

WINDSOR PARK SCHOOL AND SENSORY SERVICE

A safe, nurturing, inclusive learning community with highly trained, experienced and supportive staff, striving for excellence for deaf learners.

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<https://www.windsorpark.falkirk.sch.uk/>



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Our School

Windsor Park School and Sensory Service is a bespoke educational provision, situated in west central Falkirk, providing education and support to deaf and/or visually impaired children and young people, their families and associated agencies.



Primary aged deaf learners from Falkirk and other authorities are educated on our purpose built school campus, adjacent to Bantaskin Primary School. Our secondary department is situated within Falkirk High School. Primary and secondary learners join their mainstream peers for educational and social experiences when/where appropriate.

All pupils from P1-S3 are taught a Broad General Education, in line with a Curriculum for Excellence, by specialist staff, through the use of Total Communication. Learners in the senior phase of our secondary department (S4-S6) have the opportunity to select a variety of SQA courses at an appropriate level within the mainstream school or Windsor Park, staff are able to lead some alternative courses in the base. Where appropriate, learners can be presented for SQA examinations (National 5, Higher, Advanced Higher).

All learners have the opportunity to be presented for British Sign Language qualifications (Signature Level 1 and Level 2).

Progress and Attainment

Progress and attainment/achievement has been plentiful this school year. Here are just some of the areas of progress/success;

- The vast majority of targets in Child's/Young Person's Plans have been met.
- Senior pupils in the secondary have gained a variety of qualifications from SQA (including school partnership courses at college) and other awarding bodies.
- All S6 pupils achieved their Level 6 Emergency First Aid at Work qualification
- Almost all June 2025 leavers have secured a positive destination (college)
- All pupils have been working towards formal BSL qualifications and many have achieved Level 1 and/or Level 2.
- 4 secondary pupils have secured volunteer work or paid employment
- We continue to hold Gold Communication Status
- Upper primary and senior pupils again attended a 'deaf' residential at Dalguise and all were very successful in completing every challenge set.
- Primary pupils again attended a camping overnight stay at Spoke and Boot and developed confidence and independence as a result
- Primary and Secondary pupils have had success in a variety of sporting events
- A secondary pupil is a successful actor and was the leading character in a film released this year
- Senior pupils sitting National 5 qualification exams using BSL to sign their answers, passed with very good results.

[Click here for our Curriculum Rationale](#)



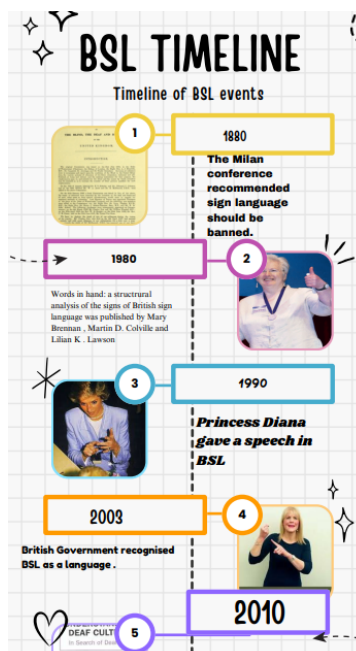
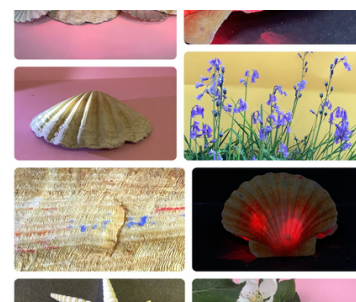
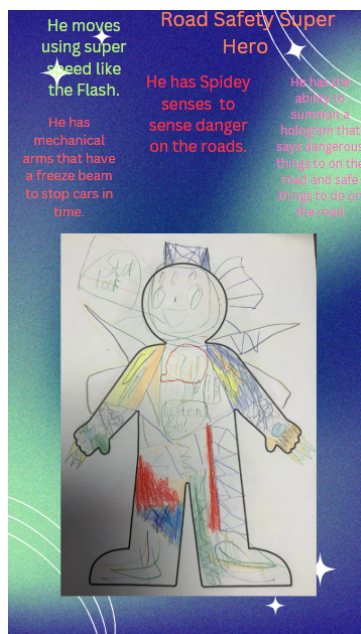
School Improvement

Development Focus 1

Increase Creativity Through Developing Digital Skills of Staff and Learners.

There is clear evidence of very good progress in developing the digital skills of both staff and learners. All staff have identified and acted upon individual development areas, demonstrating increasing confidence and professional agency. The implementation of small tests of change cycles has encouraged a culture of enquiry and innovation. Digital skills checklists have been created and partially implemented, although further alignment across sectors is still required. Two members of staff completed Apple Learning Coach training, with their support and guidance beginning to influence classroom practice and staff collaboration.

The impact of this priority is positive and measurable across staff, learners, and families. Staff digital confidence has improved, leading to more creative and engaging learning experiences for pupils. Learners are increasingly confident in using digital tools, as shown in their ability to lead family learning events and in some of the work displayed in the images shown opposite. Parental engagement has been enhanced through digital workshops. While some staff have moved out of their comfort zones, the overall response has been one of professional growth and openness to change.



Development Focus 2

Increase Family Learning and Engagement Across the School Community.

There has been measurable progress in increasing family engagement across both departments. Despite early challenges establishing a Parent/Carer Forum, a more targeted and personalised approach led to improved responses. A range of pupil-led events (e.g., Boccia, Bingo/Study Skills, Canva workshop, CHAS Rainbow Walk) were effectively planned and delivered, with pupil voice clearly shaping the experiences. Engagement through SeeSaw remains consistently high in primary and improving in secondary. Staff have been responsive and adaptive, shifting strategies to maximise impact.

There is clear evidence of positive relationships between families, learners, and staff, with family learning events fostering an inclusive ethos. Pupil confidence in leadership roles has been notably enhanced, and families report that the informal, pupil-led nature of events encourages more authentic involvement. SeeSaw continues to act as a highly effective tool for communication and engagement. Despite challenges such as hosting a displaced school and time constraints in secondary, the school has maintained a strong focus on participation and inclusion.

Development Focus 3

Develop the Transition Process from Primary to Secondary Education in Falkirk Council for blind, braille users.

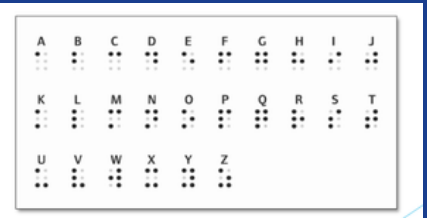
The enhanced transition programme developed for a blind, braille-using learner moving from primary to secondary education has already had a marked and positive impact on stakeholders involved. Most importantly, the learner is being supported in a way that fosters confidence, independence and inclusion. Regular mobility sessions have led to increased familiarity with the secondary school environment and early access to resources and technology will help the learner to engage meaningfully with the secondary curriculum.

Staff in the secondary setting now demonstrate some awareness and understanding of the needs of a blind learner. This has been achieved through structured awareness-raising sessions and meaningful professional dialogue, resulting in improved confidence. Staff are increasingly proactive in anticipating barriers and planning appropriate adaptations, particularly in practical subjects like Science and Maths. All of this however will still require much development next session.

Parents have expressed a high level of satisfaction with the support in place, noting their child's excitement and growing assurance about the move to secondary school. The learner has also benefited from meaningful social experiences, such as visits to specialist settings where they engaged with peers who also use braille, helping to reduce isolation and build a sense of identity and belonging.

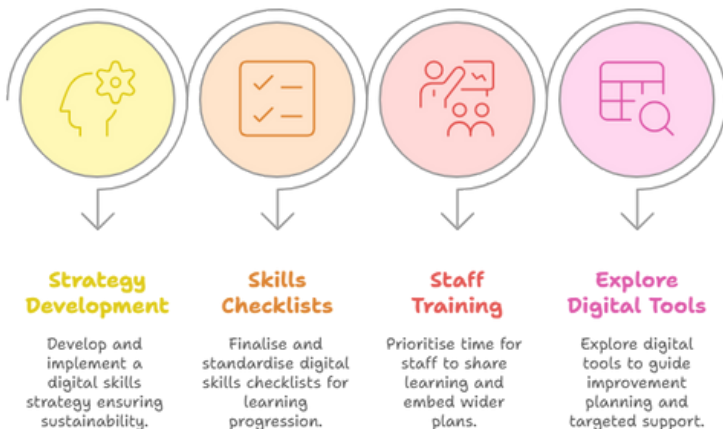
Strategic planning has also had broader implications for service development. Key learning from this case is informing wider transition planning for other learners with visual impairment across the authority. The cross-sector collaboration, especially with IT services, has led to improved infrastructure and a more consistent approach to assistive technology provision. Again however, this requires further development.

Ultimately, the transition programme has had a transformative effect—not only in preparing one learner for success in secondary school but also in enhancing Falkirk Council's capacity to deliver inclusive, person-centred support at a strategic level. The work has laid strong foundations for a positive S1 experience, with mechanisms for ongoing monitoring and adaptation already in place.

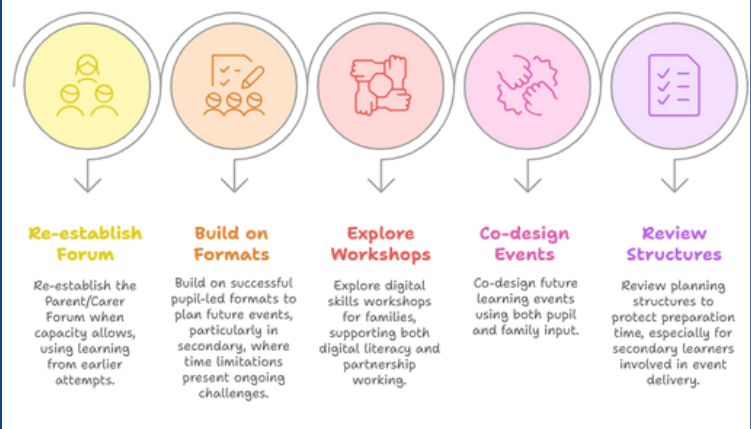


Next steps for improvement

Digital Development



Family Engagement



Transition

