

West Lothian Secondary Behavioural Support Service

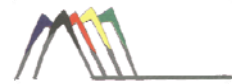
Burnhouse Campus

Parent/Carer/Pupil Handbook



West Lothian Council

Education Services



Burnhouse Campus

School Handbook

Session 2012-2013

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Contact details

Burnhouse Campus
1 The Avenue
Whitburn
West Lothian
EH47 OBX

Head Teacher: Mrs Laura Quilter
Telephone: Main Office 01501 678100
Email: burnhouse@wled.org.uk
School Roll: 67 (16 fulltime in school)

Burnhouse Campus is a non-denominational service and provides for stages S1-S5. It is based within what was previously Burnhouse School.

The service does not provide teaching by means of the Gaelic language as spoken in Scotland.

A primary aged pupil whose parent wishes him/her to be taught by means of the Gaelic language will be educated at Tollcross Primary School in Edinburgh.

A secondary aged pupil whose parent wishes him/her to be taught by means of the Gaelic language will be educated at James Gillespies High School in Edinburgh.

Burnhouse Campus admits pupils of both sexes.

Parents are welcome to visit the school for information or to discuss matters of concern. You are asked to make an appointment through the school office to make sure that the appropriate member of staff is available.

Parent/Carer concern regarding child Health and Wellbeing

Telephone main office 01501 678100 and ask to speak to Pupil Support Manager Alison Shields who will answer any concerns you have.

Parent/Carer concern regarding child education progress/attainment

Telephone main office and ask to speak to Depute Head Teacher Liz Speirs who will answer any questions you have regarding progress and attainment.

Parent/Carer reporting child absence or sickness

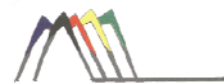
Progress at school is dependent on regular attendance. It is essential that home and school work together to maximise attendance. When you know your child is to be absent on a particular day, you should call the school and speak to the Clerical staff informing them of the proposed absence.

If your child is ill, you should telephone the school and inform our clerical staff on the first day of absence and the reason for absence.

If students are absent without an explanation parents/carers will receive a Groupcall

Please refer to the Attendance at School Policy for further information:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/AttendanceatSchoolwithGuidelines>

**School procedure for students that are unwell at school.**

Students who are unwell during the school day should let the Pupil Support Manager or Key worker know. A decision will then be taken to either keep the student in school or arrange, after consultation with parent/carer for the student to return home.

It is very important that parents/carers provide the school with accurate and up to date contact details and emergency information.

Early Closure

Parents/Carers are always warned in advance of planned closures for the school.

In the event of an emergency closure (e.g. bad weather) the school will ensure that provision is made for pupils to go home early. Parents are expected to make arrangements for such emergencies e.g. pupils to go to the home of a friend or relative.

In such situations, an emergency contact telephone number is extremely valuable.

Parent/Carer complaints procedure .

Most problems are resolved by contacting the school. If you wish to raise a complaint then Phone main office and ask to speak to the Head Teacher who will deal with your complaint

For further advice please refer to the Comments and Complaints Procedure for Education:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/ComplaintsEducationPolicy>

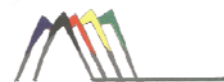
The arrangements for a parent, offered or seeking a place for the child in the school, to visit the school.

West Lothian is divided into catchment areas for primary and secondary schools. Each home address has a catchment denominational school and a catchment non-denominational school, for both primary and secondary education. Although the Council aims to provide enough places for all children in the catchment area at a catchment school, living within a catchment area does not guarantee a child a place at a catchment school. Parents can request a school other than one of their catchment schools. This is known as a 'placing request'. Parents can request that their child go to any primary school in West Lothian regardless of their religion. The council must grant these requests unless there is a legal reason not to.

Further details of the policy and procedure for admission to primary and secondary schools, and pre-school education can be found here:-

Secondary School Admission Policy:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/pupilplacementadmissionsecondary>



Parental involvement

Parents/Carers Group

In Burnhouse we are fortunate to have a Parents group, organised by our skilled Key workers.

The focus of working with the Parents is to foster relationships between the School, Parent and Pupil and to allow them to play a more active role in their child's learning.

Some of the work currently being carried out with Parents is:-

Individual work meeting in the community to break down barriers for those who have had negative experiences with schools.

Parents Group focus:

Working with teenagers who are due to start in January.

Daily contact through various means:- telephone calls, home visits.

Advocacy work for Parents/child within meetings.

Involvement in the Integrated Assessment Meetings.

Pupil support department

All staff have the responsibility for the health and wellbeing of our students. Each student is allocated a keyworker, who have day to day responsibility for pastoral matters relating to attendance, late coming, dress code and attitude. They act as an important link between school and home for each student.

Review meetings

Each pupil will have two review meetings throughout the session. The purpose of the meeting is to feedback general progress and attainment to parents/carers and any agencies working with that student. All interested parties will have the opportunity to discuss the student.

Reporting procedure

Parent/carer will receive three reports throughout the year, October, February and June.

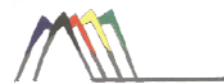
A written report will be sent home providing clear, positive and constructive feedback about students learning, their progress and expectations. An opportunity to comment on the report is provided.

Open days

In Burnhouse we organise end of term open days this allows parents/carers and interested agencies an informal opportunity to speak to staff and view students work. The dates are published on the school calendar and invitations detailing times and transport arrangement are sent out to relevant parties nearer the time. If parents/carers have any concerns regarding students they are welcome to either call or make an appointment to speak to relevant member of staff.

Please refer to the council's Parental Involvement Strategy for further information:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/parentalinvolvementstrategy.pdf>



School ethos

Burnhouse is a special school striving for excellence in attainment and achievement in line with the Council's priorities for children and young people. We aim to ensure that all of our students leave not only with the best possible academic qualifications but also with the resilience and confidence required to be successful in the world of work or higher education. We are ambitious in preparing our students in essential life skills including the core skills of literacy and numeracy and health and well being.

We believe that all young people deserve the very best educational provision. We have therefore embedded the national priorities 'Getting It Right For Every Child' and 'Engaged, Included and Involved'. Burnhouse is a rich resource within West Lothian Council. It boasts some of the most specialised practitioners in the education and support of young people with Social, Emotional and Behavioural needs.

Celebrating success

Burnhouse promotes positive attitudes, academic achievement and effort for all students.

We monitor and acknowledge positive behaviour by students in all areas of their school life, this is communicated to students, parents and carers through the use of praise postcards and phone calls home. Positive language is promoted by all staff.

Certificates and trophies are presented to students who have shown outstanding achievement by departments throughout the year

We hold an Annual Awards Ceremony in June to celebrate student's achievements in all areas of the curriculum and wider achievement.

Burnhouse Partnerships

Our students often present many barriers to their learning and these cannot in most cases be addressed by Burnhouse alone. It is therefore imperative that the Behaviour Support Service works in partnership with other agencies in order that these barriers may be removed thus enabling young people to access their education and maximise their life chances.

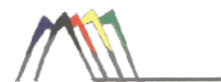
We have developed strong and effective partnerships who enhance the vocational and academic experience our pupils have.

Example of our current partners are:

Fighters Hive, Experience Exercise, Jidel Judo and Stephen Rooney Tae-Kwon-Do.

Beebraigs, angling for youth development, youth achievement, Forth Valley College, police, army, fire brigade, social work, health, YPCs, John Muir Trust, Woodland Trust, Bles, Coz, Bracco Stables, Barking Mews Kennels, Krop & Co, Colin Campbell Career's, West Lothian College, Blackburn Equestrian Centre and Meadowvale Nursing Home.

The school also has effective links with a Chaplaincy team who work in partnership to support young people and staff.



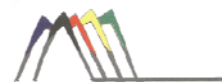
The curriculum

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 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 four key capacities – to be successful learners, confident individuals, responsible citizens and effective contributors:

<p style="text-align: center;">Successful Learners:</p> <p>with:</p> <ul style="list-style-type: none"> • Enthusiasm and motivation for learning • Determination to reach high standards of achievement • Openness to new thinking and ideas <p>and able to:</p> <ul style="list-style-type: none"> • Use literacy, communication and numberacy skills • Use technology for learning • Think creatively and independently • Learn independently and as a part of a group • Make reasoned evaluations <p>Link and apply different types of learning in new situations</p>	<p style="text-align: center;">Confident Individuals:</p> <p>with:</p> <ul style="list-style-type: none"> • Self Respect • A sense of physical, mental and emotional wellbeing • Secure values and beliefs • Ambition <p>and able to:</p> <ul style="list-style-type: none"> • Relate to others and manage themselves • Pursue a healthy and active lifestyle • Be self aware • Develop and communicate their own beliefs and view of the world • Live as independently as they can • Assess risk and take informed decisions <ul style="list-style-type: none"> • Achieve success in different areas of activity
<p style="text-align: center;">Responsible Citizens:</p> <p>with:</p> <ul style="list-style-type: none"> • Respect for others • Commitment to participate responsibly in political, economic, social and cultural life <p>and able to:</p> <ul style="list-style-type: none"> • Develop knowledge and understanding of the world and Scotland's place in it • Understand different beliefs and cultures • Make informed choices and decisions • Evaluate environmental, scientific and technological issues <p>Develop informed, ethical views of complex issues</p>	<p style="text-align: center;">Effective Contributors:</p> <p>with:</p> <ul style="list-style-type: none"> • An enterprising attitude • Resilience • Self-reliance <p>and able to:</p> <ul style="list-style-type: none"> • Communicate in different ways and in different settings • Work in partnership and in teams • Take the initiative and lead • Apply critical thinking in new contexts <p>Create and develop</p> <ul style="list-style-type: none"> • Solve problems



Curriculum areas on offer

From S1 to S3 students will experience a Broad General Education, building on previous learning.

Students experience a wide range of subjects across eight curricular areas:

Expressive Arts Religious Education

Health and Well Being Sciences

Languages Social Studies

Mathematics Technologies

This provides a good foundation for moving on to study qualifications at the right level for the student, in later stages of secondary.

The subjects on offer are English, Mathematics, Science, Social Subjects, Music, Drama, Hospitality, Business Management/ICT, PE

From S4 to S5 students will have the opportunity to study the above subjects in more depth and detail by enhancing knowledge, understanding and skills to gain National Qualifications at Standard Grade, Access 3 and Intermediate 1 and 2 level.

Changes to Qualifications

New National Qualifications from 2013	Likely Pathway	Current Qualifications
Access 3(revised)	S4	Access 3 Foundation Standard Grade
National 4	S4	Intermediate 1 General Standard Grade
National 5	S4	Intermediate 2 Credit Standard Grade

An individualised programme is carefully created to enable students to achieve qualifications, skills and experiences to prepare them for learning, life and work.

In addition, we recognise the wider achievements of our students.

Our staff can offer Youth Achievement/Dynamic Youth Awards delivered through the following specialist areas:

Fishing , Maury Thai, Horse Management, Hairdressing, Music, John Muir Trust, Outdoor Education, Gardening/Outdoor Learning, Forest Schools, Life Literacy Group, Life Numeracy Group, Employment Preparation/Work experience/ Independent Travel

For pupils who cannot access learning in school we have a team of specialist and dedicated staff who provide 1;1 support to help the students reach their full potential and achieve the minimum National requirement of 5 certificated passes.

This team also offers intensive support to all West Lothian mainstream schools to provide 1;1 teaching to students who have difficulty in their mainstream school and are at risk of disengaging from education.

If you require any additional information regarding curriculum

For further information regarding the curriculum at national level visit:

<http://www.educationscotland.gov.uk/thecurriculum/>

A bespoke programme of support is offered to all young people as they approach the transition from school into a positive destination. The service continues to support young people for a period of time on leaving school.



Assessment

Assessment is an integral part of effective teaching and learning. It aims to improve the support students' receive and help increase their levels of performance and achievement.

Assessment in Burnhouse aims to;

- Provide information about their attainment, progress and potential.
- Provide motivation and encouragement to students.
- Identify students learning difficulties and provide appropriate support.
- Provide parents and carers with up to date information on the progress the student is making.

Prelims are held in February. The purpose is to give the students experience of examination conditions, see how well the students have a grasp of the subjects and where necessary put extra support in place to help the students pass the final exam.

Pupil progress meetings are held every other month to discuss student's attainment and progress. The purpose of these meetings is for all teaching staff to discuss individual pupil progress to provide feedback that informs learning and assists in ensuring that we better meet learning needs.

Reporting

Reporting in Burnhouse takes the form of written reports from all staff working with the student, 3 times a year, October, February and June.

These reports provide clear, positive and constructive feedback about children's learning and their progress against national standards and expectations.

Parents and carers are invited to attend an Integrated Assessment Meeting (IAM) at least once a session, this meeting involves all interested parties and discusses the students attainment, progress and health and wellbeing both inside and outside of school.

Burnhouse invites parents and carers to attend Open Days at the end of every term where they have the opportunity to see their children at work and speak to staff informally about their attainment and progress.

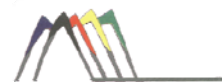
Transitions

When the decision is made by the mainstream school to refer a young person to the service, the DHT with responsibility for Support will complete the standard referral form and submit it to the Head teacher of the service along with a copy of the most recent IEP and IAM paperwork. Any other relevant paperwork should also be submitted.

Once the referral paperwork is received the referral will be discussed at the Behaviour Support Service allocation meeting where consideration will be given to the most appropriate support to be offered and the timescales considered. (All interventions will be time limited with a fixed end point at which time the impact of the intervention will be reviewed.) The next stage will be for representatives from the Behaviour Support Service and the mainstream school to meet to discuss the package of support now to be offered jointly between the service and the mainstream school and agreement for this sought.

Once both parties are in agreement as to the content of the support package, a meeting will be arranged with the young person and their parents/carers in order to discuss the content of the package and seek the young person's agreement to participation.

The intervention will then begin and will run for the agreed length of time. Communication will continue between the service and the mainstream school on an ongoing basis throughout the duration of the intervention regarding attendance, progress etc. At the end of the programme, a review meeting will take place between all parties to assess the impact of the intervention and consider next steps. Next steps may include the withdrawal of the service or an increased level of intervention.



Levels of Intervention

Whilst young people will on occasion still be referred to Burnhouse School via SORG, this will now become the final level of intervention with several stages preceding this action.

The stages of intervention are then, as follows:

Level 1 – Mainstream schools approach the Behaviour Support Service for advice and/or guidance on appropriate strategies or resources to meet the needs of a young person. The referral will be made directly to the Head teacher of the Behaviour Support Service.

Level 2 – When a mainstream school is unable to effectively meet the needs of a young person within their school on a full time basis, they will refer the young person to the service for some part time intervention. This can take the form of a short block of time i.e. one afternoon per week, or more lengthy intervention up to a maximum of two days per week. Again, the referral will be made directly to the Head teacher of the service.

Level 3 – When a young person is spending their school week jointly between their mainstream school and the service and the package of support is not considered to be meeting the needs of the young person, a joint referral by the mainstream school and the service will be made to SORG. At this stage, SORG will make the decision as to the most appropriate course of action for the young person.

Support for pupils

Delivering appropriate provision for pupils with additional learning needs is central to the national commitment to inclusion and is underpinned by legislation. West Lothian Council believes that all children and young people are entitled to learn together. This will help develop a culture of acceptance within which all children have a presumptive entitlement to mainstream education and services provided to facilitate this goal.

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:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/focusoninclusion>

All staff have responsibility for the health and wellbeing of our students. Each student is allocated a key worker, who has day to day responsibility for pastoral matters relating to attendance, late coming, dress code and attitude. They act as an important link between school and home for each student.

As Burnhouse is a special school all staff have a responsibility for offering support for learning. For students who are struggling to access learning within their timetable, we have a timetable group that meets weekly to discuss individual students and where necessary a more appropriate timetable is put in place. A Support for learning teacher who will work closely with students on a 1;1 basis will be allocated if required.

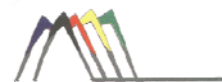
If you feel that your child needs additional support, information and advice is available from your school in the first instance.

Any concerns you have please contact Alison Shields our Pupil Support Manager or your child's Key worker on 10501 678 100.

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:

- a telephone helpline - 0845 123 2303
- an email enquiry service - info@enquire.org.uk
- an online enquiry service two websites - www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people)
- Enquire also provide a range of clear and easy-to-read guides and factsheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'

The Parents' Guide to Additional Support for Learning is now available to download at <http://enquire.org.uk/publications/parents-guide>



School improvement

Burnhouse Campus is pleased to share this report of progress made with planned improvements during session 2011-12. These improvements have come about as a result of the hard work and efforts of the staff and pupils with valuable input from parents, carers and partner agencies.

Our self-evaluation demonstrates that the school continues to have a strong capacity to improve and to meet the needs of the whole school community.

PROGRESS WITH KEY AREAS OF THE WORK OF THE SCHOOL

Learning and Teaching

We have worked hard to ensure that pupils are given opportunities to improve. Pupils are now working towards accreditation in their outdoor learning with opportunities to gain both John Muir Awards and Youth Achievement Awards. We are also working to make sure that pupils and their parents/carers know how they are progressing in school. Overall pupils are making better progress from their prior levels and are more engaged.

All S4 and S5 pupils sat exams in nine different subject courses at either Standard Grade or Intermediate 1. Pupils are now more aware of their levels of performance and what they need to do to improve.

Next Steps

In this coming session, pupils will benefit from a wider curriculum following the recruitment of new staff and the increased number of qualifications available. Pupils will continue to be challenged and supported to learn and achieve more. Staff will continue to seek innovative and creative ways of engaging pupils in their learning whilst at the same time, ensuring that pupils receive their entitlements. There will also be a focus on developing literacy, numeracy and health and wellbeing across the curriculum. Focus groups will develop these areas to ensure they are embedded across the curriculum.

Partnership

Very good progress has been made by the school in working more effectively with partners to support our pupils. A regular series of assessment meetings involving parents, pupils and partners has allowed us to ensure that we are meeting our pupils needs as effectively as possible. Partners now meet regularly to discuss joint improvements and actions as well as working directly with pupils as part of the curriculum.

Next Steps

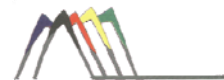
In the coming session we will continue to work with partners to provide the best possible opportunities for our pupils as part of the new West Lothian Secondary Behaviour Support Service. The new secondary behaviour outreach service will be developed to meet the needs of pupils and work will be done with Social Policy in order to provide effective support and provision to those young people in Residential Care.

People

Pupils have had greatly increased responsibilities in the running of their school and most of them are participating fully. A newly established 'pupil voice' group regularly meet with the Head teacher to discuss issues related to improving the school. Groups of pupils have also been responsible for interviewing potential new staff. Staff meet regularly to discuss ways to improve opportunities for pupils with a focus on learning.

Next Steps

During the coming session we will increase pupil voice meetings and will be working more closely with parents as we work together to support our pupils. All staff have a responsibility for school improvement and they will be encouraged to continue to fulfil this role. A parenting course will be run for all parents and carers of our pupils with the aim of providing additional support to families.



Culture and Ethos

All staff and partners are now being encouraged to have high expectations of all pupils in terms of their attendance, behaviour and achievements. Pupils now more clearly understand the consequences of their actions and are more aware of the need to respect and consider others. Behaviour, attendance and attainment have improved for most pupils.

Next Steps

A school dress code is being introduced for all pupils from August 2012 in order to encourage a positive attitude to school and remove the pressure for pupils of dressing in particular types of clothes. We will also continue to develop positive behaviour management strategies and engage with the Rights Respecting Schools Programme

Vision and Leadership

The school has a very clear sense of direction. We have worked with partners to develop a behaviour support strategy that enables us to link better with the pupils' mainstream schools and other partners to provide better support for pupils and their families. We have consulted widely to agree our vision and are now in a position to share and implement this through our new model.

Next Steps

We will work with partners to take forward the new West Lothian Secondary Behaviour Support Service (Burnhouse Campus) and communicate widely its aims and approaches.

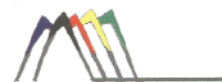
Information regarding the school performance at local level can be found by visiting:

<http://www.westlothian.gov.uk/education/schoolrelateditems/SchoolPerformanceData1>

Information regarding the school's performance at national level can be obtained by accessing:

<http://www.educationscotland.gov.uk/scottishschoolsonline/>

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/index.asp>



School policies and practical information

Education Services policies can be accessed online at:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/?key=1778580>

Hard copies of council policies are available from the school, West Lothian libraries and from the Civic Centre upon request.

The arrangements for school meals and other food and drink.

Pupils in Burnhouse are offered a two course meal with a choice of main course, supplemented by salads and vegetables, which meet the new Scottish Nutrient Guidelines for School Meals.

Special dietary requirements will be catered for. Please contact the school tel no 01501 678100

Please also advise the school immediately should your child have any allergies.

Breakfast

Burnhouse provides pupils with a healthy breakfast and offers the opportunity for them to sample and develop preferences for health options. Breakfast time aims to establish positive relationships at the start of the school day, helping to reduce lateness or poor attendance and improve attitude, behaviour and motivation to learn.

Pupils entitled to free school meals are also entitled to free breakfasts.

Breakfast time is from 8.45am and is served in the school dinner hall. This is supervised by registration staff.

Free School Meals:

Pupils with parents in receipt of either:

Income Support
Income-Based Jobseeker's Allowance
Any Income Related element of Employment & Support Allowance
Child Tax Credit (with no working tax credit) and whose annual income is £15,860 or less
Working Tax Credit and whose annual income is £6,420 or less are entitled to a free mid-day meal

For further information please refer to the School Meals and Milk Policy:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/SchoolMealsMilkPolicy2010>, or by contacting Stuart Isbister, Pupil/Student Benefits Officer either by phone on 01506 281952 or by emailing stuart.isbister@westlothian.gov.uk.

School Uniform:

The official school dress code is: S1-4 Plain black trousers or skirt (which should be knee length), Blue polo top and blue sweatshirt. Burnhouse currently provides all students with one polo and sweatshirt.

The advantages of a dress code are that: it avoids comparison between children's clothing; makes pupils feel part of an organisation that takes a pride in itself; and it avoids arguments over clothing which is fashionable but not suitable for school. We do not allow clothing which encourages rivalry, such as football colours; causes offence such as anti religious symbols or any slogan which carries a questionable message; damages flooring; carries any form of advertising; promotes the use of smoking, alcohol or drugs; can be used as a lethal weapon.

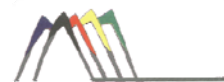
Students should not have body piercing, with rings or studs which can cause damage if pulled, e.g. in their nose, eyebrows, lips or tongue.

Hair should not be dyed an unnatural colour such as blue, green or red. Jewellery should be kept to a minimum. It is easily lost and can be dangerous during physical activity.

The authority operates a scheme of provision to ensure that a pupil is sufficiently clad to take full advantage of the education provided. Families in receipt of Income Support or Family Credit will automatically qualify for such a scheme. Other cases will be determined according to the personal circumstances of the family.

The school's dress code is based on The Dress Code for Schools Policy:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/dresscodeforschools>



Clothing Grants:

Families in receipt of Income Support, Income-based Jobseekers' 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 grants is £110 for pupils of secondary school age.

Pupils staying on at school beyond school-leaving age are deemed to have any requirement for assistance with clothing met by way of an Education Maintenance Allowance and are not provided with clothing grants.

Families not in receipt of these specific benefits but in financial hardship may also be assisted depending upon 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 on 01501 678100

For further information please refer to the School Clothing Grants Policy:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/SchoolClothingGrant>

The organisation of the school day, including times of arrival, dismissal and break times.

The school day is from 8.45am until 3.25pm and comprises of 7 periods from Monday to Thursday and 4 x 45 minute periods on a Friday with school finishing at 12.15pm

Monday to Thursday

Registration and Breakfast 8.45am -9.00am

Period 1 9.00am 9.45am

Period 2 9.45am 10.30am

Interval 10.30am 10.45am

Period 3 10.45am 11.30am

Period 4 11.30am 12.15pm

Period 5 12.15pm 1.00pm

Lunch 1.00pm 1.45pm

Period 6 1.45pm 2.35pm

Period 7 2.35pm 3.25pm

Friday

Registration and Breakfast 8.45am -9.00am

Period 1 9.00am 9.45am

Period 2 9.45am 10.30am

Interval 10.30am 10.45am

Period 3 10.45am 11.30am

Period 4 11.30am 12.15pm

School term dates and holidays can be accessed online at:

<http://www.westlothian.gov.uk/education/schoolrelateditems/893/860>