMIS which is used in almost all local authorities in Scotland and is subject to independent scrutiny to ensure that it is a secure environment for holding such data. Our schools update the data held in the system when they have an education update to make to a pupil's record or when they receive advice from a parent or guardian either through the Annual Data Check exercise or when they are made aware of a change of circumstances at any other time in the year.

Please note that we also hold, on the above system, a copy of your child's photograph which is provided by the school photographer on a CD. This CD is duly destroyed at the end of each session. You should note that no one can access these photographs unless they are authorised to use the system by entering their User Code and a Unique Password.

Data Protection Act 1998

The collection, transfer, processing and sharing of is done in accordance with the Data Protection Act (1998). The Data Protection Act gives you the right to know how we will use your data.

Why do we need your data?

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

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

Data is also transferred to ScotXed for pupils who have left school to provide accurate data on pupils in each school year who leave school having attained the minimum school leaving age. Skills Development Scotland also receives this data in order that they can provide an appropriate support service to school leavers.

Your data protection rights with respect to ScotXed

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding

the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

ScotXed works with a range of partners including HM Inspectorate of Education 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 ScotXed, 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 ScotXed.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at **Peter.Whitehouse@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.

20 PRIMARY - SECONDARY TRANSFER ARRANGEMENTS

Pupils normally transfer to secondary school in August following completion of their P7 year. You will be contacted by letter and allocated a place at the secondary school serving your home address. Secondary schools have their own arrangements for meetings with prospective parents, and you will be given details of these meetings.

Secondary staff visit P7 pupils to discuss aspects of their transfer with them and in June the children will spend 2/3 days at their chosen secondary school.

Any pupil who attends an Angus Primary school other than the one within their delineated area (i.e. as a result of a placing request) and who is due to transfer to a secondary school, will be offered a place at the secondary school in whose delineated area he/she lives.

If you are an Angus resident and your child currently attends a Primary School within Dundee City Council boundaries, you will also automatically receive a letter from the Education Department advising you of the school in which your child has been allocated a place.

If you are an Angus resident and your child is unknown to Angus Council Education Department, you will be asked to provide proof of address/residence before being offered a place at the Secondary school servicing your delineated area.

Parents who wish to transfer their children to a secondary school other than that proposed by the Education Authority must submit a written placing request by mid March. A decision on Placing Request applications will be made during the month of April.

Placing Request forms are available from the Head Teacher or The Education Department, Angus House, Orchardbank Business Park, Forfar DD8 1AE, Tel: 08452 777 778.

The following lists indicate the secondary school to which primary pupils will normally transfer:

Note : **PR** = Place of Residence – where more than one school is named, the school to which a pupil transfers is determined by the location of her/his home.

PRIMARY SCHOOL	Transfer to:	SECONDARY SCHOOL
Aberlemno	PR	Forfar Academy or Brechin High School
Airlie		Webster's High School
Andover		Brechin High School
Arbirlot		Arbroath High School
Auchterhouse		Forfar Academy or Monifieth HS or Menzieshill HS
Birkhill		Forfar Academy or Monifieth HS or Menzieshill HS
Borrowfield		Montrose Academy
Burnside		Carnoustie High School
Carlogie		Carnoustie High School
Carmyllie		Arbroath High School
Colliston		Arbroath High School
Cortachy		Webster's High School
Eassie		Webster's High School
Edzell		Brechin High School
Ferryden		Montrose Academy
Friockheim	PR	Brechin HS or Arbroath Academy or Forfar Academy
Glamis		Webster's High School
Grange		Monifieth High School
Hayshead		Arbroath Academy
Inverarity		Forfar Academy
Inverbrothock		Arbroath High School
Inverkeilor	PR	Arbroath Academy or Montrose Academy
Isla		Webster's High School
Ladyloan		Arbroath High School
Langlands		Forfar Academy
Letham		Forfar Academy
Lethnot		Brechin High School
Liff		Forfar Academy or Monifieth HS or Menzieshill HS
Lochside		Montrose Academy
Maisondieu		Brechin High School
Mattocks		Monifieth High School
Monikie		Carnoustie High School
Muirfield		Arbroath High School
Murroes		Monifieth High School
Newbigging		Carnoustie High School
Newtyle		Webster's High School or Monifieth High School

PRIMARY SCHOOL	Transfer to:	SECONDARY SCHOOL
Northmuir		Webster's High School
Rosemount		Montrose Academy
St Margaret's RC	PR	Brechin High School or Montrose Academy
St Thomas' RC	PR	Arbroath High School or Arbroath Academy
Seaview		Monifieth High School
Southesk		Montrose Academy
Southmuir		Webster's High School
Stracathro		Brechin High School
Strathmartine		Forfar Academy or Baldragon Academy
Strathmore		Forfar Academy
Tannadice	PR	Brechin HS or Forfar Academy or Webster's HS
Tarfside		Brechin High School
Tealing		Forfar Academy
Timmergreens		Arbroath High School
Warddykes		Arbroath Academy
Whitehills		Forfar Academy
Woodlands		Carnoustie High School

21 FURTHER INFORMATION

If further information on any matter relating to your child's education is required, you should contact: -

Mr Neil Logue
 Director of Education
 Angus House
 Orchardbank Business Park
 Forfar DD8 1AE

Tel: 01307 476347
 Fax: 01307 461848
 E-mail: LogueN@angus.gov.uk

Information about a particular school can be obtained by contacting the [Head Teacher](#) of the school.

SUPPLEMENTARY INFORMATION

1 SCHOOL DELINEATED AREAS

Full details of the delineated area of a specific school can be obtained at the school or alternatively by contacting Access Angus - 08452 777 778.

2 SECONDARY SCHOOLS AND THEIR ASSOCIATED PRIMARIES

SECONDARY SCHOOL	PRIMARY SCHOOLS
Arbroath Academy	Friockheim, Hayshead, Inverkeilor, St Thomas RC, Warddykes
Arbroath High School	Arbirlot, Carmyllie, Colliston, Inverbrothock, Ladyloan, Muirfield, St Thomas' RC, Timmergreens
Brechin High School	Aberlemno, Andover, Edzell, Friockheim, Lethnot, Maisondieu, Stracathro, St Margaret's, Tannadice, Tarfside
Carnoustie High School	Burnside, Carlogie, Monikie, Newbigging, Woodlands
Forfar Academy	Aberlemno, Auchterhouse, Birkhill, Friockheim, Inverarity, Langlands, Letham, Liff, Strathmartine, Strathmore, Tannadice, Tealing, Whitehills
Monifieth High School	Auchterhouse, Birkhill, Grange, Liff, Mattocks, Murroes, Newtyle, Seaview
Montrose Academy	Borrowfield, Ferryden, Inverkeilor, Lochside, Rosemount, Southesk, St Margaret's RC
Webster's High School	Airlie, Cortachy, Eassie, Glamis, Isla, Newtyle, Northmuir, Southmuir, Tannadice

3 SCHOOL PLACING REQUESTS - Supplementary

Arrangements for Dealing with Placing Requests (see also the [Choosing a School booklet](#))

1. All placing requests for school admission are dealt with in the first instance by the appropriate Senior Education Manager who will give such requests favourable consideration wherever possible. If a parent is dissatisfied with the decision he/she has the right of appeal to the appeal committee set up by the Council. Meetings of the committee are arranged by the Head of Law and Administration who is responsible for making arrangements for appeal committees. If the parent remains dissatisfied with the decision of the committee he/she still has a further right of appeal to the Sheriff whose decision is final.

The appropriate Senior Education Manager is responsible for dealing initially with placing requests and for liaising with schools prior to informing parents of a decision.

2. The Authority has a statutory duty to accede to a placing request unless one or more of the following circumstances apply:-
 - a if placing the child in the specified school would:-
 - i) make it necessary for the authority to take an additional teacher into employment
 - ii) give rise to significant expenditure on extending or otherwise altering the accommodation at, or facilities provided in connection with, the school
 - iii) be seriously detrimental to the continuity of the child's education
 - iv) be likely to be seriously detrimental to order and discipline in the school
 - v) be likely to be seriously detrimental to the educational well-being of pupils attending the school
 - vi) assuming that pupil numbers remain constant, make it necessary at the commencement of a future stage of the child's primary education for the authority to elect to create an additional class (or an additional composite class) in the specified school or take an additional teacher into employment at that school
 - b if the education normally provided at the specified school is not suited to the age, ability or aptitude of the child
 - c if the education authority has already required the child to discontinue his/her attendance at the specified school
 - d if, where the specified school is a special school, the child does not have Additional Support Needs requiring the education or special facilities normally provided at that school

- e if the specified school is a single gender school (within the meaning given to that expression by section 26 of the Sex Discrimination Act 1975) and the child is not of the gender admitted or taken (under that section) to be admitted to the school.

Making a Placing Request

As a result of the Education (Scotland) Act 1980, amended by the Education (Scotland) Act 1996 and Standards in Scotland's Schools etc. Act 2000, a parent may, at any time, make a written request to the Director of Education that his/her child is placed in a school other than the school proposed by the Authority (which will normally be his/her local school).

Such a request must specify which particular school the parent wishes his/her child to attend and should be presented to the education authority responsible for managing the school.

Where a parent names more than one school in his/her request, the Authority's duty is to consider the request in relation to the first-mentioned school.

A successful placing request for a particular primary school confers no priority on any subsequent placing request at secondary school stage.

- a Where a parent asks for his/her child to be placed in a particular school at the beginning of the following school year in August, the Education Authority has until 30 April to give a written decision on the request, provided that the placing request was received on or before 15 March.
- b Where the request for admission in August is not received by 15 March, the Education Authority has a maximum of 60 days to reach its decision.
- c Where the request relates to admission at a time other than the beginning of the school year, the Education Authority has a maximum period of 60 days from the time the request is received to reach its decision.

Decision on a Placing Request for a Child with Additional Support Needs

If required, the Authority will give the parent information on the procedures for considering a placing request. Where the parent makes a written request to the Authority for a place for their child in a school under the Authority's management, that request will be granted unless any of the circumstances in which a placing request may be refused in terms of section 28A(3) of the Education (Scotland) Act 1980 pertain.

Where a request is made to the Authority for the area to which the child belongs to place the child in a special school which is independent or grant-aided, and the school has offered the child a place, the Authority will meet the fees and other necessary costs arising from the child's attendance at that school if the placing request made to the Authority is successful.

The Authority will consider only the first-mentioned school where the placing request names more than one school, including independent or grant-aided schools where a place has been offered to the child. The Authority will inform the parent in writing of its decision on the placing request. Where this is refused, the Authority will give written reasons for its decision, and inform the parents of their right to refer the request to an appeal committee and the procedures involved. The parent of a child who has been ascertained as requiring additional support needs and whose placing request in respect of that child has been refused has the right to refer that refusal to an appeal committee.

A parent must lodge an appeal with the Director of Education within 28 days of receiving the Authority's decision, and, having done so, may not make a further appeal on behalf of the same child within twelve months of the date of the first appeal.

Deemed Refusal

The Authority can be deemed to have refused a placing request for a child with additional support needs if they have not given the parent written intimation of their decision within two months of receipt of the request.

Appeal Committees

The Authority will set up an appeal committee to which a parent may refer a decision by the Authority to refuse a placing request. A parent must lodge any appeal within 28 days of receiving the Authority's decision. A parent who has lodged such an appeal may not make a further appeal on behalf of the same child within twelve months of the date of the first appeal.

The appeal committee shall have three members, appointed as follows:-

- (i) One member who is not a member of the Education Committee
- (ii) One person drawn on a rota basis from a list of Parent Councils' nominees provided by Angus Parent Councils
- (iii) One person with experience in Education

Membership of the committee will not be open to anyone who has already considered the placing request. Likewise, parents and teachers at the school of the parent's choice, and the school proposed by the Authority, are not eligible to serve on the appeal committee considering that request.

The appeal committee must say whether it agrees that there is a good reason for refusing the parent's placing request, and whether it is right to refuse the request. If they do not think that one of the reasons applies, or think that the placing request should be granted, the appeal committee will inform the Authority that the child should be admitted to the school of the parent's choice. The Authority must implement this decision.

The appeal committee will inform the parent and the Authority in writing of its decision. If this confirms the Authority's decision, the parent will also be informed in writing of the right to appeal to the Sheriff.

Appeal to the Sheriff

An appeal to the Sheriff must be lodged with the Sheriff Clerk within 28 days of receiving the appeal committee's decision. The appeal will be dealt with in private. The Sheriff will decide first whether the Authority refused the parent's request for one of the reasons allowed by law. If he decides that this was not the case, he will overturn the Authority's original decision, and grant the placing request. However, even where he decides that the Authority had good reason, the Sheriff will consider whether the request should, nevertheless, be granted. The Sheriff's decision is final. Liability for the expenses of an appeal will be determined by the Sheriff.

4 POLICY ON FIXING PUPIL NUMBERS

(i) The Maximum Number Of Pupils The Authority Considers Should Be Educated In Any School

The normal maximum enrolment for each school is determined with reference to the number of teaching areas in each school and the number of pupils who can be taught within each of these areas.

The Council may also hold a number of reserved places for any school or any particular stage of school education for that school to cater for the number of pupils considered likely to move into the school's delineated area during the forthcoming academic year.

(ii) The Maximum Number Of Pupils The Authority Considers Should Be Educated In Any Particular Stage Of School Education In Any School

The maximum number of pupils in any stage will depend on the number of teaching groups which will be determined by taking account of the following:-

- 1 The maximum enrolment of the school as determined above
- 2 Curricular needs assessed on a "whole-school" basis
- 3 The maximum class size for each stage and/or subject
- 4 The distribution of pupils over all the stages of the school
- 5 The number of stages to be catered for

5 COMPOSITE CLASSES IN PRIMARY SCHOOLS: ADVICE FOR PARENTS

What is a composite class?

A **composite class** is defined to be a class in which there are pupils at more than one stage of the primary school. In most cases, a composite class will comprise pupils at only two stages (eg P4/P5) but it is possible, particularly in smaller schools, that a composite class could contain pupils from three or more stages.

Why are composite classes formed?

Composite classes are formed in most schools partly because of the way in which the pupil roll is configured in any given year (ie – the numbers of pupils in different year groups). It is not uncommon for this situation to change from year to year as the sizes of year groups can vary quite dramatically.

Do composite classes have fewer pupils in them?

Generally, yes. The maximum size of a composite class will be 25 pupils, whereas the maximum size of a P1/P3 class will normally be 30 pupils and that of a P4/P7 class will be 33 pupils.

If a composite class has to be formed, how are decisions taken about which children should be allocated to which class?

The advice which the education authority gives to Head Teachers in situations wherein a composite class has to be formed is that the age of the children should be used as the initial determinant of which child goes into which class. Once a preliminary examination of the ages of all the affected children has been undertaken, it may be that some specific issues require the Head Teacher to make some adjustments to class allocations (eg if there are twins in a year group and parents have specifically asked that these twins should not be in the same class; or if there is a group of children who have had difficulties in the past in working well together and it is best that the whole group is not kept together in the same class; etc).

What is the typical age range within any composite class?

Before answering this, it is important to realise that the law which governs the age at which children must be enrolled in school means that, within any one year group, there is the potential for an age range of as much as 18½ months. For example, the youngest child in a P1 class will have celebrated her/his 4th birthday on 28 February prior to the August enrolment, whereas the oldest child in that same class may be only a few days short of her/his 6th birthday when starting the school in August.

It is therefore quite possible that the age range within a composite class will be less than the age range in a non-composite class, given that Head Teachers are encouraged to use age as the principal criterion on which to base pupil allocations to composite classes. In most cases, the age gap within a composite class is likely to be no more than 12 months between the oldest pupil and the youngest pupil.

Will my child be held back if she/he is placed in a composite class?

Definitely not! The ways in which learning and teaching are organised in primary schools means that work is tailored to the needs and current achievement levels of individual pupils. Much work is undertaken in small groups and it is at least as easy to form groups with similar existing achievement levels in a composite class as it is in a non-composite class. Furthermore, the school will plan the educational experiences for pupils in all classes in ways which ensure progression and continuity.

But forming a composite class will mean that my child's friendship grouping is being broken up...

This may well be the case, but it could equally well happen that new classes are formed without any reference to composite classes. Given the large numbers of families who move house (and who also move their children's schools) in the course of a primary school career, schools often have no choice but to re-form new classes each year. Although care is taken in allocating pupils to classes that their social needs are not ignored, in general terms it is likely to be good for children to experience classes with different classmates so that their circle of friends and acquaintances can be extended. Where new classes are formed, it is of course, perfectly feasible for schools to create opportunities beyond the standard curriculum for pupils to maintain contact with friends who have been allocated to other classes. Certainly when children transfer to secondary school, new friendship groupings in different subject areas become a fact of life, and this situation is generally welcomed by many children.

Why is the situation different in my child's school from that in other schools?

It is fair to say that different situations pertain in all schools. More than half of the primary schools in Angus have 125 pupils or less in them and five classrooms or fewer: each one of these schools has no choice but to form one or several composite classes. In none of these schools is the formation of composite classes of itself an issue or a concern. The overwhelming majority of primary schools in Angus (large and small) have formed composite classes, and there is absolutely no evidence to suggest that being in a composite class has any detrimental affect whatsoever on the education of children in that class.

6 POLICY ON CURRICULUM AND EXAMINATIONS

(a) Curriculum

In Scotland, responsibility for delivering an effective curriculum lies with education authorities and Head Teachers. In discharging this statutory obligation to ensure adequate and efficient provision of school education, close attention is paid to guidance issued by the Scottish Government. The most recent guidance issued by the Scottish Government complemented by advice from Learning and Teaching Scotland concerns the establishment of a new 3-18 curriculum framework, *Curriculum for Excellence*.

A series of *Building the Curriculum* documents have been produced to guide schools in planning and implementing the new framework. The clear aim is to improve standards of learning and teaching and raise achievement for all learners. These documents state that the purpose of the curriculum is to make sure that learners acquire the four capacities of *Curriculum for Excellence* to be:

- successful learners
- confident individuals
- effective contributors
- responsible citizens.

The new curriculum is defined as the totality of all that is planned for children and young people throughout their education which will include learning delivered through the following contexts;

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

All learning will be planned around experiences and outcomes which set out the expectations for learning and development in eight curricular areas:

- Expressive Arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Sciences
- Social Studies
- Technologies

The experiences and outcomes are organised into broad levels linked to age and stage and are the basis for a broad general education from pre-school to the end of S3. New or revised national qualifications will be produced by the Scottish Qualification Authority for those in the Senior Phase and will provide progression from the experiences and outcomes.

Curriculum Level	Stage
Early	The pre-school years and P1
First	To the end of P4
Second	To the end of P7
Third and Fourth	S1-S3
Senior Phase	S4-S6 and college or other means of study

Head Teachers have a clear responsibility for the management and delivery of the new curriculum in line with the principles for curriculum design and the entitlements for children and young people which underpin the new curriculum. Quality assurance nationally is carried out by HM Inspectors of Education whose inspections result in recommendations to Head Teachers and local authorities. Education authorities and HM Inspectors of Education work closely, where appropriate, in drawing up action plans to improve levels of performance.

Within Angus, the Educational Development Service has a key role in contributing to the promotion and assurance of quality across the work of all schools. In fulfilling this role, support is offered to schools in managing curricular developments which have been identified in the context of the Education Department's Service Plan or individual school development plans. Quality Improvement Officers support and challenge schools in all aspects of development planning including self-evaluation, audit and review activities. The Educational Development Service also has a key role in planning and co-ordinating staff development activities in response to needs identified by schools as they plan to take forward their improvement priorities.

The Education Department's Statement of Principles for Effective Learning and Teaching advocates an approach to Learning and Teaching which is:

- learner-centred
- coherent and consistent across the school
- firmly rooted in a positive and supportive learning environment
- developed in partnership with parents and the community

Considerable emphasis is placed upon supporting Head Teachers in the development of Effective Learning and Teaching strategies, and in the use and application of national performance indicators drawn up by HM Inspectors.

(i) The Primary and Pre-School Curriculum

The major influences on the primary and pre-school curriculum are the Curriculum for Excellence outcomes and experiences. These guidelines are intended to provide all pupils from nursery pre-school through primary classes to S3 with a broad, balanced, coherent and continuous curriculum. Primary schools aim to achieve curricular continuity at the Pre-school-P1 and P7-S1 transition stages and this involves them in developing partnerships with private and voluntary pre-school providers and with secondary schools.

Within the context of Curriculum for Excellence, primary children work within 3 levels, early, first and second in 8 curricular areas – Languages, Mathematics, Expressive Arts, Religious and Moral Education, Sciences, Social Studies, Technologies and Health and Wellbeing.

In primary schools, active learning is encouraged and children work co-operatively in individual, group, and whole-class settings. Children are encouraged to take increasing responsibility for their own learning.

Considerable attention is paid to fostering key skills in mathematics and Literacy and English. Pupils are also given opportunities to undertake research, solve problems, express opinions and make decisions. While such skills are developed across the eight main curricular areas identified above, Head Teachers are also aware of the importance of developing the whole child.

(ii) Secondary Schools

National guidance contained within the *Building the Curriculum* documents offers a basis for planning for learning in S1-6 which reflects the following principles:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

In S1-3 all pupils have an entitlement to a broad general education with the curriculum designed around the experiences and outcomes. These should identify essential content, key skills and experiences and then be used to establish progression for learners within, and through, the levels. The needs and abilities of the learner should dictate the pace and nature of their progress through the experiences and outcomes.

The curriculum must include the sciences, languages and literacy, mathematics and numeracy, social studies, expressive arts, health and wellbeing, religious and moral education and technologies. All of these elements must be part of every learner's broad general education up to the end of S3, although there will be opportunities for some specialisation within areas to reflect the learner's progress and interest.

In S4-6, the senior phase, learners can reduce the number of curriculum areas covered, but must continue to have the sort of experiences that will further develop the four capacities. This is an entitlement for all learners at all stages of their education.

In this phase, learners should also have the opportunity to study for qualifications at a range of levels relevant to their needs and abilities as part of their preparation to move into positive and sustained destinations beyond school. These national qualifications are developed by the Scottish Qualification Authority (SQA).

Throughout S1-6, planning the curriculum for learners must consistently take account of the need to develop wider skills in all subjects and courses. All teachers need to identify the best opportunities to develop skills in literacy and numeracy and to support understanding of health and wellbeing.

(b) Assessment and Examinations

Assessment policies at both authority and school level for all young people aged 3 – 18 support the purposes of learning and reflect the principles of Curriculum for Excellence. They recognise the importance of assessment as an integral part of learning and teaching and schools ensure that regular planned assessment incorporating both formative and summative approaches takes place as part of ongoing learning and teaching. Assessment should take place periodically according to the needs of each learner but particularly at transitions from one stage to another or at a change of school.

Assessment provides a picture of a young person's progress and achievements both in and out of school and informs the next steps to be undertaken in a pupil's learning. Teaching staff consider evidence gathered from a broad range of sources and across a range of activities about whether learning outcomes have been achieved. In addition, learners at all stages are involved in planning and reflecting on their own learning through self and peer assessment and personal learning planning.

For each level within Curriculum for Excellence, learners will demonstrate that their progress is secure when they have achieved a *breadth* of learning across the experiences and outcomes for an aspect of the curriculum, that they can respond to the level of *challenge* and that they can *apply* what they have learned in unfamiliar

situations. Teaching staff will evaluate progress within each level as *developing*, *consolidating* or *secure*.

Standardised tests contribute to the process of monitoring pupil progress and these are undertaken at P1, P3, P5 and S1.

In secondary schools, Head Teachers have responsibility for the effective preparation, management and conduct of national examinations. They are required to ensure that all internal assessment procedures are carried out in accordance with national guidelines. In managing external examination procedures, Head Teachers make arrangements to ensure that pupils are presented for the appropriate range and level of examinations. Such decisions are taken in conjunction both with the individual pupil and his or her parents.

7 DRESS CODE FOR PUPILS

The wearing of school uniforms is voluntary, but Head Teachers may encourage pupils to wear school uniform through an agreed dress code and invite parental co-operation in this matter.

8 IDENTIFYING AND REVIEWING ADDITIONAL SUPPORT NEEDS

In Angus the 'Staged Intervention' process is used to identify and meet pupils' needs, and to manage and review provision. This is explained in more detail below. Parents and young people also have the right to ask the education authority to establish if a pupil has ASN, and consider if a Co-ordinated Support Plan (CSP) is needed. (CSPs are also described in more detail below.)

Parents can also arrange an assessment privately and ask the Education Authority to take the assessment report into account. Requests should be made in writing to:- Director of Education, Angus House, Forfar DD8 1AE (education@angus.gov.uk) describing the type of assessment and why it is necessary. Requests are acknowledged promptly and usually agreed unless this would be 'unreasonable'.

Staged Intervention Process

Stage 1- All Pupils

Stage 1 describes the everyday business of our schools. Pupils and parents are involved as a matter of course. Assessment of pupil progress and support needs is part of daily classroom processes. Additional or alternative teacher-based approaches meet identified need.

Stage 2 - Estimated 20% of Pupils

Assessment and review is still school-based but may involve 'networking' with education support services (eg Educational Psychology Service, School & Family Support Service) or other agencies such as Community Child Health, or Social Work & Health. An Individualised Education Programme (IEP) is in place to manage and review both needs and support provided. (IEPs are described more fully below.)

Stage 3 - Estimated 5% of Pupils

A pupil is experiencing significant delay, disruption or distress in their learning, social development or personal circumstances, and an interagency case conference is held. The meeting may consider a Coordinated Support Plan (CSP -see more information below).

Stage 4 - Under 2% of Pupils

Decision-making and resource allocation by the Angus Council Resource Management Team may lead to significant additional resources or alternative packages of care / education.

Stage 5

Senior Education and Social Work and Health Managers take decisions on an individual case basis. Exceptional resources may be necessary, such as education or care provision outwith Angus.

Individualised Educational Programmes

An Individualised Educational Programme (IEP) is an education planning document managed by schools setting out long and short term educational targets. Parents, and where appropriate, pupils, are involved in review each term.

Co-ordinated Support Plans (CSPs)

A Co-ordinated Support Plan is an educational planning tool which plans long term and strategically for a year at a time. A CSP is made by the education authority in cases where education staff are working together with colleagues from another agency to provide significant levels of support to a pupil.

What to do if you are anxious about the support your child has in school

The Education Authority values partnership working with parents and will do everything possible to help resolve concerns or differences of opinion at an early stage.

If you have any queries or anxieties about your child's additional needs, or about the support being provided to meet those needs, as a first step please contact your child's class teacher or Head Teacher. If you would find it helpful to discuss a problem informally with someone other than school staff, please contact Mrs Frances Watt, Montrose Road Centre, Forfar DD8 2LG (01307 473663 or WattF@angus.gov.uk). Mrs Watt can offer advice and assistance herself, or arrange for colleagues who have a specific area of expertise in Support for Learners to be in touch with you subsequently.

Parents and young people have the right to:

- ◆ **Independent Mediation Services**

This service is free and involves an independent third party who helps to resolve disagreements between education authority and parents or young people. A local independent mediation service can be accessed through contacting Moira Bisset, Parent to Parent, Ryehill Health Centre, St. Peter Street, Dundee DD1 4JH (01382 455200 moira.bisset@parent-to-parent.org).

- ♦ **Free Dispute Resolution**

Some disagreements, such as about the assessment of additional support needs or the level of support, can be referred for written review by an adjudicator independent of the council. Requests for Dispute Resolution should be made in writing or electronically to the Director of Education, Angus House, Forfar DD8 1AE education@angus.gov.uk.

- ♦ **Refer to the Additional Support Needs Tribunal Scotland (ANSTS)**

Parents and young people can appeal to the ASNTS about decisions involving a Co-ordinated Support Plan (CSP) <http://www.asntscotland.gov.uk> (0845 120 2906). A national advocacy service provides advice to parents and young people about grounds for a referral. Contact Barnardo's, 235 Corstorphine Rd, Edinburgh EH12 7AR (0131 3349893) <http://www.barnardos.org.uk>.

Independent advice and information is available from Enquire, the Scottish Advice Service for ASL <http://enquire.org.uk/> (0845 123 2303).

The Govan Law Centre Education Law Unit Govan Law Centre, 47 Burleigh Street, Govan, Glasgow G51 3LB. 0141 445 1955 <http://www.govanlc.com/index.html> works in partnership to support pupils' and parents' rights in education.

The Angus 'Support for Learners' Policy at www.angus.gov.uk/sflpolicy (currently under review) provides more detailed information on all of these topics. For any queries related to Support for Learning, contact Mrs Frances Watt, Montrose Road Centre, Forfar DD8 2LG (01307 473663 WattF@angus.gov.uk).

9 PRE-SCHOOL SNACK AND TOY PROVISION

To cover snack provision, a small charge of £1.50 is required each week per child and will be collected by a member of staff from parents. In line with the Scottish Government guidance, this amount will be for the purpose specified and not used as a means of raising funds for wider purposes.

Children participate in the preparation of a daily healthy snack. Parents can request a special diet for their children if there are medical, cultural or religious reasons for doing so.

10 ATTENDANCE

It is expected that all schools will embrace a culture which encourages pupils to attend school, and one which consolidates early and effective partnerships with parents to address jointly any emerging attendance problems. Schools also are encouraged to liaise closely with the Community Child Health at an early stage. Where a child or young person is "looked after", schools will work closely with Angus Council's Social Work and Health Department.

Schools will only initiate formal Attendance Default Procedures if it is believed that there is no further advantage to be gained from using informal means to resolve the attendance problem including:

- a) Discussing absences with pupils
- b) Informal discussion with parent or carer

If the school decides to take formal action, an early discussion is encouraged with the appropriate support services, normally School and Family Support Service for Attendance Default, but possibly Educational Psychology Service if “school refusal” is suspected.

There are two formal routes which the school can use in dealing with a pupil’s non-attendance:

- a) The Children’s Hearing System
- b) The Education Attendance Sub-Committee

Should a school wish to consider either of these formal routes, discussion with the School and Family Support Service should help to determine the most appropriate course of action.