

Middlefield School



HANDBOOK

2015-2016



**Glasgow ASL
School Handbook 2015-16**

Welcome to Middlefield School

Dear Parents/Carers and Friends

I am delighted to welcome you to Middlefield School. I hope you find that our handbook gives you a comprehensive overview.

Within our school we work together as a team to meet the learning, communication and sensory needs of pupils with Autism Spectrum Disorders.

We have a strong focus on partnership and are committed to reducing barriers to independence, supporting our young people to achieve and be included in society.

We place great importance on ensuring that our young people have opportunities to engage in a wide range of experiences, and that these experiences are viewed as contexts for well planned learning and teaching.

We also aim to ensure that our young people participate in all experiences as independently as possible and with the right level and type of challenge and support.

This handbook provides you with all the relevant information relating to our school. If you require any further information, I would encourage you to make contact via email or telephone and I will be happy to answer any queries.

Yours sincerely

Catherine Gilius MSc
Head Teacher

headteacher@middlefield-res.glasgow.sch.uk

School Vision & Values

In Middlefield School we provide a welcoming and friendly environment, which celebrates the diversity of our community.

We aim to ensure that all pupils are successful learners, confident individuals, responsible citizens and effective contributors and prepared to take their place in society. This is achieved through working together with young people, their families and the community, based on a shared sense of direction.

Our vision for Middlefield is embodied in the acronym STARS.

All activity, behaviour and achievement at Middlefield in staff, pupils and partners alike, is measured against the values identified by the letters of STARS:

- **Safe**
- **Teamwork**
- **Achieving**
- **Respect**
- **Skills**

School Information

You can cut out the following information and have it on your fridge, purse or work desk etc. for ease of finding the numbers required.

Contact Details:

Middlefield School
26 Partickhill Road, Glasgow. G11 5BP
0141 334 0159
Headteacher@middlefield-res.glasgow.sch.uk

Background information:

Middlefield is located in the Hyndland / Partick area of Glasgow.

This is an excellent location in terms of access to transport networks and a bustling local community.

The central location and proximity to major traffic routes is convenient as our pupils come from all areas of the city and currently travel by taxi either independently or in a shared / escorted taxi.

We support our pupils to develop independent travel skills. We have supported our pupils in accessing travel passes and encourage use of public transport wherever possible.

Our pupils make good use of the abundant opportunities in the local area, such as sports facilities, parks, libraries and museums in order to support development of the life skills necessary to live in and move around a city.

The building consists of classrooms, dining hall and a residential area including a self-contained flat. There is also a playground with some play equipment and a gym hall, as well as a soft play room and sensory room.

We have a minibus which was bought with the help of the Variety Club and is well used.

We also have an inclusive resource for Primary aged pupils.

This is located in Langfaulds Primary School, Drumchapel and provides access to increased opportunities for our young people to be included in many aspects of school life such as assembly, playtime, dining hall and classes.

Middlefield is a co-educational school for pupils aged 5 – 18 years who are significantly affected by Autism Spectrum Disorder (ASD). The current roll is 35.

School staff

A full list is available on the school website and parents will be updated on any changes as required.

The leadership team is as follows:

Headteacher: Cathy Gilius

Depute Head: Anne Woods

Moving from Primary to Secondary

Middlefield has both Primary and Secondary stages, however, the majority of our pupils transfer to and from the school during their school career.

All of our current pupils have come to Middlefield through **Planning Pathways for Children and Young People with Additional Support Needs**.

Many have previously attended Language and Communication Resources within mainstream schools.

Children and young people normally transfer to Secondary School between the ages of 11 ½ and 12 ½, so that they will have the opportunity to complete at least 4 years of secondary education. A Transition Planning Review takes place during the last year of primary education to allow parents/carers and professionals the opportunity to discuss the most suitable placement for their child.

Links will be established with the appropriate secondary provision to ensure a smooth transition for all young people.

The School Day

Session 2014-2015

Staff	9.00am	-	3.20pm
Pupils (Secondary)	9.00am	-	3.20pm
Pupils (Primary)	9.00am	-	3.20pm
Morning Break (Secondary)	10.40am	-	11.00am
Morning Break (Primary)	10.10am	-	10.30am
Lunch (Senior) (Prep/Eating/Clearing up time, counted as class time)	12.30pm	-	1.00pm
Lunch Break	12.00pm	-	12.30pm
Lunch (Junior) (Eating Time, counted as class time)	12.00pm	-	12.30pm
Lunch Break	12.30pm	-	1.00pm
Afternoon Break (Primary only)	2.00pm	-	2.30pm
Evening (Mon, Tues, Weds)	3.20pm	-	6.30pm

School Holidays 2015-16

Details of holiday dates are available on the Glasgow City Council website:

<http://www.glasgow.gov.uk/index.aspx?articleid=11880>

Return Date for Teachers	Tuesday 11 August 2015
Return Date for Pupils	Thursday 13 August 2015
September Weekend	Friday 25 and Monday 28 September 2015
First Mid-Term	Monday 12 to Friday 16 October 2015 (inclusive)
Christmas/New Year	Monday 21 December 2015 to Wednesday 6 January 2015 (inclusive) * Please note that schools will close at 2.30pm on the last school day before the holiday
	2016
2016 Return to School	Thursday 7 January 2016
Second Mid-Term	Monday 15 and Tuesday 16 February 2016
Good Friday Spring Holiday (Easter)	Good Friday 25 March 2016 and Easter Monday 28 March 2016 Monday 4 to Friday 15 April 2016 (inclusive) * Please note that schools will close at 2.30pm on the last school day before the holiday
May Day	Monday 2 May 2016
May Weekend	Friday 27 and Monday 30 May 2016
School Close	Wednesday 29 June 2016 * Please note that schools will close at 1pm on the last school day before the holiday

In-Service Days

Day 1	Tuesday 11 August 2015	All Schools
Day 2	Wednesday 12 August 2015	All Schools
Day 3	Thursday 24 September 2015	North West Area
	Tuesday 29 September 2015	North East Area
	Monday 19 October 2015	South Area
Day 4	Wednesday 17 February 2016	All Schools
Day 5	Thursday 5 May 2016 (To coincide with Election)	

Pupil Absence

Within Middlefield School good attendance is encouraged at all times to ensure pupil success. Parents are asked to inform the school if their son or daughter is going to be absent. This should be done as early as possible on the first day of absence. If the young person is going to be absent for some time, it would be helpful to know at the earliest opportunity. The school uses daily text messaging to inform parents and carers of a young person's absence if no contact is made. All unexplained absence is investigated by the school and appropriate action taken.

Medical & Healthcare

The school nurse visits at various times during the year for routine health checks, vaccinations and medical examinations. Parents and carers are kept informed by letter.

If a young person becomes ill during the course of the school day, he/she may require to be sent home. Please ensure that you keep the school informed of all contact details.

Parents and carers should inform the school of any medical requirements relating to their child. If a young person requires medication during the school day, parents must complete the appropriate medical form. This is available on request from the school office.

Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply.

In such cases, we shall do all we can to let you know about the details of our closure or re-opening by using letters, texts and the local media etc.

School Dress Code

Middlefield does not have a 'school uniform' as we feel it is important that the young person learns to make appropriate clothing choices independently.

Many people with autism experience significant sensory difficulties around clothing. They may also require support with awareness of temperature and appropriateness of clothing choice or show inflexibility in clothing choices. Wearing everyday clothes helps staff to pinpoint those difficulties and help the pupils with the development of this life skill.

Any young person, however, is free to wear a generic 'school uniform' if they choose.

PE Kit

It is important that pupils come prepared to learn and for PE this requires appropriate clothing. All jewellery should be removed. Pupils who are not participating in PE must have a note or a medical certificate. Pupils who are unable to participate in practical PE should still bring their kit to allow them to assist in the lesson by refereeing, keeping scores or assisting with the distribution of equipment. This ensures that they are still able to take part in some way in the work of the class and do not miss out on the knowledge and understanding of the course.

There are forms of dress that are unacceptable in school, such as items of clothing which:

- Potentially encourage factions (such as football colours)
- Could cause offence (such as anti-religious symbolism or political slogans)
- Could cause health and safety difficulties (such as loose fitting clothing, jewellery)
- Could cause damage to flooring
- Carry advertising particularly for alcohol or tobacco
- Could be used to inflict damage on other pupils

Clothing & Footwear Grants

Parents/Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (with a total annual income of less than £15,050*), Housing Benefit, or Council Tax Benefit will normally be entitled to monetary grants for footwear and clothing for their children. Information and application forms may be obtained from schools and at www.glasgow.gov.uk/index.aspx?articleid=8629

School Meals

Our school provides a lunch service which offers a variety of meals and snacks within The Fuel Zone. A breakfast and mid-morning service is also available within The Fuel Zone. Special diets for children with medical requirements can be provided. Please inform the school office.

Young people who prefer to bring packed lunches are accommodated in the dining hall.

Children and young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (where income is less than £6,420), Child Tax Credit only (where income is less than £16,010*) and income-related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and at www.glasgow.gov.uk/index.aspx?articleid=8629

Transport

The education authority will normally provide free transport to all pupils who attend an Additional Support for Learning (ASL) school. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time.

Where free transport is provided, it may be necessary for children to walk to the vehicle pick-up point. It is the parent/carer's responsibility to ensure that their child arrives at the pick-up point on time. It is also the parent /carer's responsibility to ensure that the child behaves in a safe and acceptable manner whilst using school transport. It is expected that no child/young person with additional support needs will be on transport for more than one hour.

Communication with Parents

At Middlefield we strongly encourage all parents to become involved in the education of their children. We are always ready to listen to suggestions for new ways of stimulating parental interest. We contact and involve parents in many ways. For example:

Home/school diary. This goes home daily. Parents are encouraged to write in the diary so that staff can encourage pupils to pass on their news and evening activities. It is also a forum for parents to pass on information or discuss already agreed strategies with staff. Diaries are a celebration of achievement and good news.

Newsletters and letters for specific reasons. If you would prefer to receive information via email, please contact; headteacher@middlefield-res.glasgow.sch.uk

School website/Twitter – will contain a great deal of information about the school. It is a good idea to check this regularly.

Text messaging – You may also receive text reminders about events/school closures etc.

Meetings - Parents and carers are welcome in the school to discuss any aspect of their child's development and progress. To avoid disappointment, it is advisable to make an appointment. There are various opportunities throughout the year when parents can discuss their child's progress with school staff.

Parents and carers are welcome at other events throughout the school year e.g. workshops, information evenings, class performances, award ceremonies, religious and other assemblies. The school newsletter and website will keep you informed.

Strong communication links between home and school ensure parents and carers are confident to address any concerns they may have about their child's education with pastoral care staff and the senior leadership team.

Emergency Contact Information

At the start of each school session, parents and carers will be issued with the annual data check form. Please ensure that this is completed and returned to the school. It is also important that you let us know if there are changes to your telephone number(s) or to those of your emergency contacts throughout the year.

Data Protection – use of information about children and parents/carers

We collect information about children attending school (and also about parents/carers, emergency contacts etc. provided in the annual data check) to allow us to carry out the Council's functions as the education authority for the City of Glasgow. This may sometimes involve releasing personal information to other agencies and other parts of the Council, particularly in relation to child protection issues or criminal investigations, and it may also be used for research purposes (see the link below for more details regarding this).

Information held by the school is, in legal terms, processed by Glasgow City Council. The Council is registered as a data controller under the Data Protection Act 1998 (number Z4871657) and all personal data is treated as confidential and used only in accordance with the Data Protection Act and the Information Use and Privacy Policy approved by the City Council. For more information on how we use personal information, or to see a copy of the Information Use and Privacy Policy, see www.glasgow.gov.uk/privacy.

Appointments During School Hours

If your child has an unavoidable appointment, please give them a letter for their registration teacher / pastoral care teacher to ensure that they have permission to be absent from class.

Comments & Complaints

In Middlefield School we aim to have positive relationships across our school community. However, if you have a comment or complaint about any aspect of school life, please contact the Headteacher in the first instance.

Glasgow City Council complaints procedures are available:

www.glasgow.gov.uk/educationcomplaints

Customer Liaison Unit
Education Services
Glasgow City Council
City Chambers East
40 John Street
Glasgow G1 1JL

Tel: 0141 287 5384

e-mail: education@glasgow.gov.uk

The above website also includes information on data protection and freedom of information.

Curriculum

The impact of Autism Spectrum Disorder (ASD) on our young people in terms of the development of their social communication, understanding and imagination demands that our curriculum prepares young people at Middlefield for life beyond the classroom.

We deliver explicit teaching of:

- Interdisciplinary learning
- Life skills – for use in the home and in the community
- Social skills – awareness / self-regulation of emotions
- Social enterprise
- Communication

Our delivery of teaching and learning is underpinned by individualised planning to meet the needs of our young people.

There is a strong focus on consolidating and reinforcing learning through the use of real life experiences and providing a range of rich learning experiences beyond the immediate school setting.

We recognise the importance of ‘capturing’ learning in all opportunities and focus broadly on 4 main Contexts for Learning: Ethos, Personal Achievement, Inter-Disciplinary Learning and Curriculum.

Teaching and Learning is firmly located in Curriculum for Excellence.

We recognize that our pupils are entitled to a Broad General Education; however, we also recognize that the impact of ASD may result in a need for a narrower and more focused approach.

Some aspects of our curriculum, particularly around the area of SHRE (Sexual Health and Relationship Education) are taught both as an embedded feature of our daily life and also in a more individualized way associated with the specific needs of our young people. Parents are made aware of the planned curriculum and have the opportunity to view our resources and speak to our staff. All our young people are treated with dignity and respect. It is recognized that issues around SHRE can present significant challenges for young people with ASD and their families.

Our Health & Wellbeing planning group includes representatives from staff, colleagues and parents as well as pupils. This group regularly reviews and evaluates the impact of our teaching and learning around Health and Wellbeing, Planning of our programmes is led by the school Health and Wellbeing Coordinator in partnership with the Learning Community Health and Wellbeing group.

Curriculum for Excellence 3-18

Curriculum for Excellence has been introduced to raise standards of learning and teaching for all 3 to 18 year olds. It aims to help prepare children and young people with the knowledge and skills they need in a fast changing world. As part of Curriculum for Excellence, all children from pre-school to the end of S3 will receive a rounded education known as a Broad General Education (BGE). Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.

In line with their Curriculum for Excellence entitlement, pupils learn in all 8 curricular areas until the end of S3.

Expressive Arts	Health & Wellbeing	Languages	Mathematics
Religious & Moral	Sciences	Social Studies	Technologies

There is also a focus on developing literacy and numeracy skills across every subject area as well as Skills for Learning, Life and Work as young people prepare for their adult lives. In addition, learning takes place in the following ways:

- Inter-disciplinary experiences (working across a range of subjects to link learning)
- Learning through the ethos and life of the school
- Opportunities for personal achievement

At Middlefield, pupils have the opportunity to experience the broader curriculum through inter-disciplinary topics, enterprise, outdoor learning, eco schools etc. All teaching and learning is driven by Curriculum for Excellence. Accreditation of learning experiences is achieved through SQA and ASDAN. Our Internal Verification process supports staff to ensure appropriate standards are maintained. At Middlefield School we strive to ensure learning experiences:

- engage and challenge
- build on prior learning
- develop transferable skills

Importance is placed on consistency and shared standards. We are committed to ensuring that our environment for learning and our approaches to teaching and learning meet the needs of our young people.

The Senior Phase S4-S6

At Middlefield, the Senior Phase is firmly rooted in the context of Personalisation and Choice. Young People have the opportunity to try a wide range of experiences and to participate in ASDAN and SQA courses as appropriate.

Pupils in the Senior Phase have the opportunity to participate in a planned progression through ASDAN and SQA courses as appropriate. We are delivering National Qualifications at Nat 1, Nat 2 & Nat 3. These include Media, Science and Personal Achievement Awards. For a number of our pupils we are continuing with SQA units at Access 1, 2 & 3 levels to ensure their achievement of course awards. We have extended our use of ASDAN awards and now use these with upper primary and lower secondary classes.

We also work with a range of partners to ensure that, during the Senior Phase, our Young People have a wide range of college and work experience opportunities. During this Senior Phase, we focus on increasing the level and range of challenge, both preparing our young people for life beyond school, but also identifying their interests, abilities and the level and type of support they are likely to require. We consider parent/carers and young people, to be important partners in the planning and delivery of our curriculum. We seek views on an on-going basis through questionnaires, surveys and feedback and try to represent these views in our practice.

The Senior Phase offers opportunity for specialisation leading to qualifications. Young people aged 15 plus will have a wide range of opportunities to experience learning and achieve qualifications to the highest possible level during their senior phase.

Throughout S3, there is a programme of pupil support to assist pupils and their parents and carers with course choices for National Qualification awards. The pupil support programme seeks to advise pupils about:

- The range of courses available
- The pupil's own aptitudes, interests, strengths and weaknesses
- The importance of individual subjects
- Entrance qualifications & career opportunities

In advising pupils about course choices, we adhere to national guidelines and ensure that pupil choices result in their best chance of success.

In collaboration with the Scottish Qualifications Agency (SQA), we will assess National 1-4 qualifications. Individual courses at National 1-4 levels will not be graded but marked overall as pass or fail.

Courses at the new National 5, Higher and Advanced Higher levels will continue to include work assessed by the school, but for these qualifications, students will also have to pass an additional assessment (usually a question paper or assignment) which will be marked externally by SQA.

The SQA website www.sqa.org.uk/cfeforparents contains useful information to help you understand national qualifications.

Religious Observance

Our school is fortunate to have a close link with the local church. The minister assists with the Christianity element of Religious and Moral Education and provides opportunities for religious observance. Parents have the right to withdraw their child from religious observance and should inform the school in writing.

In addition, parents and carers from religions other than Christianity may request that their children may be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on up to 3 occasions in any 1 school session.

Useful websites

www.curriculumforexcellencescotland.gov.uk

www.educationscotland.gov.uk/parentzone/index.asp

Assessment & Reporting

All young people are assessed both formally and informally throughout the school year. This allows young people and their teachers to identify their strengths and areas for improvement. A variety of assessment methods are used to enable staff to pass on information to parents and carers about the progress of their child. Assessment records are kept by teachers and form the basis of discussion at parents' meetings throughout the year.

Pupil progress in literacy, numeracy and health & wellbeing is tracked and regularly monitored. Pupil engagement with the wider curriculum is also tracked and monitored and every effort is made to ensure that all pupils have the opportunity to experience breadth and challenge in their opportunities for learning as part of their entitlement to a broad general education.

Dates of all parents' meetings and the schedule for issuing written reports is included in the school calendar which is issued at the start of term and is available on the website.

Teacher planning and pupil progress is regularly moderated by teachers, peers and SMT. There is specific emphasis placed on pupil engagement with their own progress. All pupils have the opportunity to assess their own work, engagement and progress and are supported, where possible, to identify the next steps in their learning.

Learning opportunities are drawn from all experiences and pupil progress is tracked and assessed in all contexts. Assessment activities are carried out using write, say, make and do approaches.

In line with Glasgow's 'Every Child is Included' policy, all of our pupils have Additional Support Plan (ASP) and many also meet the criteria to have a Co-ordinated Support Plan (CSP).

In order to plan effectively, significant emphasis is placed on gathering a full picture of individual needs. This information is gathered from as wide a range of contributors as possible including parents and family, pupils, friends, college, work experience. We work in partnership with all involved to ensure that each ASP / CSP has relevance, reduces the impact of barriers to learning and allows for clear progression in learning to be made.

ASP learning outcomes focus on:

- communication
- personal & social development
- functional numeracy skills

There will be obvious connections between home, school-day & the wider world.

If you have any concerns about your child's progress do not hesitate to contact their class teacher at any time.

Pupil Profiles

All S3 learners have a profile which reflects their progress in learning and achievement and emphasis their strengths. The profile documents their key achievements in school, at home and in the community and the content is decided by the young person. The profile provides a valuable way for learners to share information about their achievements with their parents, teachers and in the future, staff in colleges, universities and employers. The profile also supports the move from S3 into the senior phase of secondary school.

Support for Pupils

The school has a duty to ensure that all pupils have equal access to the curriculum, with appropriate support for their needs if required. This applies to the content of lessons, teaching strategies and minor adaptations to the school environment. There are a wide range of factors which may act as a barrier to learning. We are committed to working closely with parents and carers to ensure that they are fully involved in any decisions about support for their children's needs.

Any parent or carer seeking further advice regarding this policy should contact the Headteacher in the first instance.

Further information relating to additional support needs is available on the Glasgow City Council website –

www.glasgow.gov.uk/additionalsupportneeds

Information on the Glasgow City Councils' Parental Involvement Strategy can also be found at <http://www.glasgow.gov.uk/index.aspx?articleid=8642>

Pupil Support Staff

All staff in Middlefield have a clear responsibility for the welfare of young people. In addition, all young people have a Pastoral Care Teacher. This provides a vital link between home and school as the pastoral care teacher has an 'all-round' picture of a pupil's progress and general health and well-being. In most cases, a parent's first point of contact with the school will be the pastoral care teacher. The pastoral care teacher is usually the class teacher.

We are fully committed to meeting the needs of all pupils and hold regular meetings at which we plan for those who require additional support. Full discussion is held with parents and carers and outcomes are planned and agreed in partnership.

Getting it Right for Every Child (GIRFEC)

The GIRFEC approach is about how staff in all children's services meet their needs by working together where necessary to ensure that children reach their full potential.

www.scotland.gov.uk/gettingitright

Promoting Positive Behaviour

Children's Rights as outlined in the UNCRC (United Nations Convention on the Rights of the Child) are fundamental to a good school ethos. Adults in our school will work with young people to ensure they are aware of their rights and fully respect the rights of others. Therefore, the approach within Middlefield is to build a positive ethos that demonstrates care and respect for all.

In line with Glasgow's policy on Promoting Positive Behaviour we employ a range of systematic approaches to promoting positive behaviour based on improved relationships, engagement, motivation and emotional well-being.

- Solution Oriented Interventions and Approaches
- Restorative Approaches
- Motivation-based Approaches such as TEACCH
- PATHS (promoting alternative thinking strategies)
- Nurture Groups and Nurturing Approaches

All our staff are trained and annually re-accredited in CALM (crisis and aggression limitation and management).

All of our young people have an individual Risk Assessment and Behaviour Management Plan which is regularly reviewed, evaluated and updated.

Incidents are recorded for Health and Safety purposes and carefully monitored.

Strategies based on motivation are led by the young person's specific needs, likes and interests.

Homework

The amount of homework varies in length, nature and frequency depending on the individual needs of the pupil. The amount of homework will increase, if appropriate, as your child progresses through the school.

Parent Council

We have a very active Parent Council that represents the views of all parents. All parents are welcome to attend Parent Council meetings and can become members at the AGM in September. Parent Council minutes are available on the Parent Council page of the school website and on request from the school office. A list of current members is also available on the website.

Pupil Council

Middlefield has a Pupils Council made up of representatives from all stages. Pupils are elected by their peers and meet with the Depute Head Teacher on a regular basis.

Staff are there to support feedback to the class groups. The Council makes choices on activities at lunchtime, chooses new items for leisure and is a forum for pupils to make changes or air general grievances.

Extra Curricular Activities

We have a wide range of activities that run between Monday – Thursday to extend the learning experience. Good links with community organisations and our Active Schools Co-ordinator are vital for the success of these programmes.

Middlefield has a very active 'enterprise culture'. We have been successful in many of Glasgow's 'Determined To.....' initiatives and have received a Social Enterprise Award related to our Café.

We embed the concept Citizenship in all aspects of our school life and often promote Interdisciplinary Learning associated with local and national events such as 'Commonwealth Games' and 'WW1 Commemorations'

School Improvement

School Improvement at Middlefield is supported by an effective, embedded culture of self-evaluation.

Through an on-going range of formal and informal processes, including processes aimed at gathering information from our parents, partners and young people, we are able to gather information about how we are doing and plan what we will do next. Our aim is that our approaches to self-evaluation and school improvement will impact positively on children and young people's learning experiences

We evaluate progress in our improvement priorities every year in the summer term. The evaluation takes the form of questionnaires, examination of statistics and feedback from self-evaluation activities. We then produce a Standards and Quality Report (a report of our progress) and a new set of School Improvement Priorities which are linked to the previous year. Improvement planning is carried out over an on-going three year cycle.

The Standards and Quality Report and the Improvement Plan are distributed to parents at the start of the new school year (August – September).

Our collegiality with wider groups of partners such as our Learning Community, the Language and Communication Resource group, ARC (autism resource centre) and Autism Scotland, helps us to maintain a broader context and perspective.

Any parent or carer seeking a copy of the plan can contact the school office or check out our website.

Useful addresses:

Education Services
City Chambers East
40 John Street
Glasgow G1 1JL

Tel: 0141 287 2000
www.glasgow.gov.uk

Scottish Autism Tel: 0845 300 9271 Fax: 01259 720051
Email: central@scottishautism.org

www.scottishautism.org.uk

Autism Network Scotland www.autismnetworkscotland.org.uk

Phone: 0141 444 8146

Email: autism.network@strath.ac.uk

Although the information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document:

- a) before the commencement or during the course of the school year in question;**
- b) in relation to subsequent school years**