



West Lothian Council

Pinewood School

School Handbook Information

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School Information

1.1 West Lothian Council Mission Statement

“Striving for excellence...working with and for our communities.”

1.2 West Lothian Council Values

-  Focusing on customers' needs
-  Being honest, open and accountable
-  Providing equality of opportunities
-  Developing employees
-  Making best use of resources
-  Working in partnership

1.3 Introduction

Welcome to Pinewood School. This handbook has been produced to inform you about our school. We hope you find the information in this handbook both interesting and relevant.

I hope that your child will settle quickly and happily into the routine of their new class, and will benefit fully from the experiences we have to offer. We are a forward thinking school where everyone is valued and encouraged to reach their full potential and to be as independent as possible.

We would like to work in partnership with you to ensure your child's wellbeing is at the forefront of everything we do. The staff at Pinewood endeavour to treat each child individually and work extremely hard to provide a meaningful broad based education which is engaging and motivating.

If at any time you or your child has any concerns, please do not hesitate to contact us. We are committed to working together to solve problems and to put things right when they go wrong.

Tracey Morrison
Acting Head Teacher

About the School

Pinewood is a school for severe and complex needs within West Lothian. Pinewood School was opened in 1973 with an extension added in 2010 and 2016. Another extension was completed in June 2022. The school has primary and secondary departments. The school has well-resourced classrooms and teams of qualified staff. In addition, Pinewood has a fully equipped Home Economics room, life skills room, and soft play, sensory, chill and meeting rooms. The school has extensive outdoor space, with an accessible playground, sensory garden, raised beds and an outdoor classroom. The school is co-educational and non-denominational and provides for stages P1 – S6.

School Address

Pinewood School
Elm Grove
Blackburn
EH47 7QX
Tel: 01506 280370

Email: pinewood@westlothian.org.uk

Council webpage: [Pinewood School - Pinewood School \(westlothian.org.uk\)](http://Pinewood School - Pinewood School (westlothian.org.uk))

School blog [School Blog - Pinewood School \(westlothian.org.uk\)](http://School Blog - Pinewood School (westlothian.org.uk))

1.4 School Aims

Motto:

Together We Make a Difference

Vision:

At Pinewood school our vision is to work as a team towards promoting independence in an inclusive community where pupils reach their potential and achievements are celebrated.

This vision is embodied in our school aims.

Aims:

(Confident Individuals)

All pupils, with the support of the wider school community, will have opportunities to have fun, join in and take part in a curriculum tailored to their needs.

(Effective Contributors)

All pupils will have a voice, to share ideas and be listened to using a Total Communication Approach.

(Successful Learners)

All pupils will be supported to maximise their potential and develop skills for learning, life and work.

(Responsible Citizens)

All pupils will be encouraged to learn skills and make good choices, to stay safe in school and the wider community.

Values



1.5 West Lothian Council Aims

ATTAINMENT AND ACHIEVEMENT

To raise standards of educational attainment for all in school, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement, including examination results.

FRAMEWORK FOR LEARNING

To support and develop the skills of teachers, the self-discipline of pupils and to enhance school environments so that they are conducive to teaching and learning.

INCLUSION AND EQUALITY

To promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser used languages.

VALUES AND CITIZENSHIP

To work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society, and to teach them the duties and responsibilities of citizenship in a democratic society.

LEARNING FOR LIFE

To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition.

Standards

2.1 Attendance

In line with West Lothian Council policy, Parents/Carers must report pupil absence by contacting the school office. Parents/Carers must notify the school by 9.30am on the first day the absence occurs and provide information on the nature of the absence along with an indication when the pupil is expected to return to school. If the school does not hear from the Parent/Carer, then they will be contacted by a member of staff. Absences caused by illness or special family circumstances e.g.: family bereavement are recorded as “authorised absences”. Absences for all other reasons are recorded as “unauthorised absences”. Please note holidays taken during term time are almost always recorded as “unauthorised absence”. Further information and advice is available in Section 2 of this handbook or from:

[Attendance Policy 23-06-22.pdf \(westlothian.gov.uk\)](#)

The school enters pupil absence electronically using codes for particular reasons for absence. To ensure an accurate record is kept it is important that, should your child be absent, you provide an explanation for that absence either by letter or by telephone. Our school has a system which sends out an automated text message to a mobile telephone in cases of unexplained absence. The text is repeated regularly until answered. Parents/carers and schools must work in partnership in order to benefit from early notification of unexplained absence from school. Parents are urged to opt into this system.

The Scottish government has issued a directive informing local authorities that, due to the impact absences during term-time have on children’s learning, any such absences will be recorded as unauthorised. Family holidays should therefore be taken out-with term times. If, in exceptional circumstances, you wish to take your children out of school, you must make your request to the Head Teacher in writing.

If you become aware that your child may be absent from school for a considerable length of time, due to illness or admission to hospital, you are requested to inform the school as soon as possible.

Standards

2.2 Ethos and Behaviour

Pinewood School promotes an ethos which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. Pinewood School promotes a culture of awareness, tolerance and inclusion. We at Pinewood believe that each pupil has individual and unique needs and plan accordingly for all pupils to achieve their full potential. Pinewood School aims to provide all pupils with strategies for dealing with their needs in a supportive and caring environment.

Pinewood School works as a team and in partnership with many agencies to ensure the needs of its young people are met. To achieve this, the school has an open door policy for parents and partner agencies.

The school is working towards the level 1 status of the UNICEF Right's Respecting School Award; all staff are familiar with the rights of the child and are striving to ensure that all children get their rights. We worked to achieve our second Eco green flag, with pupils actively involved in recycling. The secondary department has eco and rights respecting/pupil council committees, involving both pupils and staff.

Achievements are celebrated at a class, school and local level. Teachers and Senior Management Team use positive praise to celebrate achievements. Success is celebrated through the presentation of certificates linked to the curriculum for excellence. In the primary department 'star of the week' is announced at the weekly assembly and a medal presented and a certificate given to the pupil. In the secondary department there are class based additional awards of reader, writer and mathematician of the week. Achievement is also celebrated through newsletters, twitter, and school and authority blog. Major achievements are also published in the local press.

The school promotes positive behaviour from all its pupils. Staff have received training in behaviour management and de-escalation to support each child as an individual. Many pupils have individual behaviour strategies to ensure a consistency in approach and these are regularly reviewed. The school are working with the local authority to ensure the staff are trained in S.I.T. (formerly MAPPA) strategies to aid behaviour management. They have regular opportunities to discuss strategies with CAMHS and the clinical psychologists.

The school plays an active role in the community, with our pupils going on weekly shopping trips to the Co-op in Blackburn and Tesco in Bathgate. Classes regularly use the library in Blackburn. The school is a member of the Blackburn Community Action group and joins with other schools to discuss and solve local issues. We also contribute to the Blackburn Community Newsletter.

As part of the Senior Phase some of our senior pupils' access College as well as our Primary Department, working in partnership with the College on identified projects. Pinewood School also have some enterprise businesses, e.g.: the Hospitality group supply staff lunches occasionally as well as a snack and home-baking trolley. In the last two years of school, senior pupils are offered supported work experience placements in school and with local businesses e.g. Boghall Café and Bike Library. We have received Stellar awards for our work in school, including dance and the yearly Strictly Pinewood event.

Some of our secondary pupils access facilities in our partnership schools to enhance their curriculum.

The school is part of the ASN Cluster and works with ASN schools on improvement priorities.

The Parent Council (PASTA) co-ordinates fundraising events throughout the year and this includes the Christmas and Summer Fayres.

2.3 School Dress Code

We aim to have all of our pupils coming to school in our school uniform:

Primary Department

Blue/black/grey trousers or joggers
Navy/Red T-Shirt/Polo Shirt
Navy/Red Sweatshirt

Secondary Department

Black trousers or joggers
White Polo Shirt
Black Sweatshirt

Additional optional extras include fleece jacket, blazers, red gingham print dresses and school bags.

Order forms are available from the school office.

Please note that in line with West Lothian Guidance, the following items of clothing are not allowed in school: football colours, clothing with a logo which could cause offence.

Clothing Grants

Families in Receipt of Income Support, Income based jobseeker's Allowance, Employment and Support Allowance, Income Related or Working Tax Credit(WTC) or Child Tax Credit(CTC) (with an annual income of £15,860 or less) who submit a completed application form automatically receive a clothing grant for each pupil of school age. The current grant is £94.00 for each primary school aged pupil and £110.00 for each secondary school aged pupil.

Families not in receipt of these specific benefits but in financial hardship may also be assisted depending on their situation. On receipt of an application in such cases, a report is called for from the Children and Young People Team regarding the families' circumstances. Alternatively, pupils will have the opportunity to be appropriately clothed by being able to access school and sports clothing through a school clothing store. For further information, please contact the school. For further information, please refer to the School Clothing Grants Policy:

[School Clothing Grants, Free School Meals & Milk - West Lothian Council](#)

Ethos

3.1 Equality and Fairness

All pupils have the right to enjoy opportunities and activities, regardless of their background, race, gender or religion, so that they will be given the freedom to develop their full potential without constraint.

Our aim is to promote self-esteem and a positive self-image in every pupil. Self-respect and respect for others is a priority. We treat boys and girls equally and offer the same opportunities to all pupils by offering a diverse curriculum, which addresses the needs and opinions of all. We aim to maintain an environment which is free from bullying, racism and other forms of discriminatory behaviour. We value your support in maintaining this ethos.

3.2 Partnership and Communication with Parents / Carers

West Lothian Schools operate an open, responsive policy with regard to questions or concerns that parents / carers may have. Should you have concerns or complaints regarding the service provided you should raise these with the Head Teacher in the first instance.

As we work in partnership with parents / carers we work hard to keep them fully informed. This is done initially through the home/school diary and when needed telephone contact. Parents / carers are welcome to contact to school to speak to staff as we operate an 'open door' policy through phone and email. At all times, we do our best to provide a quick response to concerns, however if you wish to speak to the Head Teacher or Depute Head Teacher it is advisable to contact the school first to check their availability.

Formal opportunities are available during parents' / carers' nights in September and March where you can discuss progress towards pupil goals.

Daily

- school diary
- telephone, e-mail (when required)
- Group Call

Weekly

- Blog/Twitter/webpage updates

Termly

- Newsletter

Yearly

- Review of progress
- Review report
- Summary of targets and suggested next steps

Biannually

- Parents' / Carers' Evenings
- Other
- Parents' / Carers' forums as required
- Transition/Shared placements as required (minimum two per term)

School newsletters keep parents/carers informed of what is happening at a school level and highlight achievements, future events and general school matters. Pinewood also runs a blog which is updated for school events and to celebrate success.

[School Blog - Pinewood School \(westlothian.org.uk\)](http://westlothian.org.uk)

Further information on the council's Parental Involvement Strategy can be found at




[Microsoft Word - Parental Involvement and Engagement Strategy \(westlothian.gov.uk\)](http://westlothian.gov.uk)

Parent Zone: This is a Scottish Government initiative to provide parents and carers with information and advice on education and learning in Scotland - <https://education.gov.scot/parentzone>

3.3 Parent Councils

A Parent Council is a group of parents selected by members of the Parent Forum to represent all the parents at a school on a voluntary basis. All parents/carers in a school are automatically members of the Parent Forum of that School.

The purpose of a Parent Council is to:

-  support the school in its work with parents
-  represent the views of all parents
-  encourage links between school, parents, pupils, pre-school groups and the wider community.

PASTA, our Parent Council, is an important element in the school's parental engagement strategy. The Parent Council meets around six times in a session to discuss a variety of school and educational issues.

Parent Councils operate in accordance with a local constitution. Parents can put themselves forward to be members of the Parent Council in accordance with that constitution.

Further information can be found on the Scottish Parent Teacher Council website [Home :: Connect](#)

Curriculum

4.1 General

At Pinewood we believe the most effective learning environment is when staff work collaboratively. This requires that the atmosphere is harmonious and that the teacher promotes positive self-image and self-esteem, engages with children's positive emotions and recognises that individual learners have legitimately different learning needs. We will build on:

- Teaching for effective learning strategies
- The use of visual timetables and augmentative communication systems
- Learning through play
- Contextualized, cognitive and active learning
- Problem solving approaches
- Active and creative use of ICT
- Assessment for learning principles

Learning and teaching approaches will be

- Focused on the learner
- Well planned, considering outcomes, learners' interest and prior knowledge
- Enjoyable, relevant and inclusive – enhancing the experience, achievement and attainment of our most vulnerable children and young people
- Active and fun, allowing young people to become problem solvers in a supportive and stimulating atmosphere
- Flexible and creative, allowing for personalisation of learning
- Allow for choice, challenge and chances
- Collaborative and co-operative, promoting quality social interaction between children and young people

Where appropriate, goals are set in conjunction with the pupils and shared with them in symbol form. Pupils in Pinewood use a variety of assessment for learning strategies.

All pupils have an "Evidence" folder to record achievements at school, at home and in the wider community. This is passed from class to class and builds up a full picture of the child at Pinewood.

Parents/Carers have a variety of opportunities to become involved in their child's learning. Formal events such as review meetings, curriculum events and class assemblies provide information on the learning and teaching planned and taking place in the classroom. Parents Consultation is used to initially plan and set goals within the well-being plan and then evaluate and report on the progress of their child. Daily communication takes place between home and school through the home/school diary and regular phone calls where appropriate. There are regular updates to the school Blog and Twitter updates. Parents can also access the school website.





The Curriculum and National Improvement Framework

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3-18.

The 3-18 curriculum aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work.

The knowledge, skills and attributes learners will develop will allow them to demonstrate the four key

capacities to become:

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

Each pupil in Pinewood has annual targets that are set during the Child Planning Meeting (CPM) and are reviewed annually. This is written in conjunction with parents and professional partners. Some children also have a Co-ordinated Support Plan in line with the Support for learning Act 2009.

'Local authorities are responsible for deciding which pupils meet the criteria for a CSP, and then for preparing the plans and keeping them under review. Every local authority should have arrangements in place to help them identify which children may need a CSP. The local authority must let you know if they decide to assess your child to find out if they need a CSP.' (Enquire: Co-ordinated Support Plans 2021)

Further information can be found:

<https://westlothianhscp.org.uk/article/37664/Getting-It-Right-For-Every-Child-GIRFEC>

<https://www.gov.scot/policies/girfec/>

National Improvement Framework: Sharing Information for Better Learning:

In Pinewood we will continue to follow this strategy to ensure positive outcomes for all our learners:

The National Improvement Framework for Scottish education is an ambitious strategy to help all children to achieve their full potential as successful learners, confident individuals, responsible citizens and effective contributors. The Framework sets out how evidence is gathered to inform action, making sure that we are all focused on improving standards for our children, and in our schools.

The National Improvement Framework priorities are:

- to improve attainment for all, particularly in literacy and numeracy
- to improve the learning progress of every child, by reducing inequality in education
- to improve children and young people's health and well being
- to improve employability skills and sustained positive school leaver destinations for all young people

Literacy and Language

Children are immersed in literacy and language throughout all subject areas.

The main areas are:

- Listening
- Talking
- Reading
- Writing

In Pinewood many of our pupils rely on Augmentative and Alternative Communication (AAC) this can include signs, symbols, pictures, photos, PECS and communication aids as well song signifiers to support

transition. A total communication approach is followed by all the children at Pinewood. The development of AAC within Pinewood is in co-operation with Speech and Language Therapy and parents / carers. Pupils requiring communication aids will initially be assessed and given devices to trial in school before being referred on to KEYCOMM.

Pupils learn to read using pictures, photos, symbols and words at their own level and pace. All children have access to reading materials, either personalised or following the school reading schemes. Throughout the school the pupils are building up a functional social sight vocabulary of words and signs.

Numeracy and Mathematics

Pupils experience numeracy and mathematics in a variety of different ways and in a variety of contexts, with a focus on life skills. A range of different approaches are used which engage our young people in active learning experiences e.g. using money, finding directions etc. In line with Curriculum for Excellence, mathematical experiences are evident in all aspects of school life. For example, Home Economics is a subject which lets the pupils handle number and measure in a very practical context. Pupils learn about all aspects of Numeracy and Maths – number, money, measurement, time, information handling, shape and problem solving.

Health and Wellbeing (Personal and Social Development - PSD)

All children have a child's well-being plan written in partnership with parents / carers, educationalists and therapists which include long and short term goals. These goals are shared with our learners and are reviewed regularly.

Our health and well-being curriculum is personalised to meet the needs of all our learners and our main focus is providing learners with opportunities to learn life skills.

Physical Education is mainly delivered by our P.E. specialists and will cover aspects in 4 areas, namely fitness/athletics, archery, racquet and ball skills, gymnastics, movement and dance. We also work closely with Active Schools to access many opportunities out of school. Some of our secondary groups access PE in the community centre and all pupils have the opportunity to participate in sports day and other events.

A number of classes each year have the opportunity to go to Bathgate Pool for swimming lessons. The primary children have the opportunity to take part in a dance showcase and the Senior Pupils in Strictly Pinewood. Some children will visit the Bike Library and some will be offered the opportunity to take part in inter-school sporting events.

Social Studies

Social Studies covers Science, Geography, History and Technology. An emphasis is placed on developing knowledge and understanding, skills and informed attitudes to help pupils make sense of the world around them. In the primary department social studies is covered through a 3 year program so there is a balance of the different areas. There is a focus on the area around our home and school, raising awareness of town, city and country. Each year, pupils learn about Scotland and Scottish culture through interdisciplinary learning. We also have a whole school topic every session.

Science is covered very practically through gardening and through themes like electricity and water.

In Secondary, Global Citizenship is taught covering history, geography and citizenship. A number of our secondary groups participate in our Youth and Philanthropy Initiative Scotland (YPI) programme which focuses on issues relevant to our young people in and around West Lothian. More information about YPI

can be found at: <https://ypiscotland.org.uk/>.

Expressive Arts

Art, drama and music are delivered by specialist staff who work with the classes on a timetabled basis and / or by class teams across the curriculum.

Pupils participate in drama as part of interdisciplinary learning. The story sensory boxes give an opportunity for children to play an active part helping to retell stories and rhymes using multi-sensory props.

Some of our art curriculum is delivered by a specialist teacher who works with classes around the class theme. Some of our pupils also receive art therapy as part of their individualised programmes.

We have a school choir in both the primary and secondary departments. They are actively involved in church services and visiting other small events in the community. Music therapy is available for some pupils who will benefit from a focused block of work.

Religious and Moral Education (RME)

Learning through Religious and Moral Education enables pupils and young people to learn about and form their beliefs, values, practices and traditions of Christianity and other world religions. RME is taught through meaningful contexts. We have weekly assemblies and special visitors are invited who support the school. Church services take place throughout the year at Blackburn and Seafield Parish Church.

Any parent who wishes to exercise their right to withdraw their child from religious observance (taking part in religious ceremonies e.g. assemblies led by church representatives and singing hymns and Christmas carols) should inform the head teacher in writing.

Technologies

A range of technologies are available to all our pupils across all areas of the curriculum. All classes have an interactive smartboard, iPads, communication devices, laptop / desktop. Specialist technology is available to meet the needs of individuals where identified e.g. eye gaze system. The pupils have access to class sets of notebooks and iPads, as well as a range of other devices. Glow and Seesaw is being used where appropriate for our pupils. We also make good use of online resources and subscriptions e.g. Helpkidzlearn

Further Information

More information any aspect of the curriculum, at a national level, can be found at: [Education Scotland | Education Scotland](#)

Primary Department

The primary department comes together weekly for singalong and assembly. The primary curriculum is organised into a three-year cycle of learning contexts which covers all the eight areas of the curriculum as well as integrated learning experiences. These contexts are planned to give children the opportunity to develop skills, gain confidence and success. Classes also run interdisciplinary sessions when they are with different teachers and pupils experience new activities. Some pupils attend a local mainstream school in their community. These are organized on an individual basis. The primary department has community visits and outings to practice and develop their life skills.

Secondary Department

As the pupils move from P7 to S1 their curriculum continues to develop to meet their needs. They have an allocated teacher responsible for personal and social development (PSD) and registration. Some move

around the school and community following a timetable based on eight forty minute periods. At several times throughout the year the departments come together to work on an interdisciplinary theme with a sharing event at the end.

S1 to S3

During this time the young people continue to develop their knowledge and skills within the Curriculum for Excellence as part of their broad general education. Young people have their achievements recognised through ASDAN New Horizons Award, Transition Challenge and Jass Awards.

S4 to S6

From S4, the young people move into the senior phase and have their achievement recognised through the introduction of National Qualification at Access 1 and Access 2, and ASDAN Towards Independence Award. Some pupils will have the opportunity to complete the Youth Achievement Award, Caledonian Award, Duke of Edinburgh Awards and Jass Awards.

Senior Groups S5 and S6

In activities over the last two years at Pinewood, focus moves to preparation for life after school. This includes the development of life-skills to live independently, practising household activities and making weekly shopping trips. Pupils also complete supported work placements within and out with school. The pupils have the opportunity to take part in various enterprise businesses throughout the year. Some pupils have the opportunity to practise life skills using the Boghall Partnership centre. In the final year of school, the pupils may complete the West Lothian College Induction Programme.







4.2 Use of the Internet

Children access information and resources on local and worldwide networks as part of their studies.

We teach children about internet safety and how to report any items that make them feel uncomfortable.

We ask parents to promote the responsible and safe use of the internet at home, including the use of social media if parents permit their children to access it.

It must be recognised that even with safeguards in place protection cannot be absolutely guaranteed. Pupils, therefore, must act responsibly when using the internet and must not actively seek to access inappropriate websites. Pupils must comply with authority's rules on the use of the internet which are set out below:

-  not to reveal their address or phone number or those of others
-  not to swear or use rude or threatening language
-  to remember that electronic mail is not guaranteed to be private
-  not to try to find inappropriate material
-  not to use the internet in a way which would disrupt others
-  to tell a member of staff if a page, picture or message is found that makes the child feel uncomfortable

The above rules are designed to minimise the possibility of accessing inappropriate material or communications. Pupils must adhere to the above rules at all times. Failure to do so will result in access to the internet being withdrawn and possible further action.

Further information on the safe use of the internet is available at: <https://www.thinkuknow.co.uk/>







4.3 Assessment and Reporting

Assessment is an integral part of the teaching process and your child will be continually assessed during their school career. This assessment can be both formal and informal and takes many forms; observation, tests, pupil/teacher dialogue, written or spoken tasks and teacher judgement.

The result of the assessment process allows teachers to form next steps in your child's learning. In conjunction with our health professionals, we may carry out an ABAS (Adaptive Behaviour Assessment System) assessment to inform our planning for your child.

It is the authority's policy to also carry out standardised testing in literacy and numeracy at P1, P4, P7 and S3. These results form part of the overall assessment information about your child. In Pinewood School we use a range of assessment tools to support our children and young people.

Pinewood is an AiFL school and we encourage all individuals working with the child/young person (pupils, staff, parents / carers and health professionals) to talk about learning and use information from assessment as feedback to inform planning for improvement. Examples of formative assessment strategies we use in school are:

-  Thumbs up/hands on the table (instead of hands up)
-  Thinking time
-  Traffic lights
-  Sharing good work.
-  Star of the Week
-  Reflection books/Wellbeing Indicator's self-assessment tool.

The evidence gathered will be different depending upon the kind of learning being assessed, the learning activity and learners' preferences about how to show what they have learned. Evidence comes from day-to-day learning as well as from specific assessment tasks and activities. At Pinewood we use professional judgement, photos and videos as pieces of evidence.

As we work in partnership with parents we work hard to keep them fully informed. This is done initially through the home/school diary and when needed, telephone contact. Parents / carers are welcome to contact the school to speak to staff as we operate an 'open door' policy through phone or email. At all times, we do our best to provide a quick response to concerns, however if you do wish to speak to the Head Teacher or Depute Head Teacher it is advisable to contact the school first to check their availability.

Formal opportunities are available during parents' / carers' nights in September and March where you can discuss progress towards pupil goals. A written report is sent home at the end of the session. A summary of the long term goals is sent home at the beginning of the year. This is then evaluated and sent home at the end of the school year giving suggested next steps for learning. Parents / carers are welcome to comment on the report and long term goals.

4.4 Support for Learning

Class teachers are continuously assessing the needs of pupils in their class. The authority provides access to Support for Learning staff and resources for pupils requiring additional support.

Should your child require additional support in a particular area you are invited to discuss this with the class teacher. We consult with parents and carers to ensure the needs of children are met. Each school follows the principles of the Scottish Government's policy of "Getting it Right for Every Child", for more information see the Scottish Government website.

Outside agencies such as the NHS, including Speech and Language Therapy, are very much a part of Pinewood. The staff have opportunities to ask for advice from the learning disability nurses as well. Not all children may be on the active caseload but advice can always be given. Parental consent is sought before the involvement of outside agencies. Pinewood school has an educational psychologist who can be called upon to give advice, we also work closely with the CAMHS team. Support can also be accessed through the clinical psychologist.

The focus on Inclusion is designed to help schools in partnership with parents/carers, pupils and partner agencies to evaluate effectiveness of provision in improving educational outcomes and opportunities for pupils with additional learning needs. The policy can be accessed online at:

[Inclusion and Wellbeing Service - West Lothian Council](#)

Enquire is the Scottish advice service for additional support for learning. Operated by Children in Scotland, Enquire offers independent confidential advice and information on additional support for learning through:

Telephone help line 08451232303

An email enquiry service info@enquire.org.uk

An online enquiry service. For parents/carers and practitioners: www.enquire.org.uk. For children and young people: <https://enquire.org.uk/advice-for-young-people/>

Enquire also provides a range of clear and easy-to-read guides and factsheets explaining everything from 'additional support to the early years' and 'what planning should take place for moving on from school.'

The parents' guide to additional Support for learning is now available to download at

<https://enquire.org.uk/enquire-resources/asl-key-facts/>

Admission Procedures

5.1 Admission Procedures

West Lothian is divided into catchment areas for primary and secondary schools. The catchment areas for all West Lothian Council schools are available online at: <https://www.westlothian.gov.uk/article/31836/Find-a-School-or-Nursery>.

Each school is either denominational (linked to a particular religion) or non-denominational (not linked to any particular religion). All the denominational schools in West Lothian are Roman Catholic. Each home address has a catchment denominational school and a catchment non-denominational school, for both primary and secondary education.

The Pupil Placement section deals with all applications for pre-school and wraparound, and deals with applications for the August primary one (P1) and secondary one (S1) intakes. Schools deal with applications for other stages and for P1 and S1 after the pupils start school. To apply for a school, pre-school or wraparound place you must fill in an application form. You can get application forms online at <https://www.westlothian.gov.uk/apply-for-pre-school-and-school-places> or paper forms are available from schools, nursery schools, libraries, Council Information Service Offices and from the Pupil Placement Section.

To contact the Pupil Placement Section e-mail pupilplacement@westlothian.gov.uk or phone 01506 280000. Information is also available on the Council website www.westlothian.gov.uk

5.2 New Entrants to P1

You can apply for a P1 place from the November of the year before your child is due to start school, and the places are allocated in March of the same year that your child is due to start school.

Parents seeking a place at Pinewood should initially visit the school, and then placing is allocated through SORG (Senior Officers Review Group) which meets several times a year.

For children joining primary 1, there are visits to their nursery by Pinewood staff and review meetings. Pictures of the school and team will be sent home to help prepare your child for their first day. Parents are welcome to bring their child to Pinewood on the first day. Shortly after, parents are invited in for an early settling in review as well as an opportunity for coffee with other parents. At the end of each year pupils meet their new team in the new classroom before the end of term. Pictures are sent home to prepare the pupils.

5.3 Transfer from P7 to Secondary School

You can apply for an S1 place from the November of the year before your child is due to start secondary school. For more information on admission arrangements please see our website at:

<https://westlothian.gov.uk/article/30859/Schools-and-Education>

or contact the Pupil Placement Section at pupilplacement@westlothian.gov.uk or phone 01506 280000.

For children moving from P7 to S1 there is a transition programme where a P7 profile is taken to secondary by the pupil. The pupils have visits to the secondary department to prepare for this.

For pupils moving from S3 to S4 we use the senior phase profile to build up a picture of their skills and developments in the secondary so far.

For pupils leaving school from S6 there are early transition planning reviews involving outside agencies including Social Policy and Skills Development Scotland. Transition passports are prepared for pupils requiring them. Pupils leaving Pinewood complete a post school profile.

5.4 Extra-Curricular Activities

We provide breakfast within school hours for pupils who wish to have breakfast when they arrive at school. Breakfast provides pupils with a healthy snack and offers them the opportunity to sample and develop preferences for healthy options. The breakfast options are also available at morning snack time.

Information about support for families with pupils with additional support needs can be found at:

<https://www.signpost-online.co.uk/>

Health & Safety and Pupil Welfare

6.1 Medication in Schools

Most pupils will at some time have a medical condition that may affect their participation in school activities. For many this will be short term; perhaps finishing prescribed medication even though the child's doctor regards the child as fit to attend school. Others have medical conditions which, without help, could limit their access to education.

Parents have prime responsibility for their child's health and should provide schools with information about their child's medical condition.

Pinewood School has a school nurse based in the school. Pupils who require medication on a regular basis or may require emergency medication will have a Health Care Plan. Please tell the school if your child needs medication. Forms for any child requiring medicine to be taken during school time are available from the school office.

6.2 Emergency Contacts and Arrangements

It is essential that the school has the name, address and telephone number of an adult to be contacted in case of an accident or your child feeling ill. Please ensure records are kept up to date by notifying the school of any change of address and telephone number of your child's emergency contact.

Children will only be sent home early in special circumstances. The school will make every effort to contact you in such situations. Where there is no adult to receive the child, they will be supervised in school until such time as suitable arrangements are made. In the event of extreme weather conditions, you may check the council website for information on any school closures.

All schools have a means of contacting parents and carers via text message.

6.3 Meals and Milk

All pupils at Pinewood are entitled to free meals and milk.

The school dining area is organised as a self-service cafeteria. This area is supervised by members of staff. Children may have school meals regularly or on odd days when necessary. Children choose from three options each day. This usually includes a meatless meal. These are on display to allow the children to see the choices. The menu is available on the Council website. If your child has special dietary requirements or allergies, please let the school know.

Some parents prefer their children to have a packed lunch and facilities are provided in the school for the storing and eating of packed lunches.

Further information and application forms for free school meals and milk can be obtained from the school or from the Council's website <https://www.westlothian.gov.uk/mealsandclothing>.

6.4 Security

The school has a security system which allows all doors to be locked electronically once the children are in school. The locking system is released automatically if the fire alarm goes off. All visitors should report to the school office via the front entrance of the school, sign in and collect a visitor's badge. The school welcomes parents and carers but asks them to help to ensure the security of the school by reporting to the school office.

6.5 Photography

West Lothian schools have a photography consent form which is in accordance with data protection and human rights legislation. All parents are asked to sign a consent form before any photographs are taken.

The West Lothian Council Media Policy can be found at https://www.westlothian.gov.uk/media/6119/Digital-Media-guidance/pdf/Digital_Media_Guidance.pdf

If you have any concerns about photography, please tell the school.

6.6 Child Protection Guidelines / Safeguarding

The safety of your child at school is a priority for the authority. All West Lothian schools follow the Lothian Child Protection guidelines. A copy can be found on <https://westlothianhscp.org.uk/article/37654/Child-Protection>.

6.7 Playground Supervision

Supervision is provided in the school grounds during morning and lunch breaks. If children have an accident or any other problem in the playground they report initially to the staff on duty who will take the necessary action. When pupils are at school, the responsibility for their safety rests with the Local Authority. The Head Teacher and staff undertake this responsibility on behalf of the Local Authority.

6.8 Transport

West Lothian Council will provide transport for all Pinewood pupils. The provision of transport for pupils attending special schools and classes is not subject to these limitations, but is based on individual pupil need. Further information can be obtained from School Transport (telephone 01506 775291) or from the School Transport policy at: <https://www.westlothian.gov.uk/schooltransport>.

6.9 Car Park

Pinewood School has car parking facilities available. During arrival and dismissal times, the car park is supervised by members of staff. In the interest of safety, all pupils are accompanied by a staff member when crossing the car park to embark or disembark their transport.

6.10 Requested Early Release of Pupil

There are occasions when parents wish their children to be released from school at other than normal closing times, to enable them to keep a dental or medical appointment outside school, or for other reasons. Parents are also responsible for contacting transport. Parents must then call at the school office and their child will be brought to them.

On no account should a child leave school premises on their own.

6.11 Data Sharing

On occasion, schools will make data available to partners and also academic institutions to carry out research and statistical analysis. In addition, schools will provide our partners with information they need in order to fulfil their official responsibilities.

The collection, transfer, processing and sharing of data is done in accordance with the Data Protection Act. For more information on how children's data is handled please see our Privacy Notice at:

https://www.westlothian.gov.uk/media/21250/Education-Schools-Privacy-Notice/pdf/Education_Schools_Privacy_Notice1.pdf?m=637049262959500000

6.12 Feedback, Concerns and Complaints

Pinewood school operates an 'open door policy' and welcomes feedback from parents/carers. Parents/Carers who have a concern they wish to discuss with a member of staff are asked to contact the school in person, in writing/by email or by telephone. We aim to provide an acknowledgement within 48 hours and to arrange a mutually agreed time and date for a discussion within 5 working days. Usually concerns can be successfully dealt with at the initial stage, however, from time to time there may be a need to further investigate. In these situations, a follow up meeting is arranged.

If you have feedback, concerns or complaints regarding the service you are receiving, these can be addressed by contacting the Head Teacher in the first instance.

If you are dissatisfied with that response you should contact:

Education Services West Lothian Council

West Lothian Civic Centre Howden South Road Livingston, EH54 6FF

Tel: 01506 281952

Educationcustomerservices@westlothian.gov.uk

The Complaints Policy and Procedures for Education & Cultural Services is available in booklet form on request or can be downloaded from the web at <https://www.westlothian.gov.uk/complaints>.

Information is available in Braille, tape, large print and community languages.
Please contact the Interpretation and Translation Service on 0131 242 8181.

هذه المعلومات متوفرة بلغة بريل وعلى شريط وبخط كبير وبلغات الجالية.
الرجاء الإتصال بخدمة الترجمة على الهاتف 0131 242 8181

এই তথ্য আপনি ব্রইল, টেপ, বড় অক্ষরে এবং কমিউনিটির বিভিন্ন ভাষাগুলিতেও পাবেন। অনুগ্রহ করে ইন্টারপ্রেটেশন অ্যান্ড ট্রান্সলেশন সার্ভিসের সঙ্গে যোগাযোগ করুন। টেলিঃ 0131 242 8181

這份資料是可以凸字、錄音帶、大字印刷及社區語言的式本提供。請聯絡傳譯及翻譯服務部，電話：0131 242 8181

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یہ معلومات بریل (اندھوں کے رسم الخط)، ٹیپ، بڑے حروف کی طباعت اور کمیونٹی میں بولی جانے والی زبانوں میں دستیاب ہے۔
براہ مہربانی انٹرپرائٹنگ اینڈ ٹرانسلیٹنگ سروس سے ٹیلیفون نمبر 0131 242 8181 پر رابطہ قائم کریں۔