LENZIE MEADOW PRIMARY SCHOOL HANDBOOK **2026-2027**



Moss Road, Lenzie, G66 4HW
Telephone 0141 955 2366
www.lenziemeadow.e-dunbarton.sch.uk

Welcome from the Head Teacher

It is with great pleasure that I extend a very warm welcome to Lenzie Meadow Primary School and Early Year's Centre.

Our children speak highly of our school and cooperate well with staff and peers in order to be successful in their learning. Our learners are encouraged to be engaged and involved in all aspects of school life. They have a strong voice and are actively consulted about their views on day to day matters and any decisions which may affect them. Our learners are motivated by the leadership opportunities offered which include options to participate in the following pupil led groups; Learning Committee, Digital Leaders, House Captains and Vice Captains, Health Committee, Bookworms, Dyslexia Ambassadors, Cultural Ambassadors and Eco Committee.

As a school and Early Years' team we pride ourselves in our commitment to meeting the needs of our children and we work tirelessly to support our children in becoming the very best versions of themselves possible. As a learning community we share the values of Respect, Kindness, Safety, Responsibility and Determination and we seek to represent these values in our day-to-day interactions in and beyond our school and Centre.

Our school and Early Years' Centre is supported by a very active Parent Council and PTA and both groups support the wider parent voice as well as organising fund raising events which not only provide children and families with lovely experiences, but also raise funds for the school and centre. We are extremely proud of the positive relationships we have with our families and we are strongly committed to partnership working.

Whilst our profile may be considered big, we pride ourselves in knowing our children and families on a personal level and consider our context 'big but wee!'

It is my pleasure to serve as Leader of Lenzie Meadow Primary School and I hope that you find our handbook informative and reflective of our warm culture and ethos.

If you would like more information about the school, please do not hesitate to contact me. I look forward to working with you and your child.



Rona Wallace
Head Teacher/Head of Centre



Information about the School

Address: Moss Road
Lenzie
G66 4HW

Telephone Number: 0141 955 2366 (school)
0141 955 2367 (Early Learning and childcare centre)

E-mail: office@lenziemeadow.e-dunbarton.sch.uk
nursery@lenziemeadow.e-dunbarton.sch.uk

Website: www.lenziemeadow.e-dunbarton.sch.uk

Realistic Planning capacity: Early Learning and Childcare Centre - 54 3-5 year olds AM and PM and 10 2 year olds AM and PM.
School - 582

Present Role: Early Learning and Childcare Centre – 68 3-5 year olds, 13 2 year olds
School - 545

Stages covered: 2 -5 Years Early Learning and Childcare and Primary 1 – 7

Class Structure

Early Level	First Level	Second Level
Early Learning Centre	Primary 2A	Primary 5A
	Primary 2B	Primary 5B
Primary 1A	Primary 2C	Primary 6/5 (comp)
Primary 1B	Primary 3A	Primary 6A
Primary 1C	Primary 3B	Primary 6B
	Primary 3C	Primary 7A
	Primary 4A	Primary 7B
	Primary 4B	Primary 7C
	Primary 4C	

When required, composite classes are formed in line with East Dunbartonshire's guidelines. There is a class reduction policy implemented within the P2-P3 stages where no class will be larger than 30 and where possible no larger than 25 in P1.

Denominational Status: Non – denominational
Status: Co - educational

Parents should note that the working capacity of the school may vary depending on the number of pupils at each stage and the way in which the classes are organised.

Community Facilities: Those wishing to let the premises should contact:
CLD & Childrens Services (School Letting Office)
The Marina
Strathkelvin Place
Kirkintilloch
G66 1TJ
Tel no: 0300 1234510
email:letting@eastdunbarton.gov.uk

Staff Information

Head Teacher	Rona Wallace
Depute Head Teachers	Lorraine Donnelly Elaine Gardiner
Principal Teachers	Jill Donald/Lesley Gordon Rachel Neilly Hilary Roddick

Teaching Staff

P1a	Caitlin Welsh
P1b	Eilidh Humpherson/Megan Callan
P1c	Anna Kirkwood
P2a	Amy Lightbody
P2b	Holly Strang/Jill Sutherland
P2c	Drew Hannah
P3a	Kathleen Bannigan
P3b	Laura Tennent
P3c	Suna Kupeli
P4a	Amy Dibble
P4b	Jamie Ludford
P4c	Kiren Dhillon
P5a	Fiona Kerr/ Amanda Bowman
P5b	Jean Millar/ Maddie Lynch
P6/5	Leigh McMahon
P6a	Stephanie Morrison/ Toni McVey
P6b	Anna Airlie/ Jennie Smyth-Docherty
P7a	Stephen Swadel
P7b	Melissa Scott/ Dawn Rutherford
P7c	Mhairi Raspin

Education Support Teacher	Caitlin Deveney
Wellbeing Teacher	Mhairi Colston
RCCT Teachers	Danielle Anderson, Karen Johnston, Heather Mardle
Physical Education Teacher	Jude McIntyre
School Psychologist	Dr Laura McDonald

Visiting Tutors

Violin/Viola	Paul Docherty
Woodwind	Camille Mason
Double Bass	Chris Sargeant

Pupil Support Assistants

Alvarina Adams	Pat Boyce
Rhona Cochrane	Lee Crome
Iman Elmor	Beth Glass
Julie Harris	Alison Hetherton
Geralyn Hope	Catriona Lamont
Dionne Rennie	Karen Young
Viktoriia Zinchenko	

House Keepers	Nikki Grant
Admin Assistant	Angela McGhee
Clerical Assistant	Karen Cunningham Sarah Fyfe Maxine Millar

Early Learning and Childcare Staff

Depute Heads of Centre	Claire Moore Laura Mesarowicz
Nursery Teacher	Kirsty Quinn
Senior Early Years Workers	Heather Hill Lisa Burke
Early Years Workers	Emma Hamilton Tracey Elliott Louise McLaren Grant McNeil Pamela Flannigan Nicola Paterson Lauren Elliott Karen Blincow Kirsty Mullaney Lorna Anderson Lesley Irving Suzanne Stevenson Wendy Stirling Rachel McMillan Sharon Warner Debbie Armstrong
Modern Apprentice	Kayleigh McLevy
Early Years Support Worker	Talia Thorn Ruth McEnaney
Early Years Housekeeper	Milene Iglesias
Clerical Assistant	Angela Murdoch

FM Staff	Kitchen	Cleaning
	Tracy McGregor	Cameron Bain
	Marie Leitch	Lynn Carr
	Lynn Carr	
	Susan Campbell	
	Christine Hudson	
	Diane McDonald	
	Donna McKelvie	
	Debbie Murphy	
	Carol Oliver	
	Rosemary Sneddon	
	Carole Welch	
	Robert Jeffrey	
School Crossing Patrol	Gillian Rodger	
	Jocelyn Malcolm	
School Support Co-ordinator	Debbi Thornton	

School Hours

Primary 1 pupils attend school fulltime from the start of the new session in August.
School starts at 9am
There is an interval each morning from 10.30am – 10.45 am
The lunch break is from 12.15pm – 1.00pm
School finishes at 3.00pm.

Afterschool Care

POMP afterschool care
Lenzie Meadow Primary School
Moss Road
Lenzie
G66 4HW

Morning session: 7.45am – 9.00am
Afternoon session: 3.00pm – 6.00pm

Contact: 01236 721382

Gym Days

All pupils have a statutory entitlement to two hours of PE each week. Your child's teacher post their PE days on their class Teams page. You will be notified of any changes to these days.
Pupils in Primary 1- Primary 5 may come to school dressed in their PE kit on these days.
Pupils in Primary 6 and Primary 7 should bring their PE kit to school and will change in the changing rooms.
Classes will have both indoor and one outdoor PE, we ask that children come prepared with adequate footwear and outdoor jackets.

Class	PE Session 1	PE Session 2
P1a	Tuesday	Wednesday
P1b	Monday	Wednesday
P1c	Tuesday	Wednesday
P2a	Wednesday	Monday
P2b	Monday	Wednesday
P2c	Monday	Thursday
P3a	Monday	Wednesday
P3b	Monday	Wednesday
P3c	Monday	Thursday
P4a	Tuesday	Friday
P4b	Tuesday	Thursday
P4c	Monday	Friday
P5a	Wednesday	Thursday
P5b	Tuesday	Thursday
P6/5	Monday	Thursday
P6a	Wednesday	Thursday
P6b	Tuesday	Friday
P7a	Wednesday	Thursday
P7b	Tuesday	Wednesday
P7c	Tuesday	Friday

School Holiday Arrangements 2026/2027

Holiday	Dates
August 2026	
Teachers return (In-service day)	Thursday 13 August
In-service day (teachers)	Friday 14 August
Pupils return	Monday 17 August
September 2026	
September weekend	Friday 25 September to Monday 28 September
Pupils and Teachers return	Tuesday 29 September
October 2026	
In-service day (Teachers)	Friday 9 October
October break	Monday 12 October to Friday 16 October
Pupils and Teachers return	Monday 19 October
December 2026 and January 2027	
Last day of term	Friday 18 December
Christmas and New Year	Monday 21 December to Monday 4 January
Pupils and teachers return	Tuesday 5 January
February 2027	
February break	Monday 15 February to Tuesday 16 February
In-service day (Teachers)	Wednesday 17 February
Pupils return	Thursday 18 February
March 2027	
Easter Weekend	Friday 26 March to Monday 29 March
Pupils and Teachers Return	Tuesday 30 March
April 2027	
Last day of term	Friday 2 April
Easter Break	Monday 5 April to Friday 16 April
Pupil and Teachers Return	Monday 19 April
May 2027	
May Day (closed)	Monday 3 May
In-service Day (teachers only)	Thursday 6 May
Pupils and teachers return	Friday 7 May
May weekend	Friday 28 May to Monday 31 May
June 2027	
Pupils Return	Tuesday 1 June
Last day of school	Wednesday 30 June

Lenzie Meadow Accommodation and Facilities



Lenzie Meadow Primary School is designed to support the delivery of Curriculum for Excellence. The spaces in the school provide a range of learning environments that allow staff and pupils to work in ways that suit their needs.

The school is designed to be flexible, and provide opportunities for staff and pupils to change the way they work depending on the activities they are doing.

All Infant classes enter via their own individual ground floor classroom door. Within the class they have their own individual, non-gender specific toilets and cloakrooms.

Senior classes enter from 4 different wings – there is an entrance for each stage; P4 to P7. All classes are on the upper floor and all have outdoor balconies to promote outdoor learning. Toilets on the upper floor are at every end of the building and again are non-gender specific. All toilets are totally private and self contained.

Each class is equipped with interactive screens and is open to a social area adjacent to each room. These flexible areas can be used to deliver lessons in science and art, for example.

Lenzie Meadow provides a wide range of teaching spaces across two wings, including:



- 20 teaching bases, each comprising a formal classroom and an informal teaching area;
- Two general purpose classrooms for staff and pupils to use when required, for music drama, and other activities;
- An ICT suite equipped with laptops and iPads used weekly by classes;
- A Nurture room called ‘The Nest’ which is used by all classes fortnightly and for smaller, focused group work with our Nurture Teacher;
- A number of smaller private rooms for small group work, or one-to-one learning; and
- Two amphitheatre style staircases for performance, mini-assemblies and social activities.

The central area of the school provides PE, social and performance spaces, including:



- A large two-court gym hall with sports curtains, climbing frames and changing rooms;
- A large dining, assembly and Physical Education (PE) hall;
- The ability to use demountable acoustic walls to open up both halls into one large PE, assembly or performance space, seating the entire school;
- The ability to use one general purpose classroom as a stage, opening onto the hall space. Staging, curtains, lighting and projection are available to support performances; and
- The ability to seat the entire school for lunch in two sittings, with food produced in the on-site kitchen.

Outdoor spaces have been designed to support outdoor learning, sports and active play, including:

- A large all weather pitch which can be used whole, or subdivided for small games use;
- A hard court basketball and netball court;
- A range of different outdoor spaces, including a garden, woodland, grass, a courtyard with amphitheatre seating, and paved and tarmac playground areas; and
- Access to covered outdoor spaces directly from each classroom.





The building is designed to take advantage of new technologies, providing WIFI throughout the building which allows pupils to use laptops and other devices in each part of their learning.



Large interactive screens are provided throughout the school to take advantage of electronic learning resources.

The school is accessible for pupils and staff with additional needs, and is equipped with hearing induction loops, lifts, and a full hygiene suite with change and hoist facilities.

The nursery is designed to encourage active, outdoor play and learning. In addition to large indoor playrooms, the nursery has direct access to covered outdoor space, and a dedicated outdoor play area. The nursery can operate independently from the school, with separate access, food preparation facilities and facilities for parental use.





Attendance at School

Scottish local authorities have the responsibility to review and revise their procedures for managing situations where children fail to attend their school/early years centre and no explanation for absence is received from their parents/carers. East Dunbartonshire Council recognises that under such circumstances, children may be vulnerable to harm and that timely steps must be taken to ensure that an absent child is safe and well.

Attendance must be recorded twice a day, morning, and afternoon. Each child's absence from school to be recorded in the school register as authorised i.e. approved by the authority, or unauthorised i.e. unexplained by the parent (truancy) or temporarily excluded from school.

The Scottish Government emphasises the need for schools to support attendance for all and create appropriate support for those who find attending school a challenge. Attendance is defined as the "participation in a programme of educational activities arranged and agreed by the school" (Included, Engaged and Involved: Part 1). Engaging in school and in learning is crucial to ensure that children and young people meet their full potential.

ATTENDANCE PERCENTAGE	NUMBER OF DAYS MISSED OVER AN ACADEMIC YEAR	FURTHER INFORMATION
95%	**9 days**	**Attendance at or above this level gives a learner the best chance of success.**
90%	**19 days**	**Attendance at this level leads to less chance of success. Data shows that learners missing this much school could drop a whole grade in secondary.**
80-85%	**27-36 days**	**Attendance at this level has serious implications for learning and progress.**

There are a key rights, duties and legal obligations in relation to attendance as outlined in 'Included, Engaged and Involved (Part 1)'. These are set out below:

- All children and young people have a right to education; and education authorities have a duty to provide education.
- All children and young people have the right to get the support they need to benefit fully from their education and fulfil their potential.
- All children and young people need to be included, engaged and involved in their learning. Children and young people should be given opportunities to fully engage and participate in the life of their school, in order to encourage good attendance.
- Schools should actively engage with parents to try to ensure that any barriers to good attendance are removed.
- Schools and partners should work collaboratively to promote and support good attendance.
- The foundation for schools, learning establishments and education authorities is a focus on positive relationships and an inclusive ethos and culture that promotes good attendance. Attendance should not be considered in isolation.

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Included, Engaged and Involved (Part 1)

Un-notified Absence

Parents/carers have the primary duty of care for their children. During school/centre hours (and during registered school/centre activities), schools/centres must take all reasonable steps to keep children safe from harm. The effective implementation of the procedures will require parents/carers and schools/centres to exercise their respective duty of care and to work in partnership to help to ensure that children are kept safe from harm.
In order to respond appropriately to an un-notified absence, it is important that parents/carers exercise their duty of care, by notifying the school/centre when their child will be absent and the reasons for this. Each session parents/carers will be required to notify their child's school/centre of all absences.

Missing in Education

Children missing from education are children and young people of compulsory school age who are not on a school roll and are not being educated otherwise (at home, privately or in an alternative provision). They have usually not attended school for a period of time.
Additional guidance is in place to ensure inter-agency collaboration, involving education services, social work, health services and the police to ensure the safety and educational development of the child. The process aligns with The Children Missing from Education (Scotland) Service in Scotland. (Attendance, exclusion and missing from education - Schools - gov.scot).
Schools should ensure their Child Protection Co-ordinator is notified and seek central support from the ASN and Children's Services team if they have any concerns.

Family Holidays

Every effort should be made to avoid family holidays during term time as this seriously disrupts a child's education and greatly reduces learning time. It should be noted that it not only has an adverse effect on a child while he/she is absent from school, but also leads to extended disruption to a child's education for a period of time when he/she returns to school after the family holiday. Family holidays will only be regarded as authorised absence where prior agreement from the school has been obtained and where it is judged the holiday is important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement, or other traumatic events.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. This leave will be regarded the same as a family holiday but will be recorded separately from school holidays for attendance purposes. Requests should be made in writing detailing the destination and the duration.

Clearly with no explanation from the parents, the absence is unauthorised.

Information regarding exceptional closures

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 closure or re-opening. We shall keep you updated using the usual digital methods of communication used by the school i.e. email, Groupcall or social media. There will also be updates on the website www.eastdunbarton.gov.uk

(a) Parental Communication with School in Case of Emergency

It is important that parents keep contact with the school to a minimum in the case of an emergency. When you telephone the school, you will be asked for a contact number and your message will be repeated back. Please ensure the pupil's name, class and/or teacher's name is given.

Please ensure that your child knows their home/pick up plan each day. If there are any changes to childcare arrangements, please inform the school before 2.30pm. This should only happen in exceptional circumstances.

Comments, Compliments and Complaints Procedure

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

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

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

In relation to making a complaint:

- Stage 1 – Frontline resolution, we will always try to resolve the complaint quickly and to the parent/carer's satisfaction wherever we can. This resolution will be provided within five working days, unless there are exceptional circumstances.
- Stage 2 – Investigation, if you are dissatisfied with the decision at stage 1, the complaint will be investigated, acknowledge in three working days and decision provided as soon as possible but within twenty working days.

- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman (SPSO), our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillors, MSP or MP.

Child Friendly Complaints are processes designed to allow children and young people to raise concerns or complaints in a way that respects their rights, ensure accessibility, and provides appropriate support.

Child-friendly complaints processes are structured to **empower children and young people** to express concerns about services, treatment, or decisions affecting them. These processes are guided by the **United Nations**

Convention on the Rights of the Child (UNCRC), ensuring that children's rights are central to complaint handling and that their views are taken seriously

The benefits of ensuring our Child Friendly Complaints processes are fully embedded to ensure that:

- They can voice their concerns safely and confidently
- Receive responses that respect their rights and needs
- Contribute to improvements to the Council through meaningful feedback

In embedding these principles East Dunbartonshire are complying with our legal obligations under the UNCRC, and fostering a culture of respect, inclusion and accountability for children and young people.

Further information can be found using the following link - Child Friendly Complaints | SPSO

We will take account of our parent/carer needs and will respond with patience and understanding when parent/carers have specific requirements of us. We recognise that some of our parent/carers will encounter the Council at difficult times in their lives and/or when experiencing challenging circumstances, and that this may cause them to act in ways that are out of character, however, the Council has clear expectations around how we aspire to deliver excellence in parent/carer services. We would always suggest that contacting your child's school in the first instance to try and respond to any complaints quickly.

For further information around Council policy please see the link below:

Unacceptable Behaviour Policy 2024 – 2028 - East Dunbartonshire Council
Section 2 Parental Involvement and Engagement and family learning

- The opportunities provided for a parent to become involved in the school – supporting learning at home, improving home-school partnerships and parental representation. *Signpost to the Parental Engagement Strategy.*

- *How the school communicates with parents – parents' evenings, school assemblies and events, classroom visits, e-mail, website, text messaging, radio, phone calls, letters, newsletters etc. - This should include updated arrangement for this session.*

- How the school involves parents in the pupils' education, how information, support and advice is given to parents to help parents support the pupil's learning and at key stages, particularly when choices are being made. *How schools gather parent opinion and encourage parents to share their views. - As above, this should include updated arrangement for this session.*

- *Include information which highlights the school's approaches to engaging and involving parents – direct and easy access, responsive, tools for continuous engagement e.g. homework diaries, open access times – 'drop ins'. - Please advise about current arrangements*

- *Information about the role of the parent council in representing their views on education matters and how they can contact them.*

Scottish Schools (Parental Involvement) Act 2006
Family engagement and support for parents - East Dunbartonshire Council

Parental Engagement in the School

All East Dunbartonshire Council schools welcome parental involvement as research has shown that when parents are involved children do better in school.

At Lenzie Meadow, we recognise the importance of active parental support within our school community and strongly encourage parents to become involved in their child's learning in partnership with our staff.

Parents Meetings are held twice a year in October and March. These are times when it is possible to have a helpful talk with the teacher to discuss progress made by pupils and exchange information.

If any problems should arise at any time parents are welcome to telephone or email the school to make an appointment to speak to the class teacher or a member of the Senior Leadership Team. Pupil reports are issued towards the end of each academic year giving a full comment on a pupil's progress including their strengths and development needs.

A parental engagement calendar is issued at the start of every academic year, outlining a wide variety opportunities for parents to become involved in the life of the school. These include:

- Class assemblies
- Look in and learn events
- Nativity show
- School Concerts
- Fun Evenings
- School Events and Trips

Many parents are involved in the running of our after-school club programme. This is strongly welcomed and provides extracurricular activities for all children within the school. Please contact the school if you would like to offer support.

All classes use Teams as a way to engage parents and classes post pictures and videos of things that are happening within the class.

In addition, our website aims to provide helpful advice, information and links to support children and parents. https://www.lenziemeadow.e-dunbarton.sch.uk/

We use e-mail and text messaging as our primary methods of contacting parents and ask that you keep us up to date with any changes to either your e-mail address or mobile phone number.

Families' views are very important and, the school uses various methods to consult regularly with and seek the opinions of parents, gathering feedback regarding policies and procedures as part of our ongoing school improvement agenda.

Parent Councils

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

Parents are welcomed to be:

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

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

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

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

The main aims of the Parent Council are:

- To support the school in its work with pupils;
- To represent the views of parents;
- To promote contact between the school, parents, pupils, providers of Early Learning and Childcare education and the community;
- To report to the Parent Forum;
- To be involved in the appointment of senior promoted staff; and

Members of the Parent Council are:

Chair: Lyndsey Saunders

Vice Chair: Nicola Scott

Clerk: Joanna Donnelly

Parent Council Members

P1 - Amy Mavroudis, Montana Aebergardt, Heather McGettrick
P2 - Katie Rafferty, Nicola Scott
P3 - Meera Lafferty, Susan Williamson, Peace Ibeh, Esther Lajide
P4 - Laura McCrae, Shirley-Anne Brightman
P5 - Karen Jarvie-Thomson
P6 - Diana Dundas
P7 – Nicola Scott, Joanna Donnelly, Heather McGettrick

Staff representatives Rona Wallace, Lorraine Donnelly, Elaine Gardiner

They may be contacted through:

The Parent Council email address: lenziemeadowparentcouncil@gmail.com

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk.

Parent Teacher Association (PTA)

This association has the full support of the Head Teacher, Depute Head Teachers and Staff and it is hoped that the support, goodwill and co-operation will continue to flourish. The committee agrees the activities for the year and meetings are held at intervals during the year.

The PTA is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact the PTA if you want to join in. This is a very active and committed group within Lenzie Meadow Primary and the Early Learning and Childcare Centre.

Contact Details lenziemeadowpta@yahoo.co.uk

The Scottish Parent Teacher Council (now known as Connect) is the national organisation for PTAs in Scotland and runs an independent helpline service for all parents. They can be contacted by phone on 0131 474 6199, or email on info@connect.scot or write to Connect, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB.

Pupil Voice

Pupil Voice is of major importance at Lenzie Meadow. Some of the best ideas are from pupils who have a vested interest in their school and their learning.

The school is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.

These key human aspects of learning are supported through the following arrangements by:

- Creating a school ethos, which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

House Captains, Vice Captains, Junior Captains and Junior Vice

Pupils are allocated to one of our four houses: Campsie (Red), Cawder (Yellow), Kelvin (Blue) or Lennox (Green).
Interviews are held to elect Captains and Vice-Captains for each house from our Primary 7 pupils. Junior Captains and Vice Captains are elected from P4.
House assemblies are held throughout the year and on Sports Day the children compete in house teams. Following the school ethos and values contributes to house points and there is a reard for the winning house at the end of the year. We want to ensure our pupils views are heard and have a number of ways our pupils can contribute.

Learning Committee

The Learning Committee discuss various learning within our school, support learner conversations with SLT and help take forward improvements identified by pupils. They actively promote United Nations Rights of the Child (UNCRC) at assemblies and through the creation of whole school charters and have been instrumental in Lenzie Meadow being recognised as a Silver Rights Respecting School.

Rights Ambassadors

Our Rights Ambassadors are also members of the Learning Committee. They are pupils from P7 who are also members of East Dunbartonshire's My Voice, My Choice Forum, connecting with other young people to promote children's rights and voice within our school and across the Council.

Digital Leaders

Digital leaders are P7 pupils who support the use of a variety of digital technologies within the classes. They promote online and digital safety through assemblies and organise Safer Internet Day within the

school. They have also planned and led lessons other pupils using technologies such as Beebots, Spheros and Micro:bits as well as running coding afterschool clubs.

Health Committee

Active health is very important and this committee works with the Principal Teacher who has responsibility for Active health. They arrange events and canvas opinions from the children about what sports and clubs the children would like in the school. They also support active play in the playground through researching and buying resources and supporting Playpals. They helped the school to gain the Gold School Sports Award. Junior Road Safety Officers also form part of the Health Committee.

Bookworms

The Bookworms are our reading committee who promote reading for pleasure across the school. They organise a variety of events for Reading Schools Week and World Book Day including leading assemblies and running whole school competitions. The also celebrate reading for pleasure through weekly activities including Reader of the Week and organising book clubs.

Eco Committee

The pupils in the Eco Committee are committed to encouraging others to think about the impact their actions have on the environment. They are working towards improving our school grounds, decreasing the amount of litter and educating others about the Global Sustainable Development Goals.

Cultural Ambassadors

Cultural Ambassadors developed from an idea put forward by one of our P7 pupils. They promote the cultural diversity of Lenzie Meadow Primary through raising awareness about languages, festivals, celebrations and traditions relevant to our school community at assemblies and on their notice board.

The School and Community

The school and its pupils have an important contribution to make to the local community. Respect for others and a caring attitude are fostered at every opportunity.

The school does a great deal of fund raising for local, national and international charities. You will be kept informed about these by our weekly update throughout the session.

We also have strong links with businesses, local churches, voluntary groups and sports clubs in the area. All of these help to give our pupils opportunities to learn and develop across a wide range of skills.

The school is part of the local community and the facilities within it can be used for a range of activities outwith school hours. Lets are obtainable from Community Learning and Development and Children's Services.

EAST DUNBARTONSHIRE COUNCIL VISION VALUES AND AIMS



The Vision for the Education Service is '*Excellence for All - A commitment to excellence, equity and inclusion that empowers all children and young people to succeed in learning and life'.*

This Vision is combined with the carefully chosen values of respect, courage, creativity, fairness and trust to encapsulate the skills, actions and values expected for all our staff, children and young people.

Underpinning our commitment to continuous improvement for all, five aims were identified as overarching priorities. These aims will be measured against the Education Service improvement priorities to ensure a key focus on improving outcomes for all.
These are as follows:

Equity & Opportunity
To reduce barriers, promote equity, and enhance opportunities so all learners can thrive in a diverse, inclusive and creative learning environment.

Family & Community Partnerships
To work collaboratively with families and communities, putting children's rights at the heart of decision making and supporting family wellbeing.

Learning and Teaching
To deliver high-quality innovative learning and teaching, that supports wellbeing, achievement and attainment for all.

Child Centred and Future Focussed
To provide an education system based on relationships and collaboration to prepare every learner for a successful future.

Inclusion and Empowerment
To foster a nurturing and inclusive environment where everyone feels respected, safe and inspired to achieve their full potential.



The visual representation of the Vision, Values and Aims was carefully considered. The symbolisation of mind, knowledge, growth, and success is at the heart of the concept. The graphic combines the brain representing critical thinking; the light bulb as a symbol of ideas and innovation; the heart as a symbol of care, compassion and emotional intelligence; the open book as the traditional symbol of knowledge and learning and finally the laurel symbolising growth, harmony and aspiration.

Education Scotland's Thematic Review of the Education Service in September 2024 highlighted the following strength.

“The culture of high levels of trust, high aspirations and high expectations permeates all levels of the system. The relationship-based approach leads to highly effective collaboration at all levels with a strong focus on improving experiences for children and young people.”

Lenzie Meadow Vision

OUR VISION

"Be the best you can be!"

To create learners who are:

Happy, Self-confident, Motivated and Responsible individuals who strive to achieve their very best in all pursuits.

OUR VALUES

- Be Kind
- Be Safe
- Be Responsible
- Be Determined
- Be Respectful

We aim to

- enable individuals to achieve their full potential, academically and socially
- foster a spirit of independence,
- promote positive attitudes in our school community with an emphasis on respect for oneself and others
- ensure equality of opportunity for all within an inclusive environment
- to develop a sense of caring, trust and honesty in all learners

We work in partnership with our parents and the wider Lenzie Meadow School Community to build the very best in achievement and attainment for all.



EQUAL OPPORTUNITIES AND SOCIAL INCLUSION

In East Dunbartonshire, all children and young persons are entitled to participate fully in a learning community which promotes equality of opportunity and seeks to protect against all forms of discrimination.

The school believes that pupils and staff have the right to learn in a caring and safe environment. Staff will not tolerate any behaviour or attitudes which lead to staff and pupils being humiliated or harmed because of their race, colour, language, nationality, ethnic origin, cultural and religious beliefs, sexual orientation, gender, marital status or disability.

The General Equality Duty was created by the Equality Act (2010) and replaces the race, disability and gender equality duties. The duty came into force in April 2011 and covers age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The school is committed to the requirements of the Equality Act (2010) and as such we will have due regard to the need to:

- Eliminate discrimination, harassment and victimisation;
- Advance equality of opportunity between children and young people who share a characteristic and those who do not;
- Foster good relations between different groups.

The school will take cognisance of the Equality and Human Rights Commission's 'Technical guidance for schools in Scotland' in the development of its policy and practice.
Technical guidance for schools in Scotland | EHRC (equalityhumanrights.com)

Please also see the school's Anti-bullying Policy, which is available on our website.



Development of Pupils' Spiritual, Moral, Cultural and Social Values

The school is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.

These key human aspects of learning are supported through the following arrangements by:-

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

Child Poverty

The impact of poverty can have a significant effect on children's achievement and attainment.
The Cost of the School Day is a national policy to help raise awareness of the financial barriers families with low income can face and how that can negatively impact on children and young people, especially with regards to their mental health and wellbeing.
In school, supports are in place to ensure barriers to accessing learning are removed and equitable access is in place for all, regardless of their family or carer's financial background.
If you have specific concerns, please contact the school to discuss as there are ways in which support can be provided.

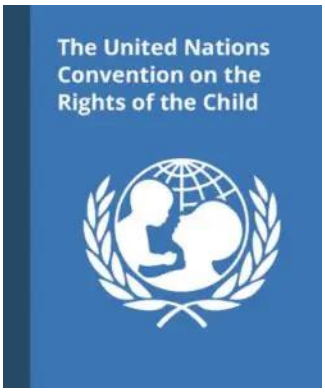
For example:
School uniform recycle
Assistance with trips/outings
Festivals and fundraising events

Child Poverty Report and Action Plan - East Dunbartonshire Council

The Promise

East Dunbartonshire Council is committed to keeping The Promise and supporting our care experienced learners. The findings of The Independent Care Review (The Promise 2020) and documents produced by The Promise Scotland, including Plan 21-24, Change Programme 1, and Plan 24-30 including individual service briefings, have helped to inform the current plan and can be viewed here *https://thepromise.scot* It is crucial that, in order for The Promise to be kept, the calls to action as outlined within The Promise underpin all existing and future plans of support for children, young people and families within East Dunbartonshire.

UNCRC



East Dunbartonshire Council is committed to developing rights-based approaches in all education establishments. A rights-based approach ensures the articles of the convention underpin the ethos of the organisation and all policy and practice is developed under consideration of the United Nations Convention on the Rights of the Child (UNCRC).

Implementation of the UNCRC July 2024, ensures children and young people's rights are integral to every aspect of decision making, policy and practice in our schools and early years centres. Our pupil forum My Voice My Choice has members from all schools ranging from P6 to S4 year groups. Rights Respecting School Awards are undertaken by all our schools, which encompasses the entire school community.

We aim to:

- Ensure all schools and early years centres have clear guidance on children's rights; what they are and how they will be embedded in the life of the school/centre
- Support establishments working with children and young people to develop a positive and inclusive ethos and culture
- Ensure provision of information, training, advice and support to those working with children and young people as well as their parents or carers
- Provide leadership and ensure accountability through systematic monitoring and review of data
- Support effective partnership working across agencies to further the rights and wellbeing of children and young people

Promoting Positive Relationships, Behaviour and Learning in Education

In East Dunbartonshire's schools, the development of relationships and skilled support for children and young people to manage their behaviour is essential. The whole school community endeavours to create a caring, nurturing, optimum learning environment, which promotes creativity, whereby everyone feels empowered, supported, and loved.

This is a clear framework which can be used and adapted to support Relationships Policies in all schools and educational establishments.
East Dunbartonshire Council (EDC) is committed to providing a culture in the school community where all stakeholders including children, staff and parents feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated. Positive relationships should be encouraged and present throughout the whole school community where children and young people are involved meaningfully in decisions which affect them.

We aim to:

- Develop a shared vocabulary to reflect the language of inclusion.
- Develop the curriculum within an optimum learning environment which promotes creativity and flexibility to meet the needs of all. (Learning and Teaching Policy at school level and CIRCLE)

- Co-create and develop a culture and individualised approach to dysregulation, co-regulation, and self-regulation where everyone feels safe, respected, and listened to.
- Develop a school ethos, culture, expectation, and understanding of consequences that should be relevant and appropriate for the learner. This would include aspects of their behaviour and those impacted (positively or negatively) which will be created and consulted on by all stakeholders.
- To provide professional learning and development opportunities to the whole school community to build trusting relationships which support respect, confidence, and safety in our educational settings.

Positive Behaviour

In Lenzie Meadow Primary, we believe that it is fundamentally important to promote a positive and caring environment, in which our pupils will develop to the maximum their self-esteem and sense of worth and have respect and consideration for others.

The school takes a positive approach to discipline with the emphasis on praise and reward. This may involve parents as the co-operation of parents in this process is vital to its success.

Each class is involved in establishing a Classroom Charter based on the UNCRC at the beginning of each year. This charter sets high expectations of behaviour for all pupils. We also have whole school charters including ones for the playground and dining hall.



Anti-Bullying Procedures

Lenzie Meadow Primary promotes positive behaviour and operates a strict anti-bullying policy. Any incidents are thoroughly investigated by a member of the Senior Management Team. A copy of our anti-bullying policy is available on the school website.

School Security

All visitors to the school during the school day must report to the office where they will be asked to sign the visitor's book and will be given a visitors badge to wear at all times.

Playground Supervision

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990.

Curriculum

Curriculum for Excellence

The values, purposes and principles of the 3-18 curriculum in Scotland are set out in A Curriculum for Excellence. The curriculum aims to support children and young people to maximise their potential across four capacities to become successful learners, confident individuals, responsible citizens and effective contributors.

Curriculum for Excellence develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another, helping children to make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. All teachers are responsible for the development of literacy, numeracy and health and wellbeing.

In line with Education Scotland, our school is committed to providing high-quality learning experiences through Scotland's Curriculum Improvement Cycle. This national approach supports continuous improvement by ensuring that the curriculum remains relevant, inclusive and responsive to the needs of children and young people in a changing world. It enables schools to review evidence, reflect on practice, implement improvements and evaluate their impact, ensuring that learning continues to meet the aspirations of Curriculum for Excellence.

Through this process, we ensure our curriculum continues to develop the four capacities of Curriculum for Excellence, promotes equity and inclusion, reflects the principles of Getting it Right for Every Child (GIRFEC) and the United Nations Convention on the Rights of the Child (UNCRC), and supports every learner to achieve their full potential. Curriculum improvement is closely aligned with our School Improvement Plan and our self-evaluation using *How Good Is Our School? (4th Edition)*, ensuring that our learners are equipped with the knowledge, skills, attributes and values they need for learning, life and work.

Numeracy and Mathematics

Numeracy- the confidence and competence in using number which will allow individuals to solve problems, analyse information and make informed decisions based on calculations.
Mathematics equips us with many skills required for life, learning and work. Understanding the part mathematics plays in almost all aspects of life is crucial. This reinforces the need for mathematics to play an integral part in lifelong learning and the richness it brings.

There are five main strands of learning in Numeracy and Mathematics:

- Use knowledge and understanding of the number system, patterns and relationships
- Use knowledge and understanding of measurement and its application
- Use knowledge and understanding of shape and space
- Research and evaluate data to assess risks and make informed choices
- Apply numeracy and mathematical skills.

Numeracy is a skill for learning, life and work. Being numerate involves developing an ability and confidence in using numbers that allows us to function responsibly and contribute effectively to society.

Good numeracy skills are necessary for successful learning and are essential for life beyond school. Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Curriculum for Excellence numeracy and mathematics benchmarks as well as experiences and outcomes have been categorised into fifteen specific organisers, these include;

- Estimation and rounding
- Number and number processes
- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Mathematics – its impact on the world, past, present and future
- Patterns and relationships
- Expressions and equations
- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation
- Data and analysis
- Ideas of chance and uncertainty.

Literacy and English

The three organisers within the literacy and English framework are:

- listening and talking
- reading
- writing.

Within these organisers there are subdivisions.

- **Enjoyment and choice** highlight the importance of providing opportunities for young people to make increasingly sophisticated choices.
- The **tools** include important skills and knowledge: for example, in reading it includes such important matters as reading strategies, spelling and grammar.
- **Finding and using information** include, in reading, critical literacy skills; while the understanding, analysing and evaluating statements encourage progression in understanding of texts, developing not only literal understanding but also the higher order skills.
- **Creating texts** describe the kind of opportunities which will help children and young people to develop their ability to communicate effectively, for example, by writing clear, well-structured explanations.

We have a clear and progressive Phonics and Grammar programme taught within the Infant department through Jolly Phonics and Jolly Grammar.
From P4-7 we use a progressive spelling programme and we incorporate grammar into writing lessons.

All stages are taught French as Language 2 and we introduce Spanish as Language 3 in Primary 5 to 7.

Listening and talking is a main focus for all areas of language and permeates the entire curriculum. Children in the Infant department are introduced to ‘tools’ for listening and talking. As we extend through the primary stages listening and talking is developed through debating and literature circles.

Health and Wellbeing

Lenzie Meadow has a Health and Wellbeing programme aligned with Curriculum for Excellence experiences and outcomes. Some areas covered within this programme deal with mental, emotional, social and physical wellbeing. Physical education, activity and sport are taught collaboratively by our PE specialist and the class teacher. We fully embrace partnership working of Health Activities and work closely with Active Schools to promote wellbeing activities throughout the year.

Other important aspects of this programme are food and healthy eating, drug and alcohol awareness as well as building relationships and sexual health and parenthood. Sensitive aspects of the Relationships, sexual health and parenting programme are taught across the year and a letter is issued to inform parents of the lesson content. The Sexual Health lessons are available for parents to view on request.

Social Studies

This area of the curriculum incorporates three main aspects:

- People, Society, Economy and Business
- People, Past Events and Societies
- People, Place and the Environment

This curricular area is covered in a creative, integrated and imaginative way, maximising the development of skills and, of course, knowledge and understanding.

All stages adopt a responsive and integrated approach to delivering the social studies curriculum in order to make connections in learning through all areas. A strong emphasis is placed on global educational links as well as enterprising activities.

Expressive Arts

The creative and imaginative talents of the children are developed through art and design activities, music, drama and dance. We value the arts within Lenzie Meadow Primary and provide quality learning and teaching in these areas through clear and comprehensive programmes of study.

Instrumental tuition in Violin, Double Bass, Saxophone and Flute is offered from Primary 4, when pupils are auditioned for the instrument of their choice. The local authority provides percussion lessons for P4 pupils.

Technologies

Our programme for technologies looks at aspects of technological developments in society as well as Digital Literacy to enhance learning. The basic skills of technology are introduced at the early level and enhanced throughout the primary stages in order that children can fully integrate their technological skills to enhance all areas of their learning.

Science

The four main aspects taught within science are:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials

Our planning is in line with Curriculum for Excellence and delivers stimulating lessons which are interactive and fun.

Religious and Moral Education

We follow the guiding principles and aims of the Regional Policies on Religious Education and Religious Observance (1993). The resource packs for Christianity and other world religions are used to support the teaching of Religious Education and are incorporated into our curriculum.

Religious Instruction and Observance

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

Sensitive Aspects of Learning

Parents can be provided with any information regarding sensitive aspects of education such as our health and wellbeing programme e.g. sexual health, drug awareness and online safety by making an appointment to visit the school. Our Relationships, Sexual Health and Parenthood Programme can be found on the following link https://rshp.scot/about-the-resource/#mappinglearning

Developing Young Workforce

Through a variety of interdisciplinary approaches, we develop skills for lifelong learning and work including a specific careers focus in Primary 7.

Homework

The philosophy behind the homework policy is to assist your child in the art of study which may be necessary in later life, as well as practising and consolidating key concepts and skills previously taught in class. Homework mainly consists of literacy and numeracy activities, although there may be times when the children are asked to find information about their topic, make/design an item or conduct a survey. On average, homework should last between 15 - 30 minutes depending on the age and stage of your child. Pupils, particularly in the infant classes, should be encouraged to practise their reading at home with you, to talk about the pictures and to predict what is going to happen next.

We have in place a structured home learning programme in phonics and spelling for primary 1, 2 and primary 3 children. The most profitable and effective “homework” for your child is your own interest and involvement in his/her schoolwork for a short time each evening. It is hoped that homework tasks will give parents the opportunity to work with their children at home and provide some insight into the learning taking place within Lenzie Meadow Primary.

In January of each year all classes take part in a fun and challenging ‘active’ home learning activity. This focuses on more practical activities that can be done at home and children really enjoy the opportunity to take part in this.
A copy of our homework policy can be found on our school website.

Extra Curricular Activities and Excursions

Throughout the year we offer a variety of extra curricular activities and outings to our pupils. These are run by staff, Active School’s Leaders and outside providers. Such clubs include Running, Netball, Football, Dance, Drama, Basketball, Minifit, Badminton, Art and outdoor Learning.

At Lenzie Meadow, we also offer pupils opportunities to extend their learning beyond the school gate. Educational Outings in the local community and further afield are planned to enhance learning.

In Primary 7, pupils are offered the opportunity to participate in a week long activity based residential visit.

In advance of all excursions out with the local area, parents are notified and must complete the relevant permission slips and provide medical information. Risk Assessments are undertaken before excursions take place.

Assessment and Reporting

Liaising with and Involving Parents in their Child's Education

Assessment is through a suite of activity based around the pupil on a yearly basis. This will be school based, ongoing teacher assessment and standardised assessment. Staff moderate and track pupil learning termly and report to the Senior Management Team through tracking meetings.

Every child in P1, P4 and P7 will undertake national standardised assessments (SNSA) covering some aspects of reading, writing and working with numbers.

Parents receive a written report on pupil progress in the final term. There is also opportunity to meet formally during Parents' evenings twice per year as well as an invitation in the first term to a Meet the Teacher event. Results of the above assessment can be shared with parents during the Parent Interviews.

Parents may also be invited to 'Team around the Child' meetings if appropriate to support pupil progress.

The Education Service is keen to ensure that it involves all parents appropriately and sensitively in their child's education. Under Education Law, "parents" include:

- Non-resident parents who are liable to maintain or have parental responsibilities in respect of a child;
- Carers who can be parents;
- Foster carers, relatives and friends who are caring for children under supervision arrangements;
- Close relatives, such as siblings or grandparents caring for children who are not "looked after and accommodated" by the local authority or are under home supervision (looked after) arrangements.

Everyone who is a "parent" (under Education Law) has the right to receive advice and information about their child's education and take part in activities.

The Education Service will treat all parents equally. The exception to this is where there is a court order limiting an individual's exercise of parental rights and responsibilities.

Schools collect information about a child's family circumstances on an annual basis. Where family circumstances change during a school session, it is important that parents inform their child's school of these changes.

Further information about how the Education Service seeks to work with parents is available in the publication *Schools, "Parents" and "Parental Responsibility": A briefing paper for schools and education support services under the management of East Dunbartonshire Council* (2007).

This publication is available from schools or the Interim Chief Education Officer who can be contacted at:

East Dunbartonshire Council
The Marina
12 Strathkelvin Place
Kirkintilloch
Glasgow
G66 1TJ

Tel: 0300 1234510
Email: Greg.Bremner@eastdunbarton.gov.uk

Transitions and Enrolments

Early Learning and Childcare Provision

East Dunbartonshire Council is committed to the provision of high quality early learning and childcare experiences for children. We aim to provide places that meet the needs and demands of both children and families, offering accessible, flexible and affordable provision where possible. The Early Years Admissions Policy sets out the options available to parents, including location of early learning and childcare providers, the available hours, and the way that places are prioritised and allocated.

It is important to note that there is no automatic entitlement for a place in any East Dunbartonshire primary school following a funded place at any early learning and childcare provider / early years centre.
Early learning and childcare provision is non-denominational. This means that all early years centres are open to children and parents of all religions and beliefs. Placement in the early years centre does not guarantee a place in the primary school.

Admission to Early Learning and Childcare Provision in East Dunbartonshire

Our early years centre provides places for children aged 3-5 and eligible 2 year olds who meet qualifying criteria. Full details on delivery models within Local Authority Early Years Centres can be found on the East Dunbartonshire Council website

Funded places can be accessed either in a local authority early years centre or with a Funded Provider. Funded Providers, include early learning and childcare providers in the private, voluntary and independent sector, as well as childminders who have been accepted into East Dunbartonshire Councils early years procurement framework to provide early learning and childcare.

The East Dunbartonshire Council website sets out clear information to guide the online application process for all funded early years places. Applications for 3 and 4 year old places normally open on the first week of January and close on the last day of February each year. Applying before the closing date will give you the best chance to get the early years centre and pattern that you have requested, however, this is not guaranteed and all places are allocated as per the Early Years Admissions Policy. Parents are required to upload a copy of their child's birth certificate, their council tax notice as proof of residency and a recent utility bill (gas, electric, broadband or TV licence) at application stage.

Some two year olds are also eligible to access funded early learning and childcare, where their household meets Scottish Government criteria. This criteria can be found under the FAQ's section on the East Dunbartonshire Council Early Years webpage. Applications for a funded two year old place can be made at any time. When applying, parents are required to upload a recent confirmation of qualifying income, a copy of their child's birth certificate, their council tax notice as proof of residency and a recent utility bill (gas, electric, broadband or TV licence). Eligible two year olds can start from the term after their second birthday, as per the Early Years Admissions Policy. Parents will also be required to complete an application for their child's 3 and 4 year old place.

East Dunbartonshire Council has some availability for parents to purchase childcare for children aged 3 months to two years, and for two year olds; online applications can be found on the website.

Parents and carers have the legal right to defer their child's entry to primary school if their child's fifth birthday falls between the first day of the school term in August and the last day of the following February.
From August 2023, a change in Scottish Government legislation means that all children are automatically entitled to 1140 hours of funded early learning and childcare for their child's deferred entry year. **Full information can be found on the council's website, Deferred entry to primary school - East Dunbartonshire Council**
It is important to note that parents/carers who are applying for deferred entry for their child must also register their child for Primary 1. The Early years admissions policy - East Dunbartonshire Council provides the framework for allocation of early years places in local authority early years centres in East Dunbartonshire.

Please note: Children who have their fifth birthday between 1st March and the first day of term in August must start school. Exceptions are only made in extraordinary circumstances, and where it would be considered in the best interests of the child to further delay their school commencement date. This would normally only apply to children with significant additional support needs.

Transfer from Early Learning and Childcare to Primary

Information on new school entrants can be found on the council's website, Primary, Secondary, and Early Years Education - East Dunbartonshire Council. Enrolment is in November each year. Pupils should be registered in only one school for their catchment area. Information about the school, can be found on the school website. Parents who want to send their child to a school other than the catchment school must make a placing request. Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school should contact sharedservices.education@eastdunbarton.gov.uk

Before leaving an early years centre, a transfer of information record for each child will be prepared by early years practitioners to ensure a smooth transition and continuity of care and education for the child transferring to primary.

Primary School Admissions

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school (regardless of religion) and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be checked using the following webpage School catchment areas - East Dunbartonshire Council If parents have any queries on catchment areas they can email sharedservices.education@eastdunbarton.gov.uk for assistance.

Enrolment dates will be set by the Education Service and the enrolment should be completed in November prior to the start of term in August. The authority will provide information on enrolments on the website, in the local press and early years centres advertising the date(s) for registration. Parents are asked to provide the relevant birth certificate(s) and proof of residency when enrolling their child(ren).

You are still required to enrol your child(ren) at your catchment school even if you do not wish him/her to attend that school.
You are still required to enrol your child(ren) at your catchment school even if you are also applying to defer their entry and take up an additional year of early learning and childcare.

Enrolment dates will be available through the East Dunbartonshire Council website at www.eastdunbarton.gov.uk.

Children eligible for enrolment are those whose 5th birthday falls between 1st March and the end of February the following year.

Secondary School Admissions

Transfer Information will be issued to Primary 7 parents in November each year. The registration application must be completed for all P7 catchment children in order for them to be included in the secondary school numbers for August. The registration form can be found on the East Dunbartonshire Council website at www.eastdunbarton.gov.uk.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

Catchment Secondary School

The catchment secondary school for Lenzie Meadow is Lenzie Academy.

Lenzie Academy
Myrtle Avenue
Lenzie
G66 4HR
Telephone – 0141 955 2379

Close links are maintained with Lenzie Academy throughout the year. Individual arrangements are made for pupils with Additional Support Needs. Visits for Primary 7 pupils are organised before the summer holidays. During transition arrangements, parents are also invited to view the school and are given information relating to their new school.

Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the catchment school. Applications for Primary and Secondary Placing Requests to commence school in August will be considered following the application process detailed on the Placing Request section of the East Dunbartonshire Council website.

Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing Request to a particular school. You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at different schools.

Primary 1 children must also be enrolled at their catchment school using the registration process detailed on the East Dunbartonshire Council website whilst awaiting the outcome of their Placing Request Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn by the Education Service.

Placing Requests can only be approved when there are sufficient places remaining in the class after all catchment area children have enrolled and if staffing and accommodation at the school are able to meet the numbers of Placing Requests at that school. The Education Service can also reserve places in a class for future catchment pupils they expect to move into the area in the following school year.

If more Placing Requests are made for admission to a particular school than places available, these Requests will be prioritised according to East Dunbartonshire Council's Admissions Policy and requests will be accepted and refused accordingly.

Your Placing Request will be considered against a set of criteria which is set out in the Council's priorities for admission. Further information is available on the East Dunbartonshire Council website.

Any Placing Requests received after the 15th March for Primary and Secondary will not be considered in the first round of Placing Requests. Parents / Carers will be notified of the outcome of their request within 2 months of receipt your Placing Request.

As soon as a decision has been made, you will be notified of the result. If your Placing Request is successful, you will be asked to contact the school to establish arrangements for enrolment.

Parents should note that in cases where your child is currently in attendance at a primary school as a result of a successful placing request, there will be the need for a further request to be made to transfer to the secondary school associated with the primary school. Parents should, however, be aware there is no guarantee that any such request will be successful and therefore contact should be made with your local secondary school to inform them of your intention to request a place in a school of your choice. Parents are requested to contact the education office to clarify this position if they are unsure.

Mid-Session Transfers

You may make a Placing Request at any time during a school session. If your child is experiencing problems at school, you are advised to discuss the matter with the Head Teacher prior to making a Placing Request. Completing the application form does not guarantee a place for your child at your chosen school. Your Placing Request will only be granted if there are surplus places available at the school.

Transport for Placing Requests

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

Support for Pupils

In East Dunbartonshire Council we have our Including Every Learner Policies – *Promoting Positive Relationships and Managing behaviour that Challenges* and *Policy and provision for children and young people with additional support needs*. These documents offer guidance and policy on ensuring the needs of all learners in our schools and early years centres are met.

Guiding Principles

- Presumption of mainstream includes a structure of universal and targeted support. This offers flexible access to both specialist support and mainstream schooling according to individual needs through a continuum of additional support needs provision
- Local, integrated and streamlined processes of assessment and decision making in full collaboration with learners and their families
- Increasing the capacity of staff to meet the needs of a broad range of learners at all levels of the continuum of support through Career Long Professional Learning (CLPL)
- Equity of access to Curriculum for Excellence through adaptations to the curriculum and learning environment to better meet the needs of all

Universal and targeted planning for children and young people should be proactive and solution focussed. A whole school and classroom ethos and culture should include strategies that support all children.
Provision across all establishments focuses on developing and supporting the whole child and this includes having: safe and nurturing environments; strong relationships; an ethos of inclusion; emphasis on care and welfare; breadth of experience; and partnership working.

The curriculum within all early year's centres, primary and secondary schools is focused on providing a meaningful, engaging and challenging experience for all learners. The curriculum in all sectors is based on the underlying principles of Curriculum for Excellence, which sets out an entitlement to access:

- A coherent curriculum from 3 to 18;
- A broad general education to the end of S3;
- A senior phase including qualifications;
- Opportunities for skills for life, learning and work with a focus on literacy, numeracy and health and wellbeing;
- Personal support to enable learners to gain as much as possible from the opportunities of Curriculum for Excellence; and
- Support in moving to a positive and sustained destination beyond school.

Additional resources provided within the mainstream context offer a high level of support for learners with additional support needs. This ensures appropriate learning pathways are mapped out addressing the entitlements of Curriculum for Excellence and linked to the agenda for Developing the Young Workforce. Education for learners can be provided as a blend of activity through access to mainstream classes or day-to-day activities that the school community is engaged in such as assemblies, celebrations, charity events etc. A core element

of this provision focuses on literacy, numeracy, and health and wellbeing with targets being set as part of each action plan and reviewed in accordance with guidelines.

Most learners with additional support needs are educated within one of the mainstream early year's centres, primary or secondary schools. If a learner is identified as having additional support needs, then a rigorous process of assessment, planning and support is put into place.
There are several resources which mainstream schools and early years centres can draw on to meet learners' needs. For example, every establishment has a Circle Adviser who is an established member of the teaching staff who is provided with training and ongoing support from a multi-agency team - led by educational psychology and a member of the ASN team. While every establishment will use their Circle Adviser differently, it is expected that they will provide support for learners with additional support needs in the areas of language and social communication. The role of the Circle Adviser may include: sharing training materials with staff, facilitating training, supporting communication to parents/carers and supporting individual staff members using existing school/early years centres structures (e.g. Pupil Support Group/Support for All Group).

The Council aim is for all school staff to be nurture informed, and for all teachers and support for learning assistants to be nurture skilled. In addition, education staff who provide targeted support or intervention for learners will be trained to enhanced level in nurture.
Consideration is given to assessment of a child's wellbeing, and any barriers to learning, including social and communication issues. Identification of a child's barriers to learning supports the planning process for the child including simple adaptations or changes to the learning context. For example, a child may be offered access to small group work, a sensory area to support specific learning needs, or language and communication friendly approaches can be incorporated into the environment.

Every secondary school has a suite of resources including a Guidance staff team, an ASN Hub, Wellbeing Support Resource and Support for Learning Department to support learners and meet their wellbeing needs.

Some learners may need additional support to that provided at universal level, and Early Years Centre staff may conduct a more detailed wellbeing assessment with a focus on all wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included). This level is termed targeted support – in this case, staff develop an Action Plan which contains succinct, individualised and time limited targets that specify work to be done both by Early Years Centre staff and any other supports from professionals within the education department, such as the educational psychologist or outreach teacher. Some learners require further support from agencies out-with education, such as Speech and Language Therapists or assessment by a Community Paediatrician. The identified agencies may agree to provide specific assessment reports and support for a period of time, and this would be set out in an action plan.

School Counselling

Lifelink is the School Counselling provider for East Dunbartonshire Council. Having delivered counselling and groupwork services since 2022, Lifelink will continue with a similar suite of services from 1st August 2026 for two years, with the option of a further two-year extension thereafter. Services include universal 1:1 school-based counselling, groupwork and Holiday

Support for pupils from 10 years of age. Schools have designated therapists assigned within a cluster-based model.

Specialist Support Service – teachers teaching in more than one school

The Additional Support for Learning Team makes provision for children and young people who have a range of additional support needs. The service comprises teachers who work in the pre-5, special, primary and secondary sectors. Staff in the team work in partnership with the establishment staff to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support the additional needs of:

- children with a significant hearing and/or visual impairment;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties in school;
- children who have language and communication difficulties;
- children who have social, emotional or behaviour needs;
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend special provision units; and
- pre-5 children who have been identified as having significant support needs.

Targeted Intervention Tier 2 provision:

Education staff have an excellent understanding of their learners, any barriers to learning and how to support them. They provide individual educational programmes designed to meet their specific needs and are continually looking at ways to develop practice to improve outcomes. This cycle of planning, review and evaluation is likely to include strong partnership working with a range of more specialised services which can provide advice and targeted support as necessary.

Some learners benefit from a timetable that offers a combination of access to specialist support and mainstream. This type of support is offered from primary to secondary stages. The balance of mainstream to specialist support is based entirely on the assessment of the profile of learning needs.
East Dunbartonshire Council has a continuum of support for learners requiring targeted support, these are reviewed and planned for each individual alongside professionals, parents/carers and the child/young person themselves – TAC (Team Around the Child).

Learners who may require to additional resources could be experiencing:

- specific language difficulties (expressive or receptive)
- difficulties in the area of social communication
- significant difficulties with focus and attention
- significant learning needs
- self-regulation and self-care needs

For some learners, additional support is required from other specialist resources which offer outreach support. Requests for outreach to support the child within their mainstream school are

made to the Locality Liaison Groups (LLGs). There are two LLGs - one for the localities of Bearsden, Milngavie and Bishopbriggs and another for the localities of Lenzie and Kirkintilloch. The purpose of the LLG is to allocate outreach services to support current placements in mainstream.
Outreach support involves a specialist teacher becoming involved with a learner for a time-limited period. The process of outreach generally involves observation of the learner within the education setting and consultation with the learner, parents/carers and professionals involved. Outcomes of this process include the identification of changes to the learning environment and learning and teaching approaches which will enhance the learner's ability to access the curriculum. The underlying approach is that the outreach service should support establishments in developing their capacity to meet learner needs. This should be effective and sustainable in supporting inclusion in mainstream provision.

Targeted Intervention Tier 3 provision:

Learners who have support needs that require a higher level of support in provision that offers a much higher ratio of staff to learners and highly specialised teaching approaches. This is termed targeted intervention and is offered in Tier 3 establishments. Learners who attend primary and secondary school (Tier 2 or 3) placement are referred to the GIRFEC Liaison Group (GLG).
The GLG is the decision-making forum for all specialist placements.

East Dunbartonshire Council's policies, procedures and practices relating to children and young people with additional support needs are in line with the Education (Additional Support for Learning) (Scotland) Act 2004 which place duties on education authorities and provide rights for parents of children with additional support needs and young people with additional support needs.

The Education (Additional Support for Learning) Act 2004/2009 places duties on local authorities to provide access to independent mediation for resolving disputes with parents and carers of children and young people with additional support needs when or if they arise. East Dunbartonshire Council uses Resolve Scotland. For further information go to www.resolvemediation.org.uk

Advocacy

Parents/carers and eligible children/young persons also have the right to have a supporter or an advocate to present their case at any meeting with the school or Education Authority, in relation to the exercise of the Education Authority's functions under the Education (Additional Support for Learning) (Scotland) Act 2004.

My Rights My Say
Enquire: www.enquire.org.uk 0845 123 2303
Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 510 9410
Take Note: National Advocacy Service for Additional Support Needs (Barnardo's in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

Supporting Families Service

The core purpose of this service is to provide support to families in developing their skills and confidence in their parenting and to provide services to children to enhance their development and learning. Examples of the services available include group parenting workshops, bespoke 1 to 1 support and advice. Services also include a holiday play scheme for children and young people with additional support needs as well as our Snack and Play holiday programmes for children who meet certain criteria. If you wish to find out more about any of the services please contact the team by emailing: parenting@eastdunbarton.gov.uk . A member of the team will be in touch. . Further information can be found on website Parent and family learning - East Dunbartonshire Council

Protecting Children and Young People

2026 National Guidance and the East Dunbartonshire Child Protection Procedures (PM 3/21) adopted a strengths-based approach incorporating children's views and ensuring effective collaboration with families.

The guidance embeds the UNCRC, the Promise and principles of GIRFEC as part of the continuum of preventative and protective support.

"Abuse and neglect are forms of maltreatment. Abuse or neglect may involve inflicting harm or failing to act to prevent harm. Children may be maltreated at home; within a family or peer network; in care placements; institutions or community settings; and in the online and digital environment. Those responsible may be previously unknown or familiar, or in positions of trust. They may be family members. Children may be harmed pre-birth, for instance by domestic abuse of a mother or through parental alcohol and drug use".

(National Child Protection Guidance, 2021, p.12)

Within East Dunbartonshire, all adults have a shared responsibility to keep children and young people safe and as far as possible, protection from abuse, neglect, and exploitation. Children need support to keep themselves safe. Adults and professionals must work together with families and carers to enable children and young people to grow up in a safe and secure environment.

The Child Protection officer in school will be either the head teacher or depute head teacher and there are clear processes in place to enable practitioners, or others to report any aspect of suspected abuse or maltreatment.

Education staff are required to assist in the protection of children by:

- Creating and maintaining a positive and caring ethos
- Developing health and personal safety programmes
- Being observant of children's needs, views, and concerns
- Reporting and recording concerns about the welfare or safety of children
- Monitoring and supporting children in co-operation with relevant professionals, parents and carers.

Education staff cannot keep secret any allegations or concerns about child abuse, even if a child or adult request this. Information or concerns that a child may be at risk of harm must be passed on to protect the child or young person. Staff will always treat the matter sensitively, and with dignity and information will only be passed to those who need to know to protect and support the child or young person.

If parents or others have concerns for any child, they can speak to the Head Teacher/Child Protection Officer about this. They can also contact social work services and/or the police.

When a member of staff, a child or another individual provides information and the Head Teacher considers that there is a possibility that a child has been harmed or is at risk of harm, the Head Teacher is required to immediately contact social work services to discuss the circumstances and agree the immediate action to be taken. School staff are then required to co-operate with any subsequent enquiries or support plans.

Every education establishment or service has copies of the East Dunbartonshire Council Child Protection Procedures and Guidance. These are available for reference from the Head Teacher.

Additonal Support Needs (ASN)

Under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 the following organisations have been identified to support parents of children and young people with ASN:
(a) Children in Scotland: Working for Children and Their Families, trading as "Enquire – the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527;
(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number
SCO12741.

ASN in Lenzie Meadow

Lenzie Meadow operates 6 Pupil Support Groups (PSG) per year with a specific focus for each meeting. During these meetings the Education Psychologist will work with the senior management, class teachers and Education Support staff to discuss pupils who require support in wellbeing or learning. Any pupil can be discussed at this meeting and strategies will be implemented within class as part of a differentiated planning process.

Mrs Gardiner oversees the additional support needs of all children in Primary 1 to 4 and works closely in transition within local Early Learning and Childcare Centres including Lenzie Meadow Early Learning and childcare. P5 to 7 is co-ordinated by Mrs Donnelly and effective transition arrangements are made between Primary 7 and the receiving secondary of our pupils. Our catchment feeder is Lenzie Academy with whom we have an excellent relationship and transition processes in place throughout P6 & 7.
The Education Support teacher is inclusive within the daily teaching within the school. She may work within classes, with different groups throughout the year as well as maintaining a strong focus on individuals and groups whom she has assessed.

Autism Adviser

Every establishment has an Autism Adviser who is an established member of the school teaching team and who has been provided with training and ongoing support from a multi-agency team - led by an educational psychologist and a quality improvement officer. Every Autism Adviser is guided by a process of collaborative practitioner enquiry, which allows the school to develop the role of their Autism Adviser in response to the needs of their school context. Every Autism Adviser will be able to signpost colleagues to resources and sources of support. While every establishment will use their Autism Adviser differently, the role of the

Autism Adviser may include facilitating staff training within their school; supporting communication to parents/carers; planning for establishments' Autism Awareness Week; running a parents/carers' support group and supporting individual staff members using existing school structures (e.g. Pupil Support Group).

The Autism Adviser for Lenzie Meadow is Rachel Neilly.

Child Protection and Safeguarding

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. Child protection means protecting a child from child abuse or neglect. If a child's wellbeing is considered to be at risk, relevant information must always be shared. It is our public responsibility to protect children. Anyone who suspects child abuse or neglect should contact East Dunbartonshire Council Social Work Advice and Response on 0141 777 3000, or the Police. Each school has a designated Child Protection Coordinator, who will work with other professionals, children and where appropriate, families to safeguard children. The name of the Child Protection Coordinator should be displayed prominently within the school.

Promoting Wellbeing, Protecting and Safeguarding

The Scottish Government introduced Getting it Right for Every Child (*GIRFEC)* as a programme of change, reaching across all children and adult services in the public and voluntary sectors in Scotland, to achieve better futures for all of our children, young people and their families. It builds from universal health and education services and drives the developments that will improve outcomes for all children and young people.

We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. We believe they should be: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included. These are the eight indicators of wellbeing.

The *Getting It Right* approach is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. This approach, based on the United Nations Convention for the Rights of the Child, is:

- Child focussed, ensuring that the child and family are at the heart of decisions and supports;
- Based on a holistic understanding of wellbeing;
- Early interventionist to tackle needs as soon as they appear; and
- Joined up, to ensure services work together.

It is the entitlement of every child to be supported throughout their education. The EDC Including Every Learner Policy provides a continuum of support from universal to targeted and ensures practice is underpinned by a shared understanding of wellbeing and in the dignity and worth of every individual child/young person. This is in line with GIRFEC National Practice Model.

Teachers plan experiences and assess progress in learning, and for most children this is sufficient. From time to time, however, approximately one fifth of learners may experience developmental or environmental difficulties which impact on their ability to learn. For most, modifications can minimise the impact of such difficulties and learning can proceed. These modifications are described as differentiation and in most cases teachers will differentiate as part of normal teaching and learning, without the need for intervention from promoted staff.

Within East Dunbartonshire schools, teachers employ the following model to provide a clear, structured pathway for learners.

- Modifying Content – use of learning materials at different levels
- Modifying Process – varying the length of time children take to complete a task
- Modifying Product – giving children choice in how to express ideas or required learning
- Modifying Learning Environment – giving children areas to work which suit their learning styles

Staff record differentiated approaches in their short and long term plans and ensure that the results of differentiation are clearly documented within evaluations of teaching and learning.

Where intended progress does not take place, the child/young person's needs are considered following a model of staged intervention.

When a wellbeing concern has been brought to their attention, the pupil support coordinator will consider the following questions in relation to the eight wellbeing indicators:

- What is getting in the way of this child or young person's wellbeing?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

All pupils who are considered for Targeted Support, access this through their Pupil Support or Support for All Group. This ensures that staff comply with duties in the Children and Young People (Scotland) Act 2014 and the Additional Support for Learning (Scotland) Act 2004 as amended.

All assessments to determine the need for Targeted Support fully involve the views of the child and parents.

School Improvement

Raising Attainment

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

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements. This is communicated at the end of each school year or in the start up of the new academic session. It can be found on the school website: Lenzie Meadow - Lenzie Meadow

School Improvement Plan

Our School improvement plan is available to read on our school website.

Our priorities for the current session are:





The ScotXed Programme

Education Authorities, the Scottish Government and its partners have, for many years, collected information about pupils on paper forms. The information is now transferred electronically through the ScotXed programme.

The following explanation has been provided directly by ScotXed:

Transferring Educational Data about Pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

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

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Data policy

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

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data about pupils in schools collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (2018). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including

the purpose of each and the published data, can be found on the ScotXed website (http://www.gov.scot/Topics/Statistics/ScotXed). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

School Uniform

It is the policy of the Education Committee to encourage pupils to wear an acceptable form of school dress as determined by Head Teachers, Parent Councils and parents. In encouraging the wearing of school dress, account must be taken of any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposal will be the subject of widespread consultation with parents and pupils.

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform.

The uniform was agreed in consultation with parents, pupils, staff and the Parent Council. It incorporates a range of popular items of dress, e.g. sweatshirts, T-shirts.

Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing. Clothing Grants are available for families to help with the cost of uniforms. The use of recycled uniforms is highly supported. You will find a selection of pre-loved uniform available at the school office.

Lenzie Meadow Badged Items	BARU www.kitmykid.co.uk	GILMOURS www.schoolwearmadeeasy.com
White or Navy polo shirt	✓	✓
Navy round neck sweatshirt	✓	✓

Navy cardigan sweatshirt	✓	✓
Navy wool blazer with green flat braid all round	✓	✓
Navy polyester blazer with green flat braid all round	✓	✓
Navy V-Neck knitted jumper (cotton/acrylic/wool options)	✓	✓
Navy knitted cardigan (cotton/acrylic options)	✓	✓
Navy V-Neck knitted slipover (cotton/acrylic options)	✓	✓
Waterproof winter jacket	✓	✓
Striped School Tie	✓	✓
Navy Gym Bag		✓

The following un-badged uniform items can be bought from any clothing retailer:

Grey trousers/shorts/skirt/pinafore
Navy jumper/cardigan/sweatshirt or tank top
White shirt/White Polo shirt/Navy Polo Shirt
Grey socks/tights
Navy gym shorts and white T-shirt
indoor shoes (plimsolls/trainers)— Children can wear any footwear to come to school
Blue or Green Gingham summer dresses
Navy Windcheater jacket (Kagool)
Navy Fleece

Any footwear for outdoor use is acceptable (including on the MUGA pitch) except studded boots.

A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

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

lessons. **Please note there is a requirement that all jewellery is removed prior to undertaking physical education activities.**

Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE kit which are often lost. A protective apron or an old shirt should be worn for art and craft activities. Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school.

Offensive clothing such as T-shirts or other items painted with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform and, in particular, pupils will not be denied access to examinations as a result of not wearing school dress.

Parents are asked to assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

Some families may be eligible for school clothing grant and free school meals. Information on criteria and the application form for this can be found at www.eastdunbarton.gov.uk under School Clothing Grants and Free School Meals.

Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Chief Education Officer**.**

If you have any queries regarding the school's dress code, please contact the Head Teacher.

School Meals

We know that maintaining a healthy diet is linked to a happy and active lifestyle. By eating a school meal provided by East Dunbartonshire Council's School Meals Service your child is guaranteed a balanced nutritious meal to keep them healthy and alert throughout the school day.

The meals are freshly cooked on a daily basis by our skilled staff who care about food and your child's wellbeing. Our staff will help your child to make balanced choices. The meals meet the Scottish Government's nutritional regulations.
Any Special diets or allergies should be discussed with the school.
Meal prices are reviewed annually. Please contact the School to be advised of the current price.

Free School Meals

From January 2022 all P1-P5 pupils are entitled to a Free School Meal. This is universal and in line with the Scottish Government Guidelines.

Some families may also be may be eligible for school clothing grant and free school meals. Information on eligibility criteria and the application form for this can be found at www.eastdunbarton.gov.uk under School Clothing Grants and Free School Meals.

Cashless Catering

The school operates a cashless catering system. Each pupil has an individual account, which can be topped up online. This account is used to pay for school meals, and children do not have to bring lunch money to school. Meal selections can be made by parents prior to the school day or by children in class at the start of the day, and there is no requirement for any smartcard or other identification system. Your child's individual account number, as well as information on how to use the cashless catering system, will be provided. Payments into the pupil accounts are made by parents online via the Council 'payment' website at https://www.eastdunbarton.gov.uk/payments

TRANSPORT

(a) General

It is a parent's responsibility to ensure their child arrives at school and returns home from school in a safe and responsible manner. In order to assist parents in getting their child of school age to school safely and on time, the Education Authority has a policy of providing free transport to primary pupils who live one mile or more from their catchment primary school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or education office or www.eastdunbarton.gov.uk. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

The Chief Education Officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred. This is known as concessionary travel and parents are required to submit concessionary travel applications each year in the period June – July to ensure that consideration can be given to their request for concessionary transport for August.

Parents should obtain an application form from the education office or www.eastdunbarton.gov.uk.

(b) Pick up Points

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up points. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph). It is the parent's responsibility to ensure their child arrives at the pick-up point on time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

(c) Placing Request

The education authority does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.

In the case of early entry requests, if the child is offered a place in his/her catchment area school, transport will be provided in accordance with the council policy stated above.

Adverse Weather Conditions

DRIVER'S RESPONSIBILITIES

- In adverse weather conditions drivers MUST liaise with Head Teachers to ensure the safety of the children.

- In periods of snow and ice the driver must use his discretion to decide if a road is passable or not. He should endeavour to choose a route which gives the greatest number of children a reasonable chance of getting to school safely.

- At their own discretion drivers may abandon a morning journey and return all pupils already picked up to their homes and inform the relevant Head Teacher concerned. See bullet point below.*

- On homeward journeys pupils shall only be set down at their normal vehicle set down point. If there is a possibility that the vehicle will be unable to take the pupils to that point, contingency plans should be made with the Head Teacher.

- In the event that transport cannot continue due to blocked roads or any other obstruction, children will be instructed to stay in the vehicle until rescue can be organised.

STRATHCLYDE PARTNERSHIP FOR TRANSPORT/EAST DUNBARTONSHIRE COUNCIL'S RESPONSIBILITIES

- SPT will contact a Senior Officer within EDC to advise of difficulties with transport.

- Senior Officer will contact Head Teacher/s.

- Head Teachers to contact parents, where possible by text message (at peak times there may be delays due to volume across local authorities).

- * In the event of journey being abandoned, Head Teachers will advise the driver of any change to normal home address.

- At the beginning of every session, the school should update the contact details for all parents/guardians for pupils accessing school transport. This will allow school office staff to inform parents/guardians immediately of changes due to adverse weather.

- If the inclement weather is continuous, the school will update their website on a daily basis.

PARENTAL RESPONSIBILITIES

- To ensure child/children are at designated pick up point (please note that in adverse weather this may differ from original point, Head Teacher will advise).

- If concerns regarding bus arrival, contact bus operator and/or school.

- Parents should ensure that they notify the school of any changes to their contact details.

- If they have not already done so, parents are advised to register for the text messaging alert system within their child's school.

- Where inclement weather is present and it is probable that the current pick up point is unlikely to be accessed, parents should take a common sense approach and their child/children should be taken or directed to the closest accessible pick up point within a reasonable distance.

MEDICAL AND HEALTH CARE

If your child takes ill during the school day the School Office staff will contact you. Depending on what the illness is we may ask you to collect your child with immediate effect. We will however, do all we can to make sure your child feels comfortable and on occasion if they feel better may also return them to class.

Parents should provide the Head Teacher with sufficient information about their child's health care needs and treatment. Where necessary, this information should be updated annually or more frequently if there is a change in circumstances. Where there is concern about whether the school can meet the pupil's needs or where the parents' expectations appear unreasonable, the Head Teacher should seek advice from the school nurse or doctor and, if required, the Chief Education Officer.

DATA PROTECTION ACT 2018

East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 2018 and all other relevant legislation. The Council may share your child's personal data with other Council services and public agencies to support the delivery of services to promote the health, safety and well-being of children and young people. For full details of how we will use your data please visit - **www.eastdunbarton.gov.uk/council/privacy-notices**

ACCESSING YOUR CHILD'S PUPIL RECORDS

Parents have a legal right of access to their child's core education records, regardless of the age of their child. These are the records held within your child's Personal Pupil Record (PPR). Parents do not have a general right of access to all records that mention their child. To access your child's file, please apply in writing to the Head Teacher.

A child has a legal right of access to all records held about them. This includes records that may be held outwith of the PPR. If a child is aged 12 or over and can show suitable maturity and understanding they may exercise this right of access through a request to the Head Teacher in writing. If your child is aged 11 or younger, or is not considered to have suitable maturity or understanding, then a parent may make an application on their child's behalf for access to all records. The table below summarises who may access what records through writing to the appropriate Head Teacher.

AGE OF CHILD	CHILD'S LEGAL RIGHTS	PARENT'S LEGAL RIGHTS
Under 12	A child's parent or guardian may apply on the child's behalf for access to all records	Right of access to core education record (PPR)
12 and older	If able to show suitable maturity and understanding, the child may apply for access to all records	Right of access to core education record (PPR) No legal right to all records unless acting as child's representative because child is unable to show

		suitable maturity or understanding

FREEDOM OF INFORMATION (SCOTLAND) ACT 2002

The Freedom of Information (Scotland) Act gives individuals a statutory right to the unpublished "internal" information and records held by Scottish Public Authorities such as East Dunbartonshire Council and its schools. Individuals have already used this legislation to find out about policy, procedures and how particular decisions have been reached. If you would like to use this legislation to access particular information please write to the Head Teacher, and subject to certain conditions and exemptions, you will receive a full response within twenty working days of receipt of the request.

Please note that you cannot access personal information on staff or pupils under this legislation. To access personal information about your own child, please see the previous section on Accessing Your Child's Pupil Records.

USE OF PHOTOGRAPHS AND VIDEO FILM INVOLVING PUPILS

On occasion, the school may seek permission from parents to photograph/video pupils for internal purposes within the school, for Council publicity materials and/or for press/media related activities. If a pupil's image is being used on any webpage or on a webcam, parents will be asked for express consent as this image has the capability of being viewed by any person with Internet access world wide.
Pupil photographs will be held with the school's Management Information System (SEEMIS), parents will be asked for consent.

SCHOOL CAMPUS NO SMOKING POLICY

With the introduction of the Smoking, Health and Social Care (Scotland) Act 2005 and the Prohibition of Smoking in Certain Premises (Scotland) Regulations 2006, East Dunbartonshire Council now operates a no smoking policy across all authority's school campuses. Any person accessing the school must refrain from smoking in any of the school campus areas.

PUPIL USE OF MOBILE DEVICES IN SCHOOL

This policy sets out the East Dunbartonshire Council framework on the use of mobile devices (*e.g.* phones, tablets and smartwatches) in schools. It aims to support learning and teaching, safeguard young people, promote consistency, and ensure equity of access across schools. The policy aligns with Scottish Government guidance (2024) and reflects the outcomes of extensive stakeholder engagement. Mobile device use should be guided by clear educational purposes that reflect teacher professionalism and context specific judgement.

Operational Guidance

Primary Schools

- Pupils are strongly encouraged to leave personal mobile devices at home.
- Where mobile phones are brought solely for use during travel to and from school (*e.g*. for safety, communication during pickups, or family transition arrangements), they must remain switched off and stored securely in school bags throughout the school day.
- Smartwatches must be set to airplane mode, to disable messaging, notifications, and camera functions.
- Personal mobile phones and smartwatches must not be used during lessons and not used during lunch or interval. Local arrangements are subject to Head Teacher discretion in consultation with stakeholders.

- Exceptions may be granted for medical, communication, or additional support needs, with parental agreement and Head Teacher approval. If use of mobile devices is permitted clear expectations and boundaries must be established to promote wellbeing, inclusion, and responsible use.
- All parent/carer communication should be directed through the school office.

Safeguarding and Prohibited Uses

All schools must ensure rigorous measures are in place to ensure that mobile technologies are not misused. Staff are required to be vigilant and report breaches to their line manager. The following are strictly prohibited:

- Recording or photographing staff, pupils, or premises without explicit consent.
- Audio recording of lessons or individuals.
- Sharing school-related content on social media without approval.
- Engaging in any form of online cyberbullying.
- Accessing, viewing or sharing content which is of a violent or adult nature.

Policy Exceptions

Exceptions may be granted where justified and supported by appropriate documentation. This may include:

- A medical requirement (*e.g.* continuous glucose monitoring).
- A communication need (*e.g.* augmentative technology).
- A documented additional support need (*e.g.* ASN Action Plan).
- Young carers who require ongoing contact with family members.

APPOINTMENT OF ADULTS TO VOLUNTARY CHILD CARE POSITIONS

In order to meet a legal obligation under the Protection of Children (Scotland) Act 2003 and as part of the policy in respect of child protection, the Council has introduced a policy to ensure that any individual who is appointed to a voluntary child care position is not fully listed on the Disqualified from Working with Children List.

This policy requires any adult appointed to a voluntary child care position to undergo a criminal background check to ensure their suitability. The policy applies in particular to:

- parent volunteer helpers in schools who are considered to have regular contact with children and young people;
- parents and co-opted members of parent councils;
- parent members of local parent-teacher associations;
- elected members serving on committees relating to the development of children's services;
- any other individual working in a voluntary child care position within a service managed by East Dunbartonshire Council.

The policy builds on East Dunbartonshire Council's *Child Protection Interagency Guidance* (2002) which underpins all child protection work undertaken by local authority services. It also complements the Council's policy on the leasing of council premises to organisations which provide activities and services to children and young people.

Although this information is correct at the 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.