

Windsor Park School/ and Sensory Services



School Brochure 2026 - 2027



Falkirk Council
Children's Services



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A Foreword from the Director of Education Session 2026–2027

This handbook contains a range of information which we hope will be helpful to you and your child. It offers an insight into the life and ethos of the school, along with advice and guidance to support you in your role as a key partner in your child's education.

Falkirk Council is committed to working closely with parents and carers to enhance engagement and ensure strong home-school partnerships. One of the most effective ways to get involved is through the school's Parent Council. Parent Councils are independent bodies that work with schools to support improvement, contribute to key decisions and represent the views of parents so helping to shape priorities and enrich the educational experience for all young people.

Throughout the school year, there will be opportunities to discuss your child's progress with their teacher(s) and via the 'Progress' reporting system/app. You can also stay informed about school news and activities by following your school's social media channels, as well as central accounts like @EducationServicesFalkirk, @ConnectedFalk, and @falkirkcouncil, where we regularly share updates and celebrate success.

We are proud that Falkirk Council continues to support the Connected Falkirk digital learning programme. Thanks to this investment, every young person from P6 to S6 has their own personal learning device, enabling access to high-quality digital learning and direct teacher feedback anytime, anywhere. Not every child in Scotland has this opportunity, so we encourage you to ask your child to show you their learning - it's a great way to stay involved and celebrate their progress.

Since taking up the post of Director of Education in May 2024, I have made it a priority to spend time in our schools and centres and I continue to be regularly in and out of establishments across the area. Meeting staff, pupils and parents, and seeing first-hand the excellent work being done, is one of the most important and rewarding parts of my role. Across Falkirk, we are rightly proud of our strong levels of attainment and achievement and of our record numbers of young people progressing into positive destinations after leaving school.

We also take great confidence from the strong evaluations received from both HMIE and the Care Inspectorate, which highlight the quality of our learning environments,



the professionalism of our staff and the care and support we offer children and families. Alongside the Heads of Education and the wider central team, I am working in close partnership with Headteachers to build on this success and secure the very best outcomes for every young person in Falkirk.

I trust this handbook will provide you with useful information about your child's school. If you have any questions, please contact the Headteacher of your child's school, who will be happy to help.

With very best wishes.

Jon Reid

Director of Education

Falkirk Council

Footnote: If you want a printed copy of this handbook, please ask the school.

It may be possible to offer some assistance in helping to translate all or part of this handbook to parents whose first language is not English. Enquiries should be direct into the Communications Officer for Education Services (email: EducationServices@falkirk.gov.uk)

Disclaimer

The information in this school handbook is considered to be correct at the time of publication (December 2025). However, it is possible that there may be some inaccuracy by the start of the school term in August 2026.



Curriculum for Excellence - Learning to Achieve

Learning Entitlements

In addition to the entitlements of Curriculum for Excellence our education provisions will reflect local needs and circumstances. Therefore, at different stages of their education, our learners will have opportunities to:

Link aspects of their learning to the local environment and its heritage

Participate on a residential experience where possible

Participate in arts, sports and cultural events

Participate in integrated, hands-on learning for sustainability, fostering global citizenship, critical thinking, and lifelong skills

Participate in outdoor learning experiences

Equitable access to technology for learning, including digital devices, internet connectivity, and the development of digital literacy skills.

Be consulted on and contribute to the decision-making process in school

Access to vocational and work-based learning experiences that provide practical skills, industry exposure, and pathways to employment.

Develop leadership and social skills through collaborative projects, extracurricular activities, and active participation in school and community initiatives

Access learning experiences designed and / or delivered by relevant partners

Reflect upon and be proactive in planning and making choices about their own learning

Engage with learners in other countries where appropriate and demonstrate knowledge of their culture.

How can you help?

By law, you must make sure your child receives education.

As a parent, you can help your child by:

- Ensuring regular and punctual attendance
- Encouraging and facilitating home learning opportunities and study routines where appropriate
- Attending parent-teacher meetings/discussions and school events.
- Discussing school reports with your child
- Encouraging reading and educational activities outside of school
- Supporting participation in extracurricular activities and clubs
- Discussing what was learned at school and showing interest in their education.



- Setting high expectations and celebrating achievements
- Helping them develop good organisational and time-management skills
- Promoting healthy eating and adequate sleep at home
- Encouraging a positive attitude towards learning and school
- Collaborating with the school on individual education plans where appropriate
- Participate on a residential experience where possible

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

Developing the Young Workforce

Collaborative working between early years, primary and secondary alongside partnership working with local employers and businesses enhances your child's experiences from Early Years to their point of exit from school. Curriculum planning and structures in schools have continued to evolve progressively as new qualifications have been introduced. There is now a wide range of opportunities for young people to develop their employability skills, gain experiences of the world of work and incorporate work-based learning elements together with employers to explore direct pathways into employment. Each Secondary school has a DYW School Coordinator, who are all committed to strengthening links with employers and to create a genuine partnership approach to employability opportunities for all learners.

For more information please see the following websites:

[DYW - Scotland - DYW Scotland - Home](#)

[Forth Valley - DYW - Scotland](#)

Windsor Park liaise with the Developing Young Workforce School Coordinator within Falkirk High School.



Welcome from the Head Teacher

Welcome to Windsor Park School and Sensory Service.

As Head Teacher, it is a privilege to write this introduction to our school and service Handbook. This Handbook offers a summary of our school and service and a general overview of the bespoke educational experience that is Windsor Park School. It cannot however describe the nurturing, happy, caring, child and family centred environment that the Windsor Park staff have created. I do hope that this is something you can experience and evaluate when you visit Windsor Park. Additional information can be found on our school website (<https://www.windsorpark.falkirk.sch.uk/>), or you may wish to contact the school directly. Appointments can be arranged by telephone or email. BSL interpreters can be arranged on request.

It is my desire that every pupil, staff member, parent and carer linked to Windsor Park has a positive, quality experience of our school. We cherish our close relationships with parents and carers and enjoy positive interactions with a wide variety of agencies to best meet the needs of each and every one of our learners. If you would like to know more about life here at Windsor Park, or if you have any questions regarding your child's education, please do not hesitate to contact me at school where an appointment will be made as soon as possible.



Mrs Amanda Walker
Head Teacher/Educational Audiologist
Windsor Park School and Sensory Service



Section One – Practical Information about the School

Contact Details

School Address: Bantaskine Road, Falkirk. FK1 5HT

School Telephone Number: 01324 508640

Visiting Teacher of Deaf Children and Young People Service: 01324 508641

Visual Impairment Service: 01324 508644

Fax Number: 01324 508647

E-mail address: windsorparkschool@education.falkirk.sch.uk

Website: www.windsorpark.falkirk.sch.uk

Head Teacher: Mrs Amanda Walker

Depute Head Teacher (Secondary Dept): Mrs Susan McIntosh

Principal Teacher (Primary Dept): Ms Maureen Whyte

Principal Teacher (Visual Impairment Service): Mrs Averil Boyne & Mrs Allison Toland

Teachers of Deaf Children and Young People in Primary/Secondary Department

Miss Lesley Haston

Mrs Elizabeth Barlow

Mrs Heather High

Miss Anna Morson

Mrs Lisa Mitchell

Mr John Reilly

Ms Maureen Whyte

Mr Adrian Young

Support for Learning Assistants in Primary/Secondary Department

Mr Scott Bird

Mrs Pauline Grant

Mrs Denise Crawford

Mrs Lynn Notley

Mrs Georgia Koumanta

Visiting Teacher of Deaf Children and Young People Service:

Mrs Jill Dickson

Miss Arlene Livie

Mrs Caitlyn Patterson

Visual Impairment Service:

Mrs Averil Boyne

Mr Brian Hood

Mrs Audrey Hutchison

Mrs Allison Toland

Clerical Assistant: Miss Elizabeth Devine

Speech & Language Therapist: Miss Iona Smith

Music Specialist: Mr Ken Whitelaw

Sign Language Tutor: vacant

Caretaker/Cleaner: Mr Niel McGill



General Information

Windsor Park School is a purpose-built school for deaf children and young people, situated in west central Falkirk.



Our school provides specialised services for learners with significant deafness across pre-school, primary, and secondary stages. Our curriculum is delivered using Total Communication, a highly individualised approach based on learner need. This approach incorporates speech, audition, lipreading, the use of sign language (British Sign Language or Sign Supported English), visuals, and experiential learning.

As one of only three schools for deaf children and young people in Scotland, we are uniquely situated on the campus of a mainstream school. Our building is located next to [Bantaskin Primary School](#), allowing our Nursery and Primary learners to integrate with Bantaskin Nursery and Primary classes. Our Secondary Department is based in three dedicated classrooms within [Falkirk High School](#), where our secondary learners integrate with the mainstream school.

Integration is flexible, and bespoke teaching and support is provided based on individual learner needs. Learners are taught either in their mainstream class, supported by our highly skilled teachers and support for learning assistants, or in their Windsor Park Primary classroom or Secondary Department base. The level of support in mainstream classes varies, always depending on the individual learner's specific needs.

Our teachers have additional specialist qualifications in Deaf Education and in Sign Language and work co-operatively with mainstream colleagues, parents/carers and pupils to provide a supportive, relaxed and nurturing teaching and learning environment.

The school also works closely with Audiologists, Speech and Language Therapists, ENT departments of local hospitals and other appropriate agencies to establish the best multi-agency provision for deaf learners.



British Sign Language (BSL) is introduced at an early stage to facilitate varied communication needs. As per the local BSL Plan, our teaching staff are committed to working towards qualifications at BSL Level 3 and above. Our Support for Learning Assistants also hold BSL qualifications, with all currently holding Level 2. Our dedicated Sign Language Tutor provides regular classes for all associated staff, families, and pupils. During their school years, our learners in upper primary through secondary work towards formal BSL qualifications, typically Level 1 and 2. To promote an inclusive environment, staff also provide annual Deaf Awareness sessions to both mainstream classes and staff working with our deaf learners.

Placement at Windsor Park School is usually decided at a Team Around the Child meeting, where the assessment of need would be discussed. If parents or carers decide to apply for a Windsor Park placement, an application would be made to the Placement Change Panel within the child's local authority and a decision would be made.



Disabled Access/Modifications

From the car park there is a path to the side of the building which leads into Room 1 and 2 classrooms. There is also a central ramp which allows access to the extended building. It also provides direct access to the Bantaskin Primary playground.

Throughout the school, fire alarms are fitted with flashing lights to alert pupils and staff in the event of fire. A security system from Windsor Park to Bantaskin Primary is installed to ensure the safety of our pupils when moving between buildings.



Sensory Service

Visiting Teacher of Deaf Children and Young People Service (VToDs)

This service, based in Windsor Park School, supports children from diagnosis through to school leaving age. Visiting teachers conduct home, nursery, primary, and secondary school visits, offering support and advice to families and associated personnel. Ante-pre and pre-school children who require a high level of support and/or alternative communication may attend Bantaskin Nursery, supported by a Windsor Park member of staff. Depending on their degree of deafness and general progress, children transition into Windsor Park School or into their local mainstream school for Primary 1, as appropriate. The VToDs also provide annual in-service training for mainstream staff working with deaf children and also to all primary probationers.

Visual Impairment Service (VIS)

The Visual Impairment Service (VIS) is also based at Windsor Park School. Visiting teachers support children from diagnosis through to school leaving age, conducting home, nursery, primary, and secondary school visits. They offer support and advice to families and associated personnel. Most pupils who have a visual impairment attend their local mainstream nursery and school, and staff and pupils are supported there by the visiting teachers. When possible, pupils are given opportunities to meet socially and take part in a variety of activities, which are organised and supported by the VIS teachers. The VIS staff provide annual in-service training for mainstream staff working with visually impaired children and also to all primary probationers. The Service can also provide personalised training to meet the needs of pupils and staff upon request (e.g. CVI, iPad accessibility tools).



School and Service Ethos

Windsor Park staff work with families and associated agencies to educate and support deaf children and young people and learners with visual impairments. This enables pupils to integrate fully as confident, independent and responsible members of the community in which they will live and work. We value all forms of communication and embrace a Total Communication philosophy. We strive to meet individual needs by providing discrete assistive listening devices, Speech & Language Therapy and British Sign Language sessions for all. Braille is taught to learners who cannot access print.

Vision

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

Aims

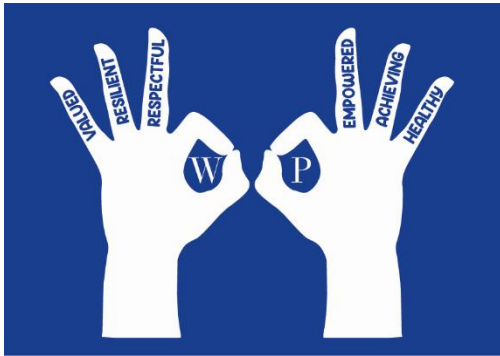
- To provide a dynamic, ambitious, challenging curriculum that meets the bespoke holistic needs of our learners and develop skills for life.
- To ensure the highest quality of learning and teaching, facilitated by Qualified Teachers of Deaf Children and Young People, I
- To ensure the highest quality of learning and teaching, facilitated by Qualified Teachers of the Deaf and highly skilled support staff.
- To develop and sustain positive relationships with families and a wide range of partner agencies, in order to best meet the needs of individual learners
- To foster a positive self-identity in all, ensuring that the rights of every learner are respected and acted upon whilst promoting pupil voice and informed choice at every opportunity
- To support and nurture all learners to become successful learners, confident individuals, responsible citizens and effective contributors in school and the wider community
- To strive for equity for all, both in school and in the wider community and to ensure a positive post-school destination for all

Through the above aims we will strive to develop Successful Learners, Effective Contributors, Confident Individuals and Responsible Citizens.

A programme of study for R.E. and sacramental preparation is available to Catholic children. Links are made with St. Andrews Primary and Sacred Heart Primary Schools when appropriate. We aim to visit different places of worship to develop a culture of respect for world religions.



School Values



Our school values are:

- Respected
- Valued
- Resilient
- Empowered
- Achieving
- Healthy

Alongside our values, the 6 nurturing principles underpin our practice.

- Children's learning is understood developmentally
- The School offers a safe base
- The importance of nurture for the development of wellbeing
- Language is understood as a vital means of communication
- All behaviour is communication
- Transitions are significant in the lives of children.

Our learners also use Emotion Works to enhance their emotional vocabulary, describe body sensations and intensity and recognise how to regulate themselves. Emotion Works is an educational programme and an organisation that puts learning at the heart of emotional health and wellbeing. We also have staff trained in Decider Skills to support those who need additional support with their emotional health and wellbeing.



Organisation of the School Day

<i>Stages of Education Provided For</i>	<u>Primary and Secondary Departments</u> Sensory Service 0-18
<i>Present School Roll</i>	12
<i>Denominational Status of the School</i>	Nondenominational
<i>Gaelic Medium Education?</i>	No
<i>Single sex school?</i>	No

Primary School: P1-7

School starts	09:00
Break	10:30 - 10:45
Lunch	12:15 - 13:00
End of day	15:00

Secondary School: S1-S6

Period 1	08:50 - 09:40
Period 2	09:40 - 10:30
Break	10:30 - 10:45
Period 3	10:45 - 11:35
Period 4	11:35 - 12:25
Lunch	12:25 - 13:05
Period 5	13:05 - 1355
Period 6	13:55 - 14:45
Period 7	14:45 - 15:35 (Tuesday and Thursday)

Our secondary pupils must report to Windsor Park classrooms at 08:35 for registration and daily audiology/listening checks.



FALKIRK COUNCIL: CHILDREN'S SERVICES

Agreed Term Dates for Session 2026-2027

The agreed School Term and Holiday Dates for school year 2026-2027 can be found here: [School terms and holidays - Falkirk Council](#)

Attendance and Absence

It is the responsibility of parents of a child of school age to make sure that their child is educated. Most do this by sending their child to school regularly. Attendance is recorded twice a day, morning and afternoon.

<u>Percentage</u>	<u>Number of School Days Annually</u>	<u>Number of days missed</u>
100%	190	0
95%	180.5	10 days (2 weeks)
90%	171 days	19 days (3 weeks, 4 days)
85%	161 days	28 days (5 weeks, 3 days)

Absence from school is recorded as 'authorised' i.e. it has been approved by the education authority, or as 'unauthorised' i.e. the absence remaining unexplained by the parent.

Please let the school know by letter, email to the school's generic address or phone if your child is likely to be absent. If there is no explanation from a child's parents / carers, the absence will be regarded as unauthorised.

Please make every effort to avoid family holidays during term time as this disrupts your child's education and reduces learning time. In certain extreme situations, the head teacher can approve absence from school for a family holiday for example, in exceptional circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the head teacher before the holiday. If the head teacher does not give permission before the holiday, it will be recorded as unauthorised absence. The head teacher may also exercise discretion when a parent can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the head teacher on this basis is regarded as authorised absence.

Parents from minority ethnic and/or religious communities may request that their children be permitted to be absent from school to celebrate recognised religious and/or cultural events. Absence approved by the head teacher on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.



A supportive approach is taken to unexplained absence. However, the education authority has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel.



School Dress Code



At Windsor Park, learners wear the uniform of either Windsor Park Primary School or Falkirk High School. This uniform has been agreed upon through consultation with parents, pupils, and staff to ensure the dress code meets the needs of the school community, allows pupils to participate in all aspects of school life, and is age-appropriate. Parents are asked to co-operate with the school by encouraging their child to follow the agreed dress code.

Rationale for Uniform

The wearing of a school uniform is strongly encouraged as it helps to:

- Develop a strong school community spirit
- Improve school security by making non-pupils more easily identifiable
- Allow pupils to be easily identified when out of the school, such as on trips
- Enhance the school's reputation within the wider community
- Minimise rivalry and bullying amongst pupils that can arise from, for example, the wearing of designer clothing.

Clothing for Activities and Safety

The appropriate clothing and footwear for Physical Education (PE) is a T-shirt, shorts, and gym shoes with non-marking soles. These items are necessary for health and safety reasons, and your cooperation is requested to ensure that pupils are equipped to participate fully in PE lessons.

In certain circumstances, appropriate clothing will be necessary for safety reasons in other school activities (e.g., in games areas, science laboratories, and technical workshops). This also extends to the wearing of suitable footwear and, on occasion, to the length of pupils' hair and the wearing of jewellery and earrings. The school will provide an apron for messy or art and craft activities.

Offensive clothing, such as T-shirts or other items featuring inappropriate language or illustrations, is not permitted. Football colours are also not permitted.

General Guidelines

Please ensure that all items of clothing are clearly labelled, particularly ties, sweatshirts, and PE equipment, which are often lost. Please help the school by making sure that pupils do not bring valuable or expensive items of clothing to school.



Windsor Park uses PEF funding to support the purchase of uniforms for both primary and secondary pupils when required. Please contact the school for more information.

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

Windsor Park (Primary) School Uniform

All items of clothing should be clearly labelled, particularly ties, sweat shirts and polo shirts.

		
Blue Sweatshirt or cardigan	White Polo Shirt	Grey or black trousers/skirt
		
White shirt/blouse	Tie	PE Kit(black shorts, House T-shirt and gym shoes)

Windsor Park (Secondary) and Falkirk High School Uniform

All items of clothing should be clearly labelled, particularly ties, jumpers, cardigans and blazers.

		
Black Jumper/Cardigan	Tie	Black trousers/skirt
		
White shirt/blouse	Blazer	PE Kit(black shorts, white T-shirt and trainers)



Clothing Grants

Falkirk Council can also provide assistance with the cost of school clothing and footwear. Clothing grants are available for children who live in the Falkirk Council area and who are in compulsory education at any of our primary, special or secondary schools. Pupils attending some special schools outside the area may also be eligible for this grant. School clothing grants are not available to children attending nursery schools, nursery classes or other pre-5 centres.

The School Clothing Grant is means tested. To be eligible, parents or guardians must meet one of the following criteria:

- In receipt of Income Support, or In receipt of Income-based Job Seekers Allowance, or
- In receipt of Income-related Employment and Support Allowance, or
- In receipt of Child Tax Credit only with a gross annual income below £16,105, or
- In receipt of Child Tax Credit and Working Tax Credit with a gross annual income below £16,105

Payments are paid directly into the parent or guardian's bank account. This can be applied for in addition to any uniform support provided by Windsor Park.

Free School Meals & Clothing Grants

Information on Free School Meals & School Clothing Grant and how to apply can be found here: [Benefits and support: Free School Meals and School Clothing Grants - Falkirk Council](#)

All Windsor Park pupils receive free school meals. However, we encourage families to still apply for free school meals and clothing grants if you qualify.

Education Maintenance Allowance (EMA)

Information on Education Maintenance Allowance and how to apply can be found here: [Benefits and support: Education Maintenance Allowance \(EMA\) - Falkirk Council](#)

Other Support

There are other sources of support which may be available to families, depending on your circumstances.

- [Best Start Grant: Pregnancy and Baby Payment](#) – Payments for parents of new-borns, or those currently expecting.
- [Best Start Foods](#) – Payments for parents of children up to 3 years old.
- [Best Start Grant: Early Learning Payment](#) – Payment for parents with children aged between 2 and 3 and half years old.



- [Best Start Grant: School Age Payment](#) – Payment for parents of children starting Primary School.
- [Education Maintenance Allowance \(EMA\)](#) – Financial support for 16-19 year olds continuing at high school.
- [Young Scot](#) – The Young Scot National Entitlement Card is available free of charge to everyone aged 11-25 living in Scotland. It can be used to receive discounts, for rewards, and also as proof of age.
- [Young Persons' Free Bus Travel Scheme](#) - Young people aged between 5 and 21 years old are eligible for free bus travel from 31 January 2022.
- [Help with Welfare Benefits](#) – Find out if you are claiming all of the support you are entitled to and speak to an adviser for further advice.
- [Other support for families](#) - Any family facing financial insecurity can also contact our Support for people team for assistance or sign posting to other support. The team can be contacted on 0808 100 3161.

School Holiday Support Payments

Information about School Holiday Support Payments can be found here: [Benefits and support: Free School Meals: School Holiday Support Payments - Falkirk Council](#)

School Meals

Our Primary and Secondary menus offer a variety of healthy and appealing meal choices, fully compliant with the Scottish Government's legal standards for food and drink in schools.

Primary School Menus feature three daily meal options; each served with two portions of vegetables and one portion of fruit. Secondary School Menus offer a wider selection, including plated meals, pasta dishes, meal deals, and salad boxes—each balanced meal includes two portions of vegetables and one portion of fruit.

Meal prices are reviewed annually. For up-to-date pricing and full menu details, please visit our website or contact your child's school. (Schools: School meals - Falkirk Council)

All pupils in P1 to P5 are entitled to free school meals. Families with children in P6, P7, or secondary school may be eligible for free school meals depending on circumstances. For more information, please contact your child's school or visit the Falkirk Council website. All Windsor Park pupils receive free school meals.

Medically Prescribed Diets

If your child requires a medically prescribed diet, please request a Prescribed Diet Referral and Declaration Form from the School Office or download one from the website (Schools: School meals - Medically prescribed diets - Falkirk Council). This form must be completed and returned annually and must be supported by a diagnosis from a qualified medical professional.



All medically prescribed diets must be submitted through this process. Delay in returning the completed form may limit the meal options available for your child.

Travel to and from School

Parents should remind their child(ren) that, in the interests of safety, good behaviour is expected from all pupils travelling on school transport.

Children should be reminded by parents that, wherever possible, they should only cross the road where there is a crossing patrol and should exercise care on walking to and from school.

Parents are requested, when dropping off/collecting children from school, that they do not park near the pedestrian exit or in any location which causes an obstruction and they take care not to restrict the view of the school crossing patrol.

Transport for Primary and Secondary School Children (Excluding Placing Requests)

Pupils attending Windsor Park School can be provided with free transport. This is usually a taxi. Requests for transport are made when it is decided that a pupil will attend Windsor Park School. **The following information does not apply to pupils attending Windsor Park.**

Free school transport is provided to and from your home address to your child's catchment school if they are distance entitled. Falkirk Council operate a more generous distance entitlement policy than required by law.

Distance entitled children are:

- *All children under 8 years of age who live one mile or over from their catchment school by the nearest available safe walking route*.*
- *All children 8 years of age or over who live two miles or over from their catchment school by the nearest available safe walking route*.*

**Note – a "safe walking route" assumes that the pupil is accompanied by a responsible adult.*

Children who gain entry to any school by means of a successful placing request will not be entitled transport

Concessions, details of times of operation, criteria and application forms are available from the Transport Planning Unit within Falkirk Council. Tel: 01324 504724 / 504966.

Pickup points

Where home to school transport is provided, some pupils will require to walk a reasonable distance from home to the transport pick-up point but this should not exceed the authority's agreed limit of 1 mile.



It is the parent's responsibility to make sure that their child arrives at the pickup point on time and behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Children who misbehave can lose their right to home to school transport.

Pupil Transport Assistants (PTA's)

When a pupil's needs are such that a PTA is required, the PTA will be employed by the Council.

All PTA's are vetted by Disclosure Scotland and must wear their official Falkirk Council identification badge.

PTA's are responsible for helping pupils on/off the vehicle, using specialist equipment if necessary and ensuring pupil's safety, dignity and comfort during the journey.

PTA's can also relay information between home and the school if required.

Taxis transporting Windsor Park Primary pupils will have a PTA in the taxi.

PTA's are not responsible for taking pupils to/from their home to/from the transport vehicle - this is the responsibility of the parent/carer.

Parent/Carer Responsibility

Parents/Carers are responsible by law for the safety of their child.

Parent/Carers should make sure that their child is ready to join the transport vehicle when it arrives in the morning. The vehicle will only be able to wait for a few minutes before moving to the next pick-up point. Similarly, in the afternoon parents/carers **must** meet their child when the contract vehicle arrives. If the parent is not at home, the child will be placed into the care of the emergency contact person. If this is not possible, the child will be returned to the school or placed into the care of Social Work Services.

If your child misses the transport vehicle in the morning, you should get them to the school as soon as possible. If he/she misses the transport vehicle in the afternoon, he/she should tell the school.

Falkirk Council **will not** pay for alternative transport to/from school when a child misses the transport vehicle through his/her (or his/her parent's/carer's) fault.

Parent/Carers should advise their children to wear seatbelts where they are fitted to school transport vehicles.

Parent/Carers **must** notify the school and Transport Planning Unit of any changes in their circumstances, especially any change of address, so that transport can be altered accordingly. Please note that transport operators will only take instructions from Transport Planning staff.

If your child becomes ill during the school day you may be required to provide or pay for alternative transport home. If your child soils the transport in any way, you will be responsible to pay the current soilage charge as detailed by Falkirk Council, Licensing



Section.

For more information on Transport, please refer to Falkirk Council's *Transport for Pupils with Additional Support Needs – A Guide for Parents and Carers* which can be sent to you by the Transport Planning Unit.

General Supervision

Before school begins supervision is very limited, therefore pupils should not arrive at school until as near to the school start time as possible.

In Primary, during intervals school helpers supervise the children. In addition, the Head Teacher and Janitor are on call to cope with any difficulties which may arise. There is always access to the building and the children are made aware of this. For further information on these arrangements, please contact the school.

Windsor Park Primary pupils have their interval with their Bantaskin PS class, supported by a Windsor Park Support for Learning Assistant.

Windsor Park Secondary pupils follow the procedures of Falkirk High School. Pupils must remain on the school campus during interval and lunchtime. Older pupils may request to visit the local shops at lunchtime, however this would require written parental consent.

School security

Falkirk Council aims to ensure the safety and security of pupils and staff when attending or working in a school. We use a number of security measures including a visitors' book, badges and escorts, while visitors are within the school building. Anyone calling at a school for any reason, is required to report to the school office. The school staff then can make the necessary arrangements for the visit.

Wet Weather Arrangements

In wet weather pupils may be allowed into school during breaks and at lunchtime. However, as supervision during these periods is limited. It is especially important that school rules and expectations around behaviour are adhered to by all. Children having school lunches may remain in school during wet weather but, again, supervision is limited.

Parents Meetings

All Falkirk schools offer opportunities for parents to discuss their child's progress with teachers through arranged meetings. Although arrangements vary from school to school, all parents will be advised of at least once per session when these meetings take place. Over and above these set meetings, parents are welcome to contact the school at any time to ask for information or for an interview. Please see section two of this handbook for more details on home / school partnership.

At Windsor Park, all pupils will have at least one annual review meeting per session.



Communication with Home

From time to time, you will receive important and routine communications from the school via variety of methods (email, group call, Seesaw etc.). Parents are also encouraged to check their child's schoolbag for communications. Enquiries of any kind should be addressed to the Head Teacher in the first instance.

Windsor Park use Seesaw to share information on the school day. Parents/carers are invited to share information from home to facilitate communication. Notifications of absence or of anything of a more sensitive nature should be communicated through the school office.

Unexpected Closures

Schools and nurseries can occasionally be affected by bad weather or building maintenance. If a school or nursery is closed, we will keep in touch using text messaging, show that it is affected [here](#) and detailed information about the closure will be available on the school's page. In the event of an early school closure, Windsor Park staff would remain with pupils in a safe place until a parent/carer can collect them. To help us keep you informed it is important that you make sure we have the most up to date emergency contact information for your family.

Mobile Devices

Parents provide their children with mobile devices for a variety of reasons, including supporting learning and for personal safety. It is the right of parents to allow their child to have a personal mobile device in school. However, if devices are brought to school there must be a clear understanding that the individual pupil is responsible for the care and usage of their device(s).

Education establishments develop their own mobile device policies in consultation with pupils, parents and staff. For more information on this topic, please contact your child's school.

ICT Acceptable Use Policy

Falkirk Council Children's Services recognises that access to Information and Communications Technology (ICT) equipment and services helps young people to learn and develop skills that will prepare them for work, life and citizenship in the 21st Century.

To support this, we provide resources for pupils and staff to use. The Children's Services ICT Acceptable Use Policy (AUP) outline the guidelines and behaviours that pupils are expected to follow when using school equipment or when using personally owned mobile devices in Falkirk Council establishments. The purpose of this is to protect young people online and to protect the Council's network and equipment.

The ICT Acceptable Use Policy (AUP) will be issued by the school for both parent(s) and pupil(s) to sign.



Equality

The Council is required to work towards eliminating unlawful discrimination, advancing equality of opportunity for all people and to foster good relations between people. The Council is committed to eliminating discrimination on the grounds of race, sex, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status, pregnancy/maternity, poverty or care-experienced background.

More information relating to our statutory obligations under the Equality Act 2010 can be found here: [Equality and Human Rights - Falkirk Council](#)

Education Services have a range of policies and procedures to address equalities issues specific to education to enable us to fulfil these duties. In addition to this all-education establishments have a responsibility to report incidents of prejudice-based bullying in line with our Anti-Bullying Policy: 'Promoting Positive Relationships in Falkirk's Educational Establishments': [Schools: School policies - Anti-Bullying Policy - Falkirk Council](#)

English as an Additional Language

As part of the Additional Support Needs Service, the Council provides a support service for children who have English as an additional language. The service supports enrolment and provides staff training and visits to schools to work with those children and young people who require assistance in developing English language skills.

This service can be contacted via email: EAL@falkirk.gov.uk

Complaints

Information on how to make a complaint can be found via the following links:

[Contact us: Complaints procedure - Falkirk Council](#)

[Schools: School complaints - Falkirk Council](#)

School Health Service

NHS Forth valley has a statutory obligation to provide health services for all school age children. The aim is to make sure that all children and young people, throughout their school years, are in the best possible health to benefit from their education

School Nursing Service - School Nurses are available 9am-5pm all year round, excluding Public Holidays. School Nurses are not based in schools and are part of an integrated community team working from local health centres/clinics. The School Nurse Team offer health screening, health assessments and health reviews.

A health review is offered to all children in Primary 1. This involves a parent questionnaire and the opportunity of an appointment with the school nurse to discuss any parental concerns and a review of the child's growth.



The Falkirk School Nursing team comprises of:

- School Nurses
- registered staff nurses
- Health care support staff

Children/young people, parents/carers can request a health appointment at any time by contacting the service on 01324 679129.

Referral to the School Nursing Service can be made by Education, Social Work, GP or other Health Care Professionals.

The **School Doctor** may also offer appointments to children with a significant medical or developmental condition which affects their education. School staff and parents can request a child be seen.

The Public Dental Service carries out dental inspections in Primary 1 and Primary 7 and can help access dental services for children not registered with a dentist.

Infectious diseases - Colds and tummy upsets are the most common infections affecting children at school. It is important to keep your child at home in the early stages of a cold or until at least 48 hours after an episode of diarrhoea/vomiting to prevent infecting others. For treatment of diseases such as chickenpox or mumps, please consult your GP practice or nurse.

Head Lice Head lice are spread through head to head contact at home, whilst playing or in school. Regular wet combing of your child's hair using a special comb is the best way to catch this problem early. Specific treatment lotions are available as shampoos are not effective. Two applications should be administered seven days apart. If this is not followed, re-infection is likely.

Further advice is available from leaflets about head lice which are available in all schools and health centres

Clinics - Some children are asked to attend clinics (eye clinics, dentist, doctor etc) Please let the school know and arrange for your child to be collected if they must leave school to attend. No child will be allowed away from school without a responsible adult or unless written permission has been received from a parent or carer.

Immunisation

Primary Schools

Flu vaccines are given every year from Primary 1 onwards by an immunisation team visiting the school. Any child who misses a session can be vaccinated by their GP. Pupils with chronic illnesses such as asthma can visit their GP at any time to receive the vaccine.



Secondary Schools

Pupils are offered several vaccinations such as Meningitis ACWY, a catch-up for the MMR vaccine and a booster for diphtheria, polio and tetanus. From 2019 HPV vaccine will be offered to both boys and girls.

For more information: <https://www.nhsinform.scot/>

Medicines Administration - Administration of medicines prescribed by a doctor or dentist is at the discretion of the head teacher but most schools are happy to co-operate. Parents who wish school staff to give medicines should take the medication to school and fill in the appropriate form (MED1). It is also possible to complete another form (MED4) which allows pupils to carry and administer medication themselves, for example inhalers. Prescribed medication should be clearly marked with your child's name, date prescribed, how often it has to be taken and for how long. [To download the MED 1 and Med 4 form please click here.](#)

Pharmacies - Community pharmacies are trained in providing advice on coughs and colds, high temperature, fever, nasal congestion, minor eye infections, constipation, stomach upsets, fungal infections such as athlete's foot, and skin problems such as impetigo.

For more information: nhsforthvalley.com



Insurance Cover for School Children

Public Liability

Personal Injury

Falkirk Council has in place a Public Liability policy which operates in respect of claims for injury to any third party which includes a pupil whilst under the care of the Council or their employees. In order for liability to be accepted there is an onus to evidence the council was negligible in their acts and was responsible or partially responsible for the injury sustained

Pupil's Property

It is inevitable that during each session, pupil's property is lost, damaged or stolen from school. Parents are therefore discouraged from allowing their children to carry expensive items of personal belongings to the school and are reminded that a standard household policy can be extended to provide a degree of cover for personal items taken away from the home. Falkirk Council are not legally responsible for pupils property which is subsequently lost, damaged or stolen, unless specifically entrusted with a member of staff.

Any claim made for loss or damage to the property left in the care of the school or its employees will have to be submitted, in the first instance to Children's Services. Following a thorough review of the claim, settlement will only be made if it can be shown that Falkirk Council are legally liable for the loss.

Travel and Personal Accident Cover – Educational Excursions

In order to provide necessary cover for educational excursions Falkirk Council has in place an insurance policy for travel and personal accident which specifically covers any pupil enrolled at a participating establishment. The policy provides compensation for each insured pupil should an incident occur, irrespective of legal liability. There are varying degrees of benefits within the policy, but the key compensation values are noted below.

1. Death £30,000
2. Permanent Total/Partial Disablement up to £30,000

The insurance policy provides accidental bodily injury cover whilst any insured person is undertaking an organised trip (including exchange visits and work experience placement) as long as it is with the authorisation of the school or council and the activities involve a journey outside the premises of the school. The policy also extends to cover overseas travel cover.



Section Two - Parental Involvement in the School

Parents welcome

All Falkirk Council schools welcome and encourage parental involvement and engagement. Research has shown that when parents are involved children do better in school.

Falkirk Council Education Services are in the process of reviewing our Parental Engagement Strategy in consultation with parents. This will be finalised ahead of the 2026-27 school year and will be uploaded here: [Schools: School policies - Falkirk Council](#)

All departments of Windsor Park School welcome and encourage parental involvement and engagement. Parents and carers and school staff share a common goal in wanting children to be happy at school, to achieve their best and to move into a positive destination when they leave school. We can achieve this goal by working together to share our concerns, to resolve difficulties and to recognise and celebrate achievement. The school has an 'open phone' and 'open door' policy to allow parents and carers to contact the school at any time.

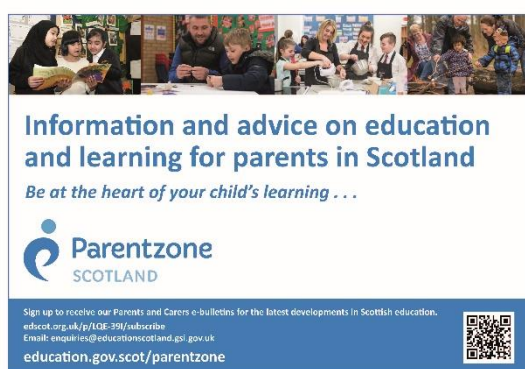
Communication with Parents and Carers

Two-way communication between parents and school is vital to a successful partnership. Parents and carers views are regularly sought on their child's development and progress through reviews and target setting meetings. This is very important at transition stages where parents and carers are closely involved in decision making and in the preparation for this transition. There are a number of ways in which the school communicates with parents:

- School Handbook
- School website <https://www.windsorpark.falkirk.sch.uk>
- Seesaw – see Appendix 1
- Termly Newsletter
- Phone calls/texts with individual parents
- Emails
- Progress reports/Tracking
- Parents' evenings/meetings (e.g. TAC meetings)
- Automated messages/Groupcall
- Standard and Quality Reports (issued annually)
- Meet the Teacher event at the start of the school year
- What's On at Windsor Park – weekly email
- Assemblies, class visits and special events



Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels. Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.



Parental Involvement

Windsor Park actively encourages parents/carers to visit to the school and take an active role in their child's education by attending Sign Language Classes, Assemblies, class visits, reviews, parents' evenings and special events. Success is shared and celebrated at school events or through SeeSaw.

Parents and carers views are regularly sought on their child's development and progress through Seesaw, annual reviews and meetings/phone calls. Twice a year, staff will liaise with parents to complete or update a Wellbeing Assessment and decide on specific targets for a Child's Plan if required.

Parents and carers are also informed of school activities and events through the 'What's on at Windsor Park' weekly communication, or by email/Seesaw.

At the transition stages, parents and carers are closely involved in decision making and in the preparation for the transition.



Compass – a tool for transition

Compass helps young people, parents and carers, and professionals understand the transitions process better, and find useful information at the right time. It is free of charge and can be used in all areas of Scotland to help prepare and plan for transitions.



There are three versions of Compass – one for young people, one for parents and carers, and one for professionals. Each version provides information tailored to the individual user, based on their responses to questions asked within the tool. It also collects peoples' views about transitions anonymously, to help make the process better.

You can find out more on the Compass webpage – www.compasslaunch.scot

Parent Councils

Parents are welcomed to be:

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

All parents / carers are automatically members of the Parent Forum at this school. As a member of the Parent Forum all parents should –

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

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

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

The main aims of the Parent Council are:

- To support and work collaboratively with the school in its work with pupils
- To seek and represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff in the school.
- To raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).
- To be included in School Improvement Planning



More information is available here: [Schools: Parent Councils - Falkirk Council](#)

Windsor Park School have recently established a Parent and Carer forum, and if you are interested in joining or if you would like more information, please contact the Head Teacher.

For more information on parental involvement and engagement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at [Parentzone Scotland | Education Scotland](#)

Windsor Park Toddler Group

Our Sensory Service teachers host a fortnightly toddler group for deaf children and children with a visual impairment. For more information, please contact the school.

Pupil Voice

Here at Windsor Park School and Sensory Service, we believe that our children and young people are the most important people. We endeavour to give all children and young people various opportunities to share their thoughts and opinions and play an active role in the decisions that affect their learning and wellbeing, in a friendly, respectful manner.

At Windsor Park there are many occasions whereby the children and young people can do this formally, such as:

- All Windsor Park Pupils are members of the Windsor Park Student Improvement Group/Steering Group and are involved in many of the developments affecting the school, while ensure pupils' rights are being met.
- Contributing to their Child's Plan and annual review.
- Sharing their views on their progress and next steps during TAC meetings.
- Learning about the Rights of the Child and helping maintain our Gold status as a Rights Respecting School.
- Sharing information with their peers about their deafness and the equipment they use to access learning.
- Making and sharing 'Pupil Passports' during transition to their new stage at the end of the school year. Pupils will describe their deafness and how they would like teachers to support them in their own words.
- Pupils are given opportunities to trial new equipment/technology and evaluate its effectiveness.

There are many other opportunities included throughout the curriculum and daily life at primary school where pupil voice is valued:

- Interdisciplinary Learning topic choices
- Taking on the role of school/class monitor which has been created by them
- Take a lead role in conducting visitors around the school, highlighting key details important to them and their school



- Creating class charters
- Being part of the Sustainability Group and planning for tasks linked with this
- Choosing Outdoor Education activities
- Communicating with speakers or planning with charities
- Promoting deaf awareness
- Personalisation of learning and choice in Drama/First Aid
- The Rotary Award – presentation to a group of judges and responding to their questions
- Learning to swim with the support of a signing swimming instructor.

Opportunities to share their views continue in the Secondary Department, and within Falkirk High School, where they also are involved in mainstream activities too:

- Students discuss targets with staff and take part in annual review meetings to discuss their progress
- Participating in achievement awards like Duke of Edinburgh or Dynamic Youth Award
- Involvement with the Children and Young People's Commissioner Scotland to share their views and experience
- Students are encouraged to take part in a variety of sports activities, organised by Forth Valley Disability Sports and Scottish Disability Sports, and some are very successful in their efforts
- Participation in Falkirk High School sports teams (e.g. football, basketball, table cricket)
- Participation in whole school events (e.g. Sportathon, Rewards Days, Outdoor Days, Camping trip).

United Nations Convention of the Rights of the Child

The UNCRC is a universal treaty which covers all aspects of a child's life and sets out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. Windsor Park is committed to embedding a rights-based approach. We do this by ensuring:

- Our school is inclusive of all children and does not discriminate any child/ group whatever their ability, race, religion or family background (Article 2)
- Everything we do is in the best interests of all children and young people (Article 3)
- Our ethos is to ensure that every child is able to develop to their full potential (Article 29), their dignity and rights are respected (Article 28) and that no barriers are placed in the way of any children and young people achieving their full potential (Article 6)
- We consider equity of access to wider achievement opportunities such as after school clubs and opportunities as well as cultural activities offered (Article 31)
- In any decisions made, the children and young people's views have been consulted, considered or they will actively participate (Article 12).



Windsor Park achieved the Gold Rights Respecting Schools Award in May 2024.



Working in Partnership

Liaison with Mainstream Schools

All pupils have individual needs and the extent of integration into mainstream classes may vary. It is essential therefore, that specialist and mainstream teachers share a clear understanding of the purpose and aims of the integrated setting for each individual. This is done through weekly liaison meetings, joint planning and Child Plans (Form 4s).

Our Teachers of Deaf Children and Young People, working within the Sensory Service, liaise regularly with mainstream teachers giving support and advice on deafness and hearing aid/assistive listening device management. Our Teachers of Children with Visual Impairment (TVI), working within the Sensory Service, support children and young people within their local mainstream schools. The frequency of visits and type of support a pupil receives is based on their individual needs. TVIs support mainstream teachers in understanding pupil's vision and how they can facilitate their access to the curriculum. TVIs can provide and advise on specialist equipment.

Staff development courses are run annually by the Sensory Service, for mainstream staff working with pupils who are deaf and/or have a visual impairment. Training is also provided annually for and those working in the early years with children who may be suffering from "glue ear" or cerebral visual impairment. As part of the Probationer programme, teachers have the opportunity to attend an annual introductory session on deafness/visual impairment at Windsor Park School which is run by our Sensory Service. Both Primary and Secondary staff provide Deaf Awareness sessions for mainstream teachers at Falkirk High School and Bantaskin Primary School and also for pupils in both schools.

Educational Psychology Service

The Educational Psychology Service is a statutory service with a role to provide advice to both the school and parents. Educational Psychologists work in collaboration with teachers, parents and other professionals to support children and young people with their learning and development, and to make the most of their lives.



Every school and pre-five establishment has a link Educational Psychologist who provides consultation, assessment, intervention, training and project work. The Service works within the Staged Intervention Approach of Children's Services. We expect that all schools will have undertaken appropriate assessment and intervention at stage 2 before asking for educational psychology assistance.

The school must obtain the agreement of parents and, where appropriate, the pupil before involving the Educational Psychology Service. Further information is on the website <https://blogs.glowscotland.org.uk/fa/epservice>

As a statutory service we are required to publish a privacy notice which is available here: [Privacy notices: Schools & education - Educational Psychology Service | Falkirk Council](#)

Parents can contact the service directly on Educational Psychology Service educationalpsychologyservice@falkirk.gov.uk or 01324 506600. Please ask for the link psychologist for your child's school or Nick Balchin, the Principal Educational Psychologist.

EPS Prioritisation

The Educational Psychology Service does not operate a waiting list system. We aim to be responsive as a service and so we do this through a prioritisation system.

A. Respond to statutory requests within agreed timescales these are written request for an educational Psychology Assessment from the parent, child/young person or the local authority from the Additional Support Needs Team

OR

B. Prioritise with school manager/cluster approximately termly and prioritise as follows:

1. Critical incidents
2. Children at risk of education placement breakdown
3. Children where there is evidence that high levels of adaptation are required
4. Assessment in relation to significant Additional Support Needs or placement change
5. Exploratory Assessment to identify areas of concern

Speech & Language Therapy

One Speech and Language Therapist visits the school weekly and works closely with the staff to help develop the children's speech and language. Windsor Park School has been awarded a 'Gold Communication Award' by Speech and Language Therapy. We are very proud of this achievement as we strive to ensure Windsor Park School is



inclusive to all. Strategies suggested by Speech and Language Therapy are embedded within our practice.

Interpreting Service

A BSL interpreter is sourced for learner reviews, assemblies, services, prize-givings etc. both in Bantaskin Primary and Falkirk High School.

Forth Valley Sensory Centre (FVSC)

Windsor Park School has strong links with Forth Valley Sensory Centre. School children enjoy learning new skills at the Voices Off Café and spend time caring for the sensory garden. Pupils participate regularly in events organised by FVSC e.g. the Christmas Fayre and Beat the Street.

Audiological Service

Audiological assessments are carried out by the paediatric team based at the Forth Valley Sensory Centre in Camelon. The Educational Audiologist/Head Teacher works closely with the audiologists to ensure appropriate aiding and good fitting ear moulds.

Cochlear Implant Service

Regular contact is made with the Cochlear Implant Team in Crosshouse to update audiological information and provide appropriate support for pupils with a cochlear implant.

Habilitation Officer

Anna Deighan is our Habilitation Officer based at FVSC. Habilitation involves one to one training for children and young people with a visual impairment. This support aims to develop children's personal, mobility, navigation and independent living skills. Support can begin at any age with the overall aim of maximising the child or young person's independence at every stage of their life.

Ophthalmology Service

Links are well established with the ophthalmology staff in Forth Valley. VISSCC (Visual Impairment Support Service for Children in the Community) meetings take place between TVIs and ophthalmology staff throughout the year and staff work collaboratively to carry out joint functional visual assessments.

Social Work Services (SWS)

Excellent links have been established with SWS to provide support for both pupils and parents as necessary. SWS will carry out assessment of needs, on request, to ensure pupils have suitable environmental aids and access to services.

Anyone wishing further information about technical aids should contact the Forth Valley Sensory Centre, in Camelon or TEL: 01324 500888.



Bilingual & Traveller Support Services

Falkirk Council have a bilingual service who can be called upon to assist with home/school liaison, reports, reviews and meetings regarding the pupil's future needs.

CALL SCOTLAND (Communication, Access, Literacy and Learning)

CALL help children and young people across Scotland overcome disability and barriers to learning. They provide information and advice, training and can loan or recommend technology to support or blind and visually impaired learners.

<https://www.callscotland.org.uk/information/visual-impairment/>

Visibility Scotland

Visibility Scotland are a charity who provide support to people of all ages living with sight loss across Scotland. Further information about their services, projects, groups and courses can be found here - <https://visibilityscotland.org.uk/>

Skills Development Scotland

Links with Skills Development Scotland careers advisors, based in Falkirk High School, are well established. They become more involved with pupils in their last two years at school and attend meetings to assess future needs and assist with placement on leaving school.

Falkirk Transition Team

Links are also made with the Falkirk Transition Team, who can support young people as they make decisions about what they want to do after school. They will attend meetings and gather information as to how best they can support school leavers. Young people can also be referred to Falkirk's Employment and Training Unit (ETU) who can also support young people once they have left school.

N.D.C.S. (National Deaf Children's Society)

The school has established strong links with the N.D.C.S. and display a variety of leaflets and information booklets which are available to parents and visitors. <https://www.ndcs.org.uk/about-us/where-we-work/scotland/>

British Deaf Association Scotland

We have close links with the BDA in Scotland, who regularly arrange events our young people attend or who come into school to deliver workshops. Recent focuses have included deaf children's rights, using interpreters and careers. They also can arrange accessible work experience placements for young people. Pupils have recently attended work experience sessions at City Building and Edinburgh Zoo.



Deaf Action

The school also works closely with Deaf Action, where our older learners are supported in their preparation for applying for jobs or further education courses.

R.N.I.D. (Royal National Institute for the Deaf)

The RNID provide leaflets and information, some of which are available from Windsor Park on request.

RNIB Scotland (Royal National Institute for the Blind)

Information about the services RNIB provide for children, young people and their families can be found here

<https://www.rnib.org.uk/scotland-how-we-can-help/helping-children-and-young-people>

The RNIBs Need To Talk team helps blind and partially sighted adults and young people (age 11 and older) and those who support someone with sight loss. The Need to Talk team can be contacted on 0303 123 9999.

Visitors

At Windsor Park School we have a regular number of visitors from other agencies. We also receive requests from schools, colleges and hospitals, for placements of deaf and/or hearing students who are interested in working with deaf children.

Anyone wishing to visit the school should contact the Head Teacher to arrange an appointment.

Development of pupils' mental, social and emotional wellbeing

The school is committed to supporting the development of the whole child and as a result, wishes to encourage their holistic wellbeing.

Mental, social and emotional wellbeing is supported in the following ways:

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an environment which is both caring and challenging and which provides opportunities for exercising rights and responsibility
- Ensuring that staff and adults in the school act as positive role models for pupils.
- Providing opportunities for members of the school community to come together reinforcing shared values.
- Providing rich opportunities across all areas of the curriculum to develop mental, social and emotional wellbeing.



- Taking every opportunity within the curriculum and across the wider work of the school to celebrate diversity and promote equality.

A range of new local services, digital support and self-help information for school-aged children are available here: [Falkirk Community Mental Health and Wellbeing \(glowscotland.org.uk\)](http://glowscotland.org.uk)

Windsor Park School is recognised at Gold Level status for our Communication Environment and has been accredited as being a National Nurturing School, by NurtureUK.

At Windsor Park mental, social and emotional wellbeing is supported in the following ways:

- Creating a school ethos which values the development of mental, social and emotional well-being. The school provides an atmosphere that is nurturing, challenging and which provides opportunities for exercising rights and responsibility
- Ensuring that staff and adults in the school acts as positive models for pupils following the 6 Principals of Nurture - <https://www.nurtureuk.org/what-is-nurture/#six-principles>
- Providing opportunities for members of the school and deaf community to come together as a whole to reinforce common values
- Providing rich opportunities across all areas of the curriculum to develop mental, social and emotional wellbeing. Using programmes such as Emotion Works to develop the emotional intelligence of our pupils. For more information, visit
- Taking every opportunity to celebrate diversity and promote equality
- Specialist training in 'Decider Skills' to support pupils' mental health.

Pupil Conduct

A genuine partnership between the school and family is necessary to ensure the best possible standards of pupil conduct are shared, understood and underpin every interaction between children/young people, parents/carers and school staff.

Pupils are expected to set themselves high standards in appearance and behaviour. School rules are devised to encourage the maximum amount of self-discipline. The rules make clear what is expected of pupils, and how they are required to behave. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property. A behavioural agreement is included in the School Enrolment Form that parents complete when enrolling their child(ren).



Positive Behaviour Strategies

Windsor Park staff encourage positive behaviour by employing a variety of strategies which address individual and corporate needs. Expectations are kept as simple and as clear as possible and are designed to promote self-discipline. Learners are involved in creating class charters to ensure that when rights are upheld and respect is demonstrated for all, the result is responsible citizens.



Restorative Approach to Bullying Behaviour

Whilst many believe that children who display bullying behaviour should be punished, it is widely accepted that this type of response can at times be ineffective, and make the situation worse.

The adoption of restorative approaches is evidenced to be a more effective response than traditional methods. Pupils are given the opportunity to accept responsibility for their actions, recognise the harm done and are supported to find restorative responses to the harm they have caused.

There are times where sanctions are appropriate; exclusion is seen as a last resort and carried out when incidents fall within the legislative criteria.

Falkirk Council has a responsibility to provide an education for all pupils and to challenge and address bullying behaviour. Whilst appropriate action will be taken by the school, it is also important that all parent/carers, work with the school to resolve any issues in the best interests of their child or young person.

Parents can access Falkirk Council's Anti-Bullying Policy, 'Promoting Positive Relationships in Falkirk's Educational Establishments'; on the Council website: www.falkirk.gov.uk/services/schools-education/policies-strategies/anti-bullying-policy.aspx



Section Three – School Curriculum

Curriculum for Excellence

Curriculum for Excellence aims to **raise standards**, prepares our children for their future and equips them with life skills for the world of work.

Curriculum for Excellence balances the importance of **knowledge** and **skills**. Every child is entitled to an engaging school experience with a curriculum that provides breadth and depth. All staff will be responsible for the development of **Literacy, Numeracy and Health & Wellbeing**. Staff will ensure children continue to be supported and challenged throughout their learning journey.

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

There are a variety of ways **assessing progress** and ensuring children and young people achieve their potential. This includes teachers' professional judgement, Scottish National Standardised Assessments (SNSAs) and National Qualifications.

There is an entitlement to personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional support**, wherever that is needed. There is an emphasis by all staff on looking after our children's **health and wellbeing** – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture:

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

Pupils are supported to achieve the outcomes of Curriculum for Excellence in all areas including literacy, numeracy and health and wellbeing. They have opportunities for outdoor learning and have a variety of experiences to develop skills for life.

Learning to Achieve is our core educational policy. It describes in detail how Curriculum for Excellence will be delivered in our educational establishments. We use Learning to Achieve along with the national guidance to monitor, develop and improve outcomes for children and young people.

Responsibility of all - Every single teacher and practitioner will be responsible for the development of **literacy and numeracy and health & well-being** from Early Level



through to Senior Phase. Teachers and practitioners will share information to plan a child's learning journey from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on. There is an entitlement to personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional support** wherever that's needed. There is an emphasis by all staff on looking after our children's **health and well-being**; to ensure that the school is a place where children feel safe and secure.

GLOW, Scotland's unique, world leading, online network supports learners and teachers. Learners have **individual access** to GLOW through a username and password issued by school.

For further information on Learning in Scotland please access the following link: <https://education.gov.scot/parentzone/learning-in-scotland>

Windsor Park School – Our bespoke curriculum places each individual deaf learner at the centre and is specific to the needs of each learner. Through the use of Total Communication, lessons are delivered at a level and pace suited to each learner. There is a strong focus on experiential learning across the school, ensuring abstract concepts are based on concrete examples. Learners integrate into the mainstream primary and secondary schools where appropriate, with learners undertaking appropriate qualifications in the Senior Phase. You can view our Curriculum Rationale [here](#).

At Windsor Park we believe that it is essential to provide a smooth transition for deaf learners from nursery to primary, primary to secondary and beyond. With Health and Wellbeing at the forefront of our practice, learners will be supported according to their individual needs.

Audiology, Deaf Studies and British Sign Language - From P1 to S6 our learners are encouraged to manage and maintain their own audiological equipment (hearing aids, cochlear implants, personal listening devices etc), make use of their residual hearing, learn about deaf culture, history, technologies and positive deaf identity within their Deaf Studies topics and develop their British Sign Language skills, working towards Signature qualifications.

Learning Environment - Our learners are taught either in Windsor Park or in their mainstream class in Bantaskin Primary School or Falkirk High School, supported by a Windsor Park member of staff. Staff carefully monitor the needs of each learner and work collegiately with our colleagues in the mainstream school to plan how and where lessons will be delivered. Windsor Park staff also work with mainstream staff where appropriate, to maximise opportunities for inclusion, where learners can participate in a wide variety of school activities and events (e.g. sports clubs, trips and excursions). Windsor Park staff facilitate communication at events like assemblies.



Outdoor Learning - An important aspect of our Curriculum at Windsor Park is Outdoor Learning. Both Primary and Secondary learners participate in a program of Outdoor Learning activities, planned for and delivered by an Outdoor Education instructor. Participating in outdoor activities not only develops skills in this area, and widens learners' horizons, it also is a very effective way to develop social skills, self-esteem and self-confidence.

Learners have the opportunity to attend after school and residential activities organised through the mainstream schools in addition to a calendar of events planned by our school and Sensory Service e.g. Dalguise residential, Santa Cruises, Pantomime/Theatre visits and Kids Out.

Primary Partnerships - Windsor Park have developed and sustained longstanding partnerships to develop skills for life. Our pupils take part in the 'School Toothbrushing Programme' supported by Forth Valley's NHS Dental Team, brushing their teeth after lunchtime and learning about oral hygiene and healthy eating. P4-7 attend a block of swimming lessons and first aid lessons, taught by Miss Julie Simpson, a British Sign Language swimming coach. We actively seek opportunities to socialise with other deaf children and young people from across Scotland, attending events run by British Deaf Association, National Deaf Children's Society and Deaf Action and through contacting other deaf provisions to organise and lead fun events.

Secondary Partnerships - We have strong links with the wider community which allows our students to meet other deaf pupils and adults. This helps them to develop their own sense of identity and build friendships and relationships. Our students work towards achieving qualifications at all levels that will prepare them for life after school. They are supported by our staff to explore options such as college, employment, apprenticeships and university. We work closely with Skills Development Scotland in Falkirk High, Forth Valley College and organisations such as NDCS, Deaf Action and the BDA to help our learners as they choose what to do when they leave Windsor Park School. Senior learners are also encouraged and supported to undertake relevant work experience from S4 onwards and we have built links with local businesses, services and nurseries to support this.

Workplace Visits – twice throughout the session, staff organise a visit to a local workplace for children and young people to see what type of work is done and to talk to staff about their jobs. Previous visits have included trips to the local garden centre, flower shop, airport and interpreter services.

Positive Deaf Role Model – we also invite positive deaf role models into school at least twice throughout the year to talk to the children and young people about their lives, their deafness and any barriers they have overcome. We have had visits from a variety of people, including former pupils, and learners will prepare questions to ask them.

Please contact the Head Teacher if you would like any further information about the curriculum within our school.



Play Pedagogy and Active Learning

Curriculum for Excellence emphasises the value of an active learning approach. Active learning is opportunities to take part in learning without just passively listening, examples include: experiential learning, group work, being involved in the process of planning and assessing, sharing work with peers and assessing peer work. In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which give them ownership of their own learning, encourage co-operative working and utilise skills required for learning, life and work.

Planning Learning Experiences

Practitioners use a variety of approaches to make use that learners understand the purpose of their learning and are clear about how to be successful. This is to ensure that experiences are progressive, skills-focused and meet learners' educational needs. Learning is active, with a focus on experiential learning using real life, concrete examples and experiences. Often individual targets help pupils to assess their own learning.

How planning for learning experiences is implemented:

- ❖ **Learning conversations:** staff meet with parents to discuss learning targets, progress and level of support.
- ❖ **Annual meetings:** All school pupils have an annual review meeting to which representatives from all agencies working with the learner are invited. Team Around the Child meetings are held at each stage of transition to ensure appropriate support is in place.
- ❖ **Identifying needs:** Staff assist pupils to identify their strengths and areas of interest and this helps pupils to make their Course Choice Options at the secondary stages.
- ❖ **Work experience:** Secondary pupils are encouraged to take part in work experience placements and college link courses to help them find an appropriate course or career.
- ❖ **Positive destinations:** Prior to leaving school, destinations are discussed with pupils, parents and support agencies to identify the level of support required and how to access it.

Learning at Home

In the primary department, teachers will provide suggested home activities in connection with teaching and learning. This will allow reinforcement and extension of learning in school and opportunities for children to share their learning.

In the secondary department pupils receive homework from their mainstream class teachers. Additionally, Windsor Park teachers may also offer homework tasks to



reinforce learning in school. Topic specific vocabulary is provided to support pupils in their learning.

Parents and carers are encouraged to get involved in home learning tasks. This helps parents and carers to keep up to date with learning in class and promote positive learning partnerships. The school encourages parents to sign each homework task.

Care of Books, iPads and Audiological Equipment

To enable us to provide the best possible education for your child, every care should be taken to look after the school's resources and facilities. Parents are asked to remind their child(ren) that all school equipment and fitments be used with care.

Any loss or damage to equipment should be reported to the school.

Religious Instruction and Observance

Religious Instruction

Religious and moral education in non-denominational schools and religious education in Roman Catholic schools is a statutory core subject for all pupils attending primary and secondary education, including those in years S5 and S6, and it is their entitlement to have this taught in a meaningful and progressive way. - Scottish Government Learning Directorate Curriculum for Excellence - religious and moral education.

Schools have a statutory duty to provide Religious Instruction in the timetable. This aims to promote a knowledge of Christianity and other faiths and encourage children and young people to develop enquiring minds through investigating spiritual, moral and philosophical issues.

Religious Instruction may include visits to local places of worship, and/or visits from representatives of places of worship. This helps children and young people to develop knowledge and understanding of faiths, especially those with which they are less familiar.

Ultimately, pupils in the upper secondary school can gain a qualification through the study of Religious, Moral and Philosophical Studies at Higher and Advanced Higher Levels. These courses further develop young people's skills in logical thinking, methodical enquiry and ways of expressing ideas effectively.

Religious Observance/Time for Reflection

Religious Observance, which may take the form of a Time for Reflection, is held at least six times a year, in addition to traditional celebrations central to the life of the school community. Religious Observance will often (but not necessarily) take the form of an assembly.



Withdrawal from Religious Instruction and Religious Observance/Time for Reflection

Parents who wish to exercise their right to withdraw their child from religious observance are encouraged to discuss their intention with the Head Teacher in the first instance to enable them to make a fully informed decision. Thereafter parents who wish to proceed to withdraw their child(ren) should notify the Head Teacher in writing. This is so that alternative educational activities can be planned for their child(ren) during times of Religious Instruction and/or Observance.

At Windsor Park, Roman Catholic learners will have the opportunity to be prepared and presented for the Holy Sacraments of Reconciliation, First Communion and Confirmation. This will take place in collaboration with their local Roman Catholic community.

Extra Curricular Activities

Every school is encouraged to offer as wide a range of sporting and cultural activities as possible. In this context, the Authority provides a degree of financial and administrative support for leagues, competitions, festivals and similar events but it is recognised that, again, the help of parents and the community is irreplaceable. Quite separately, the Council and other partner organisations also undertake to organise and administer certain events and many schools take part in these.

There is a range of extra curricular activities available for pupils during lunchtime and after school organised by the mainstream school, or by Windsor Park. Parents will be informed about these by the school. In addition to in-school activities, classes also make regular educational visits and field studies. Wherever possible, these visits are linked to pupils' class work.

Where participation involves children travelling or staying late after school, written permission for children taking part is required from parents

Each year Windsor Park organises a deaf immersion residential to Dalguise. Learners get the opportunity to participate in a wide variety of outdoor activities, including social activities, with their deaf peers. This is a fantastic opportunity for our young people to develop their confidence and their independence skills in a fun and encouraging environment.

Facilities for Physical Education

Windsor Park Primary pupils take part in Physical Education with their peer class in the mainstream school. The gym hall has a variety of apparatus for physical education within the school. As part of the school's Physical Education programme, pupils may also use the facilities of the local sports complex and Falkirk High School. Windsor Park also has outdoor equipment which the children enjoy using in the school garden. At Secondary, again pupils take part in Physical Education with their peer class, making use of the Games Hall, outside pitches and swimming pool.



Active Schools

The goal of Active Schools is to provide more high-quality opportunities to participate in sport within schools. We also aim to ensure that these opportunities are well connected to and supported by other local, regional and national partners.

We work with Physical Education (PE) professionals to ensure better coordination between PE and school sports and also to encourage the development of more physically active children and young people.

While our focus is sport, our activities connect to the wider landscapes of play, dance, exercise and active living – we know that a joint effort is required to deliver the health and performance related fitness our children and young people deserve.

Within Falkirk Council we have an Active Schools Manager, nine Active Schools Coordinators (Primary) and nine Active Schools Coordinators (Secondary). The Coordinators work within their respective Primary and High Schools clusters to provide further opportunities for physical activity, sport and play. We also have a coordinator designated to disability sport.

[Active Schools Falkirk | Falkirk Council \(falkirkleisureandculture.org\)](https://www.falkirkleisureandculture.org)

[Follow us on @falkirkSPORT](https://twitter.com/falkirkSPORT)

Assessment and Reporting

There are a variety of ways to assess progress and ensure that children and young people achieve their potential. Effective assessment practice within schools and establishments include:

- Learner involvement in setting personal targets and next steps
- On-going self-evaluation by learners, staff and school leaders
- Identification of strengths and next steps
- A range of approaches to assessment
- A variety of evidence gathered informally on a day-to-day basis or formally at certain points throughout the year (not exclusively - Teachers' professional judgement, Scottish National Standardised Assessments, National Qualifications)
- Moderation of standards using Education Scotland Experiences and Outcomes and Benchmarks
- Consideration of data analysis and performance information



Achievement of a Level & Scottish National Standardised Assessments (SNSA):

Learner's progress is defined within the following levels:

Level	Stage
Early	Pre-school and P1 however may be later for some
First	To the end of P4 however may be earlier or later for some
Second	To the end of P7 however may be earlier or later for some
Third & Fourth	S1 – S3 however this may be earlier for some
Senior Phase	S4-S6 and college or other means of study

Achievement of a level means that the learner has achieved a breadth of learning across the curriculum area and has met the appropriate benchmarks; that they have responded consistently well to the level of challenge in their learning and can apply what they have learned in new and unfamiliar situation.

From August 2017, National standardised assessments have been introduced to all schools across Scotland in aspects of reading, writing and numeracy, for all learners in P1, P4, P7 and S3.

These assessments sit alongside a wide range of other evidence including ongoing classroom assessment of all aspects of literacy and numeracy. They cannot be used alone to confirm judgements of achievement of a level.

- Within schools and establishments, finding out about your child's progress includes:
 - Attending parents' information evenings
 - Discussing progress with teacher staff and school leaders by appointment
 - Attend open evenings/afternoons including "meet the teacher" events
 - Reading learning logs or diaries (which usually invite parents/carers to comment)
 - Progress Reports (sent home to parents/carers including an invite to make comments)
 - Tracking and Monitoring Reports (regular attainment data provided to track progress)

Further information about what data is collected about your child is given in section 5 of this handbook.



At Windsor Park, finding out about your child's progress includes:

- Twice annually consultation to review the child's Wellbeing Assessment, set new targets and provide their evaluation of previous targets for their child's individual Child's Plan.
- Parents in the Primary Department are provided with a daily snapshot of their child's day via SeeSaw and we encourage parents to share experiences at home with us too. The Secondary Department use SeeSaw to communicate information with parents as and when necessary.
- In November and May, parents of our primary pupils are invited to meet with their child's Teacher of Deaf Children and Young People to discuss progress and next steps in their learning. We understand the challenges parents can face in attending the school personally, we therefore offer telephone consultations or video calls for those further afield. Parents of our secondary pupils are invited to meet with their young person's key teacher prior to meeting any mainstream staff they wish to, on dates set by Falkirk High School.
- An annual review will take place once a year where parents/carers and all associated professionals will meet to discuss your child's needs, progress and prepare a plan to meet the next steps in their learning.
- Our secondary pupils are provided with tracking information for each of their subjects (termly for S1-3 and monthly for Senior pupils). Windsor Park teachers work closely with mainstream staff in the preparation of these reports. S1-3 pupils will get an annual report from their Windsor Park teacher. Senior pupils will receive a termly report.
- A final annual report is sent to parents/carers of our primary pupils in the summer term.



Section Four – Support for Pupils

Getting It Right For Every Child (GIRFEC)

Getting it Right for Every Child (GIRFEC) is underpinned by the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC was produced in 1989 and contains 54 Articles specifically for children, recognising the special care and protection they need throughout childhood to experience the full range of human rights: civil, cultural, economic, political, and social rights.

The Scottish Government is committed to recognising, respecting, and promoting children's rights as part of its wider commitment to improving life chances for all children and young people. The UNCRC lies at the heart of the Scottish Government's policy and practice.

[UNCRC: the foundation of Getting it right for every child - gov.scot \(www.gov.scot\)](http://www.gov.scot/resources/consultation-papers/pdf/GIRFEC-UNCRC-20140501.pdf)

Getting it Right for Every Child (GIRFEC) is the Scottish Government's approach to improving children's services. The wellbeing of all children and young people is at the heart of GIRFEC. Services must work together with children, young people, their families, and those responsible for their care, to provide quick and effective support. To support the GIRFEC approach, the Children and Young People (Scotland) Act 2014 ensure key parts of GIRFEC are within law.

Wellbeing

The GIRFEC approach looks at eight areas of wellbeing. These are recognised as required areas which children and young people need to flourish both now and in the future.

The eight wellbeing indicators are:

• Safe	• Active
• Healthy	• Responsible
• Achieving	• Respected
• Nurtured	• Included

These enable the adults responsible for the care and wellbeing of children and young people to provide them with support. These areas help children and young people, families, those responsible for their care, and services, to identify any needs. Through a collaborative approach children and young people, families, those responsible for their care, and services will use these eight wellbeing indicators to identify any need and respond with appropriate planned solutions and supports.



This approach provides a common language and areas to focus on when gathering information about a child and young person's world, to ensure they are growing and developing (UNCRC Article 6).

[Policies & strategies - Getting it Right for Every Child \(GIRFEC\) | Falkirk Council](#)

Main Contact

In 2019, the Scottish Government repealed the relevant sections of the Children and Young People (Scotland) Act 2014 relating to the Named Person service. A named person was defined as a central point of contact for children, young people, and parents. This person had the responsibility for providing families with information for getting the support if, and when, they needed it. As a result of the Scottish Government's decision, education authorities are no longer legally required to provide this service.

Every child and young person will still have a main contact within a school establishment to support and promote their wellbeing. The role of the main contact is to act as the first point of contact for children, young people, those responsible for their care, and families.

If the main contact is not available, please speak to another member of staff who will be able to help. During school holidays an officer from Children's Services Central Team will provide the advice and support you may require.

Family Support Services

Family Support Services work in partnership with families, schools, and other agencies to support young people's wellbeing from early intervention to more intensive support.

Children, young people, and families may require additional support at different times in their life due to changing circumstances, such as: following a bereavement, trauma, illness, increased anxiety, and transition points in life. Support can be tailored to meet the individual needs of children, young people, and families, when they need it most and as locally as possible.

A request for support can be made through a member of school staff (main school contact) who will be able to talk with you, gather information and your family's views. This helps identify the most appropriate service. Support can be delivered in school, at home or in the community, on an individual or group basis.

Protecting Children and Young People

Article 19 of the UNCRC states that all children and young people have a right to be protected from violence, abuse and neglect. Everyone who works with children or young people has an important role in keeping them safe. Any individual could identify a concern that a child or young person may be at risk from abuse, neglect, exploitation or violence.



Falkirk Council has clear procedures for all staff to follow when there are concerns that a child might have been abused, are at risk of abuse or are likely to be exposed to significant harm. Sharing relevant information is an essential part of protecting children. Where there is concern about a child's safety or welfare, relevant information will be shared with police or Social work without delay, provided it is necessary, proportionate and lawful to do so.

All concerns that may indicate a risk of significant harm will lead to an Inter -agency referral discussion (IRD). This multi-agency forum involving Social Work, Police, Health and Education share relevant information they hold about the family and will decide on the next steps that are required, whether to progress an investigation and make plans to ensure the immediate safety of the child.

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Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009) and its accompanying Code of Practice. This has been strengthened through the Children and Young People (Scotland) Act 2014.

Further details of the policies and procedures can be found on the Falkirk Council website:

[Additional Support Needs - Falkirk Council](#)

Children, young people, and families will work together with this school, other agencies and professionals to provide the best possible educational provision to meet their needs within the resources available. This may include working with Social Work Services, Educational Psychology Service, and the National Health Service.

Support for Pupils

The school makes provision for pupils with additional support needs throughout their education (UNCRC Articles 23, 28 and 29):



- each teacher differentiates the Curriculum for Excellence within their class to provide educational targets and objectives suited to their age and stage of development
- the school has an experienced Support for Learning Teacher or Pupil Support Teacher to co-ordinate and organise support for children (**Windsor Park School does not have any Support for Learning Teachers. All teaching staff have or are working towards a Post Graduate Certificate in Inclusive Education, Deaf Pathway and are highly skilled in supporting deaf learners.**)
- the school can utilise Support for Learning Assistant time for exceptional cases.

For the children and young people who require further support, the GIRFEC wellbeing indicators, and other assessments, may be used to identify their additional support needs. Those involved in helping to complete a rounded picture of assessment are referred to as the Team Around the Child (TAC) (UNCRC Article 3).

Members of the TAC may include the following. Depending on the circumstances, others may be involved:

- the child or young person (UNCRC Article 12)
- parents or carers
- others responsible for the care of the child or young person
- school staff
- social work
- Children's Rights Officer
- ASN Advisor

The Team will also draw up and review plans to meet the identified needs. Their activities are co-ordinated by the Lead Professional, who is responsible for ensuring plans are implemented and has an overall picture of the child or young person's progress.

If you believe your child may have unrecognised additional support needs, your first point of contact should be the child's class teacher (primary) or their key teacher (secondary).

As Windsor Park School is a provision for deaf learners, we hold annual TAC meetings and regular consultations with parents where all support needs can be discussed. As well as the above list of invited members of the TAC, we would also invite other appropriate professionals (e.g. mainstream class teacher/Head of House, Speech and Language Therapist, Educational Psychologist, Skills Development Scotland Advisor, Transition Team).

Disputes and Resolution (Additional Support Needs)

Schools and Early Learning Centres (ELC) do their best to support and respond to the needs of their children and young people. It is important for good communication between home and school so that should a problem arise, it can be identified and discussed as soon as possible.



In the first instance, the school or ELC should be contacted directly. If the matter cannot be satisfactorily resolved, services from centrally based staff may be called upon: the Additional Support for Learning Adviser, the Educational Psychologist or the school's attached Team Manager. Children's Services also commission independent mediation through Children in Scotland. This is a free service to parents, carers, and young people. It offers an independent mediation service by fully trained, experienced mediators in neutral venues and operates with a child-centred approach. Their services, called Resolve, may be arranged by the Additional Support for Learning Adviser, or accessed directly by parents and carers.

Parents, carers and children or young people with additional support needs can also seek independent advice and support through:

- **Enquire** – the Scottish advice and information Service for additional support for learning managed by Children in Scotland: www.enquire.org.uk, info@enquire.org.uk 0345 123 2303
- **Resolve: ASL** - to contact the service, or to find out more: www.childreninscotland.org.uk, info@childreninscotland.org.uk Sandra Mitchell, Mediation Manager smitchell@childreninscotland.org.uk Children in Scotland, Thorn House, 5 Rose Street, Edinburgh EH2 2PR
- **Scottish Independent Advocacy Alliance** - www.siaa.org.uk, enquiry@siaa.org.uk 0131 510 9410
- **Let's Talk ASN Scotland** - is a Scottish Government funded service for the parents of children with additional support needs and run in partnership with Barnardo's. The service provides legal representation in appropriate education law cases to parents or pupils. It also provides advocacy support for families with a right of reference to the ASN Tribunal for Scotland., c/o Govan Law Centre, letstalkasn@edlaw-arg.org.uk 0141 445 1955
- **Children and Young People's Commissioner Scotland** - www.cypcs.org.uk/about/

More detailed information about Falkirk Council's ASN service can be found here:

[Falkirk Council Additional Support Needs | Supporting Children & Young People with Additional Support Needs Across Falkirk Council \(glowscotland.org.uk\)](http://www.glowscotland.org.uk)

Admission to Early Learning & Childcare (ELC) Establishments in Falkirk

ELC places are allocated according to the Early Learning and Childcare Admission Policy. A funded pre-school education place is available for every child aged 3 to 5 years who lives in Falkirk. A funded place can be provided in either a Falkirk Council ELC Centre, private nursery or childminder which is in partnership with Falkirk Council.

Children become eligible for pre-school education as follows:



- For children who reach 3 years of age between 1st March and 31st July the start date will be the beginning of the Autumn Term (August)
- For children reaching 3 years of age between 1st August and 29th February of the following year the start date will be a month after the child's 3rd birthday.

Parents can apply for a nursery place between 1st December to 28th February each year via the Council's website <https://www.falkirk.gov.uk/services/children-families/early-learning-childcare/elc-admissions.aspx>

Please note you will need to create a MyFalkirk account before applying.

Primary School Admissions

Education Services must set a date each year for the commencement of children's attendance at Primary school. This date is usually the 3rd or 4th week in August.

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be obtained from the Forward Planning Section – Tel. 01324 506608 in Education Services, on the website - www.falkirk.gov.uk or the relevant school.

Pupils who are baptised Roman Catholic and who live within the catchment area of a denominational school are automatically entitled to enrol at the school. All other pupils will require a placing request (see below).

Primary 1 enrolments will be accepted from 1st November until 31st December each year. Parents will receive information regarding the enrolment arrangements via Groupcall in October. Adverts will also be placed in the local press and all nurseries and schools.

Parents of pupils enrolling at a denominational school must also present their child's RC baptismal certificate. Parents of pupils that are not RC baptised will be required to submit a placing request (see below).

You are still required to enrol your child(ren) at your catchment denominational school (if RC baptised) or catchment non-denominational school (if not RC baptised) even if you do not wish him/her to attend that school.

Information on enrolments will also be available through the Falkirk Council website at www.falkirk.gov.uk.

Children eligible for enrolment are those whose 5th birthday falls between 1st March and the end of February the following year. Requests for enrolment will only be prioritised if Education Services receive more requests for enrolment than places available at the school.

Windsor Park School is a through school, educating deaf children and young people from P1-S6. Learners who attend Windsor Park School require significant, specialist teaching from Teachers of Deaf Children and Young People and will be immersed in our Total Communication environment. Teachers of Deaf Children and Young People



will assess your child's needs then plan and implement a bespoke curriculum using a range of specialist skills and expert knowledge on the education of deaf children.

If your child is entering Windsor Park, at any stage of their education, this would usually be decided at a 'Team Around the Child' meeting from their nursery/primary/secondary provision where the assessment of need would be discussed. If parents decide to apply for a Windsor Park placement, an application would be made to the Placement Change Panel within their local authority and a decision would be made by the child's local authority.

It is important to register your child to their local school for their P1 placement, even if an application has been made to Windsor Park.

Registration and enrolment

The date for registration of new P1 school entrants is advertised in all local nurseries, schools, the local press and on the council's website www.falkirk.gov.uk. Pupils should be registered in only one school for their catchment school area. Parents will be provided with information about the school, when they register their child.

Pupils who are baptised Roman Catholic are automatically entitled to enrol at the denominational catchment school. All other pupils must make a placing request to attend a denominational school.

Parents who want to send their child to a school other than the catchment school must make a placing request in addition to enrolling their child at their catchment school. Please refer to section four of this handbook for more information on placing requests.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information or complete and online enrolment request via the Council's website www.falkirk.gov.uk

Primary to Secondary Transfer

As Windsor Park is a through school, primary pupils will automatically make the move from our Primary Department to our Secondary Department, which is based within Falkirk High School. No application needs to be made for high school. However, due to the change in location, pupils still participate in both the organised mainstream activities, and an enhanced transition programme organised by Windsor Park staff.

There are a range of activities that take place to ensure that all children are well supported as they move from Primary 7 to 1st year, and these are all decided by each secondary school and its associated primary schools.

Generally, visits take place in the summer term, with a programme of activities for pupils in classroom relating to their secondary subjects. Sporting and social activities may also be planned. Pupils, therefore, become familiar with the new school, their new teachers, and their new classmates.



Clusters also arrange for secondary school subject teachers to visit Primary 7 classes from time to time, with the cluster agreeing each year which subject areas should be the focus for these. Opportunities for senior pupils from secondary schools to visit classes in their associated primaries offer further reassurance and can help supportive peer relationships to be developed before S1 begins.

Most secondary schools also have an information evening for parents of Primary 7 children at which they can gain information about uniform, lunchtime arrangements, school clubs, etc.

Pupils with Additional Support Needs

Secondary school Pastoral and Support for Learning teachers make visits to the Primary 7 class to get to know the children and their needs, including any Additional Support for Learning needs. Visits by Support for Learning staff sometimes take place as early as Primary 6 to help with additional arrangements for those children for whom the move to secondary school may present challenges.

Windsor Park primary pupils will transfer to the Windsor Park Secondary Department which has classrooms based within Falkirk High School. These pupils remain Windsor Park pupils throughout their school career. Enhanced transition takes place within Windsor Park, however pupils will also participate in any transition activities with their mainstream peers.

Moving to the denominational secondary school

Children who are baptised Catholic

With the exception of some pupils at St Patrick's PS, pupils who are in Primary 7 in denominational primary schools (Sacred Heart PS, St Andrew's PS, St Mary's PS, St Francis Xavier's PS and St Joseph's PS) move to St Mungo's HS.

Pupils in Primary 7 at St Patrick's PS attend St Modan's HS in Stirling.

Children who are non-Catholic

Parents of non-RC baptised pupils who were enrolled through a Placing Request at a denominational primary school must submit a further Placing Request if they wish them to transfer to St Mungo's High School. These pupils are, otherwise, automatically entitled to transfer to their catchment non-denomination secondary school.

Moving between denominational and non-denominational schools

Parents who intend to send their children to St Mungo's HS from a non-denominational primary school, or from a Catholic primary school to their catchment non-denominational high school, should make known their intentions both to the primary school and the secondary school as soon as possible. This enables the necessary transfer arrangements to be made. A placing request will also be required.

Mid Session Transfers



You may make a Placing Request at any time during a school session. If your child is experiencing problems at school, you are advised to discuss the matter with the Head Teacher prior to making a Placing Request. Completing the Application Form does not guarantee a place for your child at your chosen school.

Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the local school. Applications for Primary 1 and Secondary 1 Placing Requests to commence school in August will only be accepted following the publication of an advert in the local press inviting applications in early December.

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

Primary 1 children must also be enrolled at the catchment area school whilst awaiting the outcome of their Placing Request Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn by Education Services.

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

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

Online placing request applications can be made via the Council's website www.falkirk.gov.uk/placingrequests. Written application forms are available from all schools and from Children's Services. Written applications must be returned to the Director of Education Services, Suite 1A, Falkirk Stadium, 4 Stadium Way, Falkirk, FK2 9EE. Placing requests for Primary 1 and Secondary 1, commencing in the next school session, should be made by the 15th March each year. Responses will be issued no later than 30th April.

Your Placing Request will be considered against a set of criteria which is set out in the Council's priorities for admission.

Any Placing Requests received after the 15th March for Primary 1 and Secondary 1 will not be considered in the first round of Placing Requests. Parents / Carers will be notified of the outcome of their request within 8 weeks of receipt.



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

Transport for Placing Requests

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



Section Five – School Improvement

Raising Attainment

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.

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Education Services. Head Teachers regularly track pupils' progress at meetings with each teacher throughout the year to ensure that progress is maintained and to identify effective strategies to support progress when necessary.

Information about your child's progress will be shared between home and school throughout the session. This will include parents' nights and an annual report. The aim of the annual report is to provide details of your child's strengths, development needs and attainment within Curriculum for Excellence. Parents and children are welcome to comment on the annual report. Parents are welcome to contact their child's school at any time if they have any questions or concerns regarding their child's progress.

Standards and Quality Report

Schools and centres must provide an annual Standards and Quality Report (SQR) as a record of the progress made with the annual improvement plan. This should highlight celebrate successes and identify next steps. Setting should consider the best approach to engaging all stakeholders in this process, including the use of interactive digital publications.

The SQR should be based on the results of on-going self-evaluation which is rigorous, effective and based on consideration of impact. It should give a clear indication of where the school is now in relation to its process of continuous improvement and any identified next steps.

It should also state clearly and briefly the progress towards the National Improvement Framework (NIF) priorities and drivers and Children's Services NIF Improvement Plan priorities.

The National Improvement Framework's key priorities are:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing



- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in achievement, particularly in literacy and numeracy.

The drivers of improvement identified in the NIF are:

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer engagement and family learning
- Curriculum and assessment
- School and ELC improvement
- Performance information.

You can access Windsor Park's most recent Standards and Quality Report [here](#).

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland.

Information on how this data is used and what the Scottish Government and its partners do to protect the information supplied to them can be found via the link below:

<https://www2.gov.scot/Topics/Statistics/ScotXed/PrivacyInformation>

For more information on why we transfer educational data to the Scottish Government and third parties, please see the Primary page on the Falkirk Council website : www.falkirk.gov.uk/privacy

Concerns

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



Websites

You may find the following websites useful.

- <https://education.gov.scot/parentzone/> - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- <https://educationinspectorate.gov.scot/inspection-reports/> - parents can access school and local authority inspection reports.
- <https://education.gov.scot/> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- www.falkirk.gov.uk - contains information for parents and information on Falkirk schools.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <http://www.ltscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.
- <https://www.ndcs.org.uk/> - We are the National Deaf Children's Society, the leading charity for deaf children. We're here for every deaf child who needs us – no matter what their level or type of deafness or how they communicate.
- <https://www.rnib.org.uk/scotland> - We support children, young people and adults with sight loss to live full and independent lives, and work with others to help minimise preventable sight loss.



Glossary

AHL – Action on Hearing Loss

ASL – Additional Support for Learning

ASN – Additional Support Needs

BDA – British Deaf Association

CFE - Curriculum for Excellence

DA – Deaf Action

DHT - Depute Head Teacher

EMA – Education Maintenance Allowance

ENT – Ear, Nose, Throat (NHS)

FOI – Freedom of Information

FVNHS - Forth Valley National Health Service

GIRFEC – Getting it Right for Every Child

Glow - Scottish Schools National Intranet (Glow doesn't stand for anything)

HT - Head Teacher

LTA - Learning to Achieve

NDCS - National Deaf Children's Society

NPFS - National Parent Forum of Scotland

PC - Parent Council

PLPs - Personal Learning Plans (personal learning planning)

PT - Principal Teacher

PTA/PA - Parent/Teacher Association/Parents Association

SEEMis – Scottish Education Management Information System

SIP - School Improvement Plan

SPTC - Scottish Parent Teacher Council

SQA - Scottish Qualifications Authority

VIS - Visual Impairment Service



Appendix 1



Seesaw is a classroom app which allows us to share learning between home and our Secondary department. Your child's teacher can share videos, photos, documents, notes, links to websites and can upload documents. This can be done to show you the work your child has done or to set work and share tasks and important information.

Students can use Seesaw learning tools to post to their journal (group work), view and respond to activities (private assignments), view announcements from the teacher, and comment on their own work. Over time, Seesaw builds an organised portfolio of each student's learning. It is not shared with anyone as each child has their own individual unique journal.

There is also a secure messaging system in place where parents can connect with teachers privately about work related issues.

Seesaw can be accessed by parents or by children and each option looks rather different. Your child's teacher can provide you with a log in if you don't have one.

What is Seesaw – introduction for students - https://youtu.be/k1_mBy1EI0M

What is Seesaw – introduction for families - <https://youtu.be/t2UgfXZyjDs>

