

# School Handbook

*December 2015*

# Harris Academy



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## Section 1: Welcome and Vision

Dear Parent,

I warmly welcome you to Harris Academy. Our greatest priority as a school is to provide each and every pupil with an educational experience of the highest quality.

This handbook is designed to give you as much information as possible about our school, its aims and the opportunities that it offers. I hope it will give you an insight into Harris Academy and answer many of the questions that you may have.

2016 / 2017 is an exciting school year at Harris Academy. The school returns to its Perth Road location and in to a state of the art new building, fit for 21st century learning. We also welcome young people, parents and staff from Menzieshill High School in to our learning community.

The key to developing a successful school community is the quality of the relationships that exists between pupils, staff and parents. Valuing people is at the heart of our school and we will do our best to ensure this happens in practice.

I look forward to welcoming you and your child to our school community and hope you will share in, and promote, our traditions and values whilst at the same time support us in our continuous development.

I hope you and your child will enjoy the joint venture upon which we are about to embark.

Kind regards,

Barry Millar  
Head Teacher

# Section 1: Welcome and Vision

## About Harris

Harris Academy was founded in 1885 and is the oldest public school in Dundee. It is a prestigious and popular school with a good reputation, and its former pupils are active and prominent in every walk of life, both within the city and throughout Scotland.

Harris is a successful comprehensive school offering a wide range of courses to suit pupils of all abilities. Although modern and up to date in our methods and equipment, we have continued to promote such traditional values as academic success, hard work, good behaviour and smart appearance. We regard this mixture of progressive ideas and traditional values as one of the school's great strengths.

One of the distinctive features of the school is the exceptionally wide range of extra- curricular activities on offer, and the high level of participation by pupils.

## Section 2: School Ethos

### School Aims

We feel that it is important that we have a clearly set out statement of responsibilities to the young people who attend Harris. The School Aims are a statement of what you and your child can expect of us. We ask that you support us in the achievement of our aims.

#### **To ensure that all pupils fulfil their potential, academically, personally, socially and vocationally.**

The first of these aims is the most important. School is a place where young people come to learn. In Harris, we believe that every young person, regardless of how clever or talented he/she may be, has something to offer and must be valued equally with every other child in the school. Every child will be encouraged to give of his/her best and will be fully supported by the school in attempting to reach his/her potential. There is more to school, however, than class work and that is why we want to see pupils developing as individuals, making the most of all their talents. Young people also have to learn to live in society and we try to help them do that by encouraging them to play a full part in the school community to which they belong. Finally, school is only one stage in the lives of our children and we try to prepare them for whatever lies beyond school.

#### **To create a disciplined and caring environment in which all members of the school community can work happily and effectively.**

That first aim can only be achieved if we also achieve our second one. Learning can only take place if there is good order and discipline in classes and if pupils feel happy, safe and confident in school. We put a great deal of time and effort into trying to ensure that this is the case. The vast majority of our pupils choose to behave well, and seem motivated to learn, but, like every school,

## Section 2: School Ethos

we have pupils who on occasion choose to break the rules. Many of these pupils come to school with difficulties and problems that are deep-seated and we try to be as sympathetic and supportive as we can. We never lose sight, however, of the right of the majority to work in an orderly, safe and happy environment.

### **To maintain good links and relationships with parents and with the community out with the school.**

Schools do not exist in isolation and teachers are not the only people who have a role in educating young people. Our third aim recognises this. The single most important factor in determining whether a pupil will achieve his/her potential is the home and we seek to work with parents as partners in educating their children. Others can help as well and we look to local businesses and professions to help us prepare our pupils for life after school.

### **To foster in pupils positive attitudes towards themselves, towards others and towards the school, and to inculcate good personal habits of dress, conduct, attendance and punctuality.**

As our fourth aim implies, the school places great importance on encouraging positive attitudes in pupils, not least towards themselves. Only if they have self-respect and self-esteem will they show respect and consideration for others.

## Section 2: School Ethos

### **Pupils' Values**

In Harris Academy we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values.

The school welcomes and encourages religious and cultural diversity while emphasising our commitment to common values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of the school have the right to be respected as individuals. In return, they have the responsibility to act in a considerate and respectful way towards others.

In Harris we are committed to the principles of Equality of Opportunity and Social Justice. In our work and in our attitudes we strive to provide education of the highest quality to every one of our pupils regardless of gender, racial origin, religion or disability.

### **Conflict of Values**

From time to time, we find ourselves in conflict with pupils who do not share our views and values and occasionally (but rarely) we have similar differences of opinion with parents. Not all pupils, for example, share our belief that violence is an unacceptable way of settling disagreements. Not all pupils are as sensitive or as tolerant to the feelings of others as we would like. Some pupils, influenced by popular culture and peer pressure, are not as sympathetic as we would like to the school's work ethic or to its dress code. For our part, we have gone to some lengths over the years to ascertain the views of parents, pupils and staff on various aspects of school life. We are confident that the values that underpin our codes of behaviour have the support of the vast majority of the school community. We also, on a day-to-day basis, try to explain to pupils why it is necessary in any society to have a set of values and an agreed code of behaviour to which its members are expected to conform. We understand that parents may not always agree with us on specific issues, but we ask you to understand that we are trying to promote positive values and behaviour and to give us their support in this.

## Section 3: School Information

**School Address (from Aug 2016):** ..... Harris Academy, Perth Road,  
Dundee DD2 1NL

**School Address (current):** ..... Lawton Road, Dundee DD3 6SY

**Telephone:** ..... 01382 435700

**Email Address:** ..... harris@dundeecity.gov.uk

**Website:** ..... harrisacademy.ea.dundeecity.sch.uk

**Senior Management Team**

**Head Teacher:** ..... Mr Barry Millar

**Depute Head Teachers:** ..... Miss Leona Chako, Mr Gordon Laidlaw,  
Mrs Angela White

**Business Manager:** ..... Mrs Jan Mackie

**School Status:** ..... Non-Denominational S1- S6

**School Roll:** ..... 903

**School Hours:** ..... 8:45am - 3:15pm

**Parent Council Contact Info:** .... Mr Graham McKay

**School Chaplain:** ..... tbc

## Section 3: School Information

### Office Hours

The school office is open from 8.20am – 4.15pm Please help us by making routine telephone calls within office hours. The answering machine is switched on for your convenience when the school office is unmanned. Please do leave a message and we will return your call as quickly as possible.

In Harris we believe that close and positive contact and co-operation with parents is essential for the support, well-being and progress of the young people whom we serve. We welcome contact from parents and assure you that such contact will never be considered as an imposition. The school has an open door policy and any parent visiting the school will be seen by a member of staff. It is advisable to telephone in advance to check if the person whom you wish to see is available. A mutually convenient time can usually be found which avoids disrupting teaching time.

As a matter of course the school will be in touch with you in a number of ways throughout the year.

- Four Newsletters are sent home each session
- Numerous letters are sent home with specific information or for specific purposes
- Pupil reports are issued
- There is one Parents' evening for each year group during the session
- School Website

Experience has taught us that children are best educated when there is a close liaison and shared agenda between school and home. We are committed to creating, maintaining and developing such links with our parents.

## Section 4: School Policies & Practical Information

### AUTUMN TERM

Monday 15 August 2016 - Staff resume  
Tuesday 16 August 2016 - Pupils resume  
Friday 7 October 2016 - Mid Term, All break

### WINTER TERM

Monday 24 October 2016 - All resume  
Thursday 10 November 2016 - In service day, schools closed  
Friday 11 November 2016 - In service day, schools closed  
Monday 14 November 2016 - All resume  
Friday 23 December 2016 - Term ends

### SPRING TERM

Monday 9 January 2017 - All resume  
Thursday 9 February 2017 - In service day, schools closed  
Friday 10 February 2017 - Mid term, all break  
Monday 13 February 2017 - Mid term, all break  
Tuesday 14 February 2017 - All resume  
Friday 31 March 2017 - Term ends

### SUMMER TERM

Monday 17 April 2017 - All resume  
Monday 1 May 2017 - May Day, schools closed  
Tuesday 2 May 2017 - All resume  
Friday 26 May 2017 - In service day, schools closed  
Monday 29 May 2017 - Victoria Day, schools closed  
Tuesday 30 May 2017 - All resume  
Thursday 29 June 2017 - Term ends

Further information about future school holiday dates can be found on the Dundee City Council website at <http://www.dundee.gov.uk/education/schoolholidays1/>

## Section 4: School Policies & Practical Information

### School Uniform

There is an expectation for all pupils to wear the correct school uniform. This helps us in our aim of encouraging children to take a pride in their appearance and to have respect for their school.

<b>BOYS</b>	<b>GIRLS</b>
Harris Academy blazer *	Harris Academy blazer *
Harris Academy tie *	Harris Academy tie *
White shirt	White blouse
Black Jumper/Sweatshirt	Black Cardigan/Jumper/Sweatshirt
Black trousers	Black skirt/trousers
Black shoes	Black shoes
<i>* items may be bought directly from school.</i>	<i>* items may be bought directly from school.</i>
<b><u>P.E.</u></b>	<b><u>P.E.</u></b>
Navy Shorts	Navy Shorts
Navy T-Shirt	Navy T-Shirt

Please note that football strips are not to be worn.

All items of clothing should be labelled. This assists greatly in recovering lost property.

### School Clothing Grants

If parents are in receipt of Income Support, Income based Job Seekers Allowance, Income Related Employment and Support Allowance, support under Part VI of the Immigration and Asylum Act 1999, Child Tax Credit or Working Tax Credit and an annual income of less than £16,105, the Authority will consider one application per year for a grant towards the cost of purchasing essential clothing to enable their children, up to the age of 16, to attend school.

The school clothing grant payment will be made through BACS transfer into a nominated bank account or paid by cheque.

## Section 4: School Policies & Practical Information

Application forms can be made online at:

<https://mydundeeaccount.dundee.gov.uk/secure-info> or are available from the school office or from Dundee House.

### School Meals

School lunches cost £2.00 per day and all children are provided with a lunch menu by Tayside Contracts.

All children staying for lunches within school will eat in the dining hall. Safety flasks containing hot food may be brought to school, but not the glass vacuum type, which may be dangerous, as they are liable to break. Glass bottles should not be brought to school.

Please inform us in writing if your child has any special dietary needs so that arrangements can be put in place to accommodate their needs. The dining room is supervised by support staff at all times.

### Free School Meals

Free school meals are available to all pupils in Primary 1 – 3 from January 2015. For all other stages, free school meals are available to pupils whose parents are in receipt of Income Support, Income based Job Seekers Allowance, Income Related Employment and Support Allowance, Support under Part VI of the Immigration and Asylum Act 1999, Guaranteed Pension Credit, or in receipt of Child Tax Credit only and have an annual income of less than £16,105 or Working Tax Credit and have an annual income of less than £6420.

Application forms can be made online at <https://mydundeeaccount.dundee.gov.uk/secure-info> or are available from the school office or from Dundee House.

### Instrumental Tuition

Tuition fees are currently free and instrument hire is £83.00 per year.

## Section 4: School Policies & Practical Information

### **EMA**

EMA is part of the Scottish Executive's agenda of encouraging access to, and participation in, further and higher education by young people from low-income families.

EMAs provide financial support for 16–19 year olds who stay on in full time non advanced education after their statutory school leaving date (i.e. those continuing in post-compulsory education).

EMA Application forms will be available in all Dundee Secondary Schools from June 2016.

### **Leaving Dates**

#### **Summer Leaving Date**

A pupil whose sixteenth birthday falls on or after 1st March and before 1st October, is judged to have reached school leaving age on the 31st May.

#### **Winter Leaving Date**

A pupil whose sixteenth birthday falls on or after 1st October and before the last day of February, is judged to have reached school leaving age on the first day of the Christmas holidays.

## Section 4: School Policies & Practical Information

### **Emergency School Closure Procedures**

In exceptional circumstances the school may be unable to function normally. The school may be affected by severe weather or power failures. We shall do all we can to let you know about the details of closure and re-opening through the local radio, press, text messages and letters home. You can be assured that we will never send a child home without first checking that there is an adult at home.

### **Placing Requests**

Parents of children living out with the school's catchment area, who wish their child to attend the school, are asked to make a placing request. Forms can be obtained from Customer Services, 50 North Lindsay Street, Dundee. The child's birth certificate and a proof of address, in the form of a Benefit Book, Council Tax book or recent (within two months) utilities account must be shown.

Prospective parents who wish to come to see the school are invited to telephone the school office to make an appointment to visit.

### **School Absence procedures**

Please contact the school as soon as possible if your child is absent. Please send a note to school with your child on their return explaining the reason for the absence.

If your child is absent and no contact is made by you, a text message will be sent from the school. If three days pass without explanation for an absence an Education Welfare Officer will arrange to visit you and your child at home.

The following points are included in the Education Authority's policy.

## Section 4: School Policies & Practical Information

### Attendance Initiative

- If your child is ill and cannot attend school please contact the school before, or as soon as possible after 9.00am on the first day of absence.
- If the absence is planned, e.g. a hospital appointment, we ask you to let us know prior to the absence.
- If your child is absent for more than three days please call again or write to tell us.
- If you have not contacted the school to say your child is absent and have received a text message please contact us as soon as possible.

Regular attendance at school ensures your child is receiving the continuous education they are entitled to. Dundee City Council asks that, where possible, parents do not take children out of school for family holidays during term time. In accordance with Scottish Executive guidelines for pupil attendance, most holidays are recorded as unauthorised unless there is proof from an employer that this is the only time when holidays could be taken.

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school – <http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

## Section 4: School Policies & Practical Information

### **Appointments**

If your child has an appointment during the school day or needs to leave school for any other reason, please put this in writing. We would appreciate it if routine appointments could be made outwith school hours but understand that this isn't always possible.

If your child does need to leave school during the school day they must be collected by a parent/carer at the main reception. In the interest of safety we cannot allow children to leave the school unaccompanied.

### **Accidents/Illness at School**

In the event of a child having an accident or becoming ill at school we will attempt to contact the parents so that they can collect the child from school. However, if we cannot contact the parents, we will contact the Emergency Contact whose name and telephone number should be given to us by the parents.

**Therefore it is very important that parents inform the school of the name, address and telephone number of the Emergency Contact and advise the school immediately of any changes that occur.**

## Section 4: School Policies & Practical Information

### **Promoting Positive Behaviour**

As has already been stated, we work hard to create a school environment in which our pupils will feel happy, safe and enthusiastic about learning. The most effective learning takes place when the teacher is able to concentrate fully on the teaching process and is not distracted from it by having to deal with pupils who choose to misbehave.

We believe that no child has the right to disrupt the learning of those who wish to learn.

We have a revised behaviour policy called “Discipline for Learning” in the school. This policy is based on three fundamental principles.

### ***Rules***

We have a set of rules which are:

- easy to understand
- small in number
- the same in every class

These are taught by every teacher to every pupil – therefore the breaking of a rule is not through lack of understanding of what the rules are but by choice.

### ***Rewards***

Pupils who choose to abide by the rules (and this is by far the majority) will be rewarded for that choice.

### ***Sanctions***

Pupils who choose to break the rules will enter into a system of sanctions which will be

- uniformly applied in all classes by all staff
- escalating for those who continue to choose to break rules.

## Section 4: School Policies & Practical Information

Discipline for Learning is based on acknowledging, praising and rewarding those who choose to behave well. We believe that all pupils are capable of choosing to do this. We will be consistent in our recognition of those pupils who choose good behaviour but will also consistently apply sanctions to those pupils who choose to misbehave.

### **Detention**

As part of our system of sanctions, we operate detention after the end of the school day. Parents will always be given at least 24 hours notice if their child is to be detained. It becomes the parent's responsibility to ensure that the child gets home safely. While we have a legal right to detain pupils, subject to adequate warning, we are always willing to discuss any alternative sanctions which a parent wishes to suggest. We would expect this to happen only in exceptional circumstances.

### **Temporary Exclusion from School**

The Head Teacher reserves the right to exclude pupils from the school if their behaviour is causing disruption to the learning of others or poses a danger to the well-being of others.

### **Behaviour on Buses**

Many pupils travel to school on buses and most behave well. It should be clearly understood, however, that any misbehaviour on the way to or on the way from school will be dealt with as if it had happened in school. In addition, pupils who misbehave on buses may have travel permits withdrawn or may be banned from travelling on service buses. Parents will be held responsible by the bus company for any damage caused by their children. It is important that pupils avoid any behaviour which might cause offence to other members of the public travelling on the bus and, above all, they must not do anything which might jeopardise their own safety or the safety of others.

## Section 4: School Policies & Practical Information

### **Tobacco/Alcohol/Illegal Substances**

Smoking is not allowed during the school day or on the way to and from school. Although a number of our pupils are legally of age to smoke, Dundee City Council's no-smoking policy applies to them as it does to school staff.

Alcohol, drugs and other illegal substances are prohibited in school. Pupils found to be in possession, or under the influence, of such will be subject to the full process of law.

### **School Concerns and Complaints Procedures**

If you want to talk to your child's teacher or a member of the senior staff it is generally better to make an appointment. This ensures that the member of staff is available, that classes are not disturbed and that pupils' lessons are not affected.

If you have made a complaint to the school and you are not satisfied with the outcome, you can have your complaint reviewed by a senior officer in the Education Department.

Education Department publications can be found at:

<http://www.dundee.gov.uk/department-publications/Education>

## Section 5: Parental Involvement

A working group comprising six parents, in liaison with the Head Teacher and Dundee City Council, agreed the details of the Harris Academy Parent Council.

The role of the Parent Council is as follows:

- To work in partnership with the school to create a welcoming school which is inclusive for all parents.
- To promote partnership between the school, its pupils, the Parent Teacher Pupil Association (PTPA) and all parents.
- To develop and engage in activities which support the education, welfare and personal development of the pupils.
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education, welfare and personal development of the pupils.

The Head Teacher will attend Parent Council meetings and the local Councillors and MSP will be invited to attend.

Meeting dates will be published on the school website and available from our Facebook page at:

[www.facebook.com/HarrisAcademyPC](http://www.facebook.com/HarrisAcademyPC)

Email: [harris@dundeeparentcouncil.org](mailto:harris@dundeeparentcouncil.org)

All parents of pupils at the school can, and are encouraged to, attend Parent Council meetings whether they are members or not. The agenda of the meetings will be published on the school website so please feel free to come along at any time to observe or to contribute to the meetings (with no obligation!).

*NB The use of the term 'parents' in this note is deemed to include all carers of pupils at the school.*

## Section 6: The Curriculum

### Curriculum for Excellence 3-18

Curriculum for Excellence has been introduced to raise standards of learning and teaching for all pre-school to 18 year olds. It aims to help prepare children and young people with the knowledge and skills they need in a fast changing world. As part of Curriculum for Excellence all children from pre-school to the end of S3 will receive a rounded education known as a Broad General Education. Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.

Through the experiences we provide we want our children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. We are committed to providing children with a broad general education and focus on eight curriculum areas.

<b>Expressive Arts</b>	<b>Health &amp; Wellbeing</b>	<b>Languages</b>	<b>Mathematics</b>
<b>Religious &amp; Moral</b>	<b>Sciences</b>	<b>Social Studies</b>	<b>Technologies</b>

<b>Level</b>	<b>Stage</b>
Early	The pre-school years and P1 or later
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third & Fourth	S1-S3, but earlier for some

## Section 6: The Curriculum

At the end of the Broad General Education (BGE), learners are supported in planning a course of study through what is referred to as the Senior Phase. The Senior Phase curriculum, from S4 to S6 (from around ages 15 to 18) follows on from a young person's Broad General Education, building on the Experiences and Outcomes which they will have achieved to the end of S3. It enables them to extend and deepen their learning through more specialised study and to continue to develop skills for learning, life and work.

During the senior phase, young people will build up a portfolio of qualifications. It is the stage of education at which the relationship between the curriculum and National Qualifications becomes of key significance. The curriculum in the senior phase, however, comprises more than programmes which lead to qualifications. There is a continuing emphasis, for example, on health and wellbeing including physical activity and opportunities for personal achievement, service to others and practical experience of the world of work.

Learners have opportunities, at all stages, to gain recognition for learning and achievements which take place outside the classroom. The Senior Phase ultimately supports young people in moving on to the next stage – whether that is college, university, training or employment.

In the senior phase, schools and their partners (for example colleges, employers or community learning and development providers) now have flexibility to offer a range of pathways that meet the needs and raise the attainment levels of all learners.

As well as the new National Qualifications, which offer increased flexibility with a greater focus on skills and applying learning to real-life situations, there is also a wide range of SQA vocational qualifications and awards that young people can take as part of their senior phase curriculum.

These include skills for work; leadership and personal development.

More specific and individualised information about your child's learning can be obtained from the school.

## Section 6: The Curriculum

### **Getting it Right for Every Child (GIRFEC)**

The GIRFEC approach is about how staff in all children's services meet their needs by working together to ensure that children reach their full potential.

[www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

### **Sensitive Issues**

Part of our curriculum involves teaching the children about issues which could be considered sensitive i.e. sexual health and relationships education or drugs and alcohol awareness. Parents should be assured that whenever these topics arise, we will communicate as appropriate with home. On some occasions we may send a letter just to raise awareness that specific issues are to be covered, on other occasions we will actively seek permission to include your child/children in a series of lessons. If any parent is concerned about what is being covered within the curriculum however, they should feel free to speak to a member of staff about this.

### **Religious Observance**

Through the ethos and curriculum, we provide opportunities for pupils to explore morals and values. We help learners develop their own beliefs, values and a responsible attitude to others. Pupils are encouraged to develop an understanding of Christianity and other religions. Pupils develop skills of reflection, critical thinking and how to act when making moral decisions. The school welcomes diversity and individuality while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of the school that all who are involved in the life of the school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

Under the terms of the Education (Scotland) Act 1980 "any pupils may be withdrawn by his/her parents from instruction in religious subjects and from religious observance" Parents wishing to exercise this right should discuss with the Head Teacher.

## Section 6: The Curriculum

### **Assessment**

Throughout their school career we track and assess pupils' progress (intimated to parents via reports and parents' meetings) and help them plan their future learning through discussions with their Guidance teacher, and their subject teachers.

### **Reporting to parents**

At all levels, provision exists for comments from individual teachers to be sent home with the report form, and parents in turn are invited to discuss reports with Guidance staff and/or the appropriate House Head. If parents require a progress report at any other time, contact should be made with the appropriate Depute Head Teacher or Guidance teacher.

### **Leaving School**

Skills Development Scotland works in partnership with members of the guidance staff to offer targeted careers guidance and a broad range of related support to all pupils.

Careers advisors visit Harris Academy regularly, interviewing individual and groups of pupils to discuss their plans for the future. Information is provided on all options, including work, Skillseekers, Modern Apprenticeships, further/higher education, voluntary work, self-employment and taking a year out.

Pupils are likely to meet their careers adviser first during Social Education. Skills Development Scotland welcomes contact from parents and pupils from S1 to S6 and our Careers advisers regularly attend parent contact meetings.

## Section 7: Support for Pupils

Most children make satisfactory progress in school and their education can be fully supported by their class teacher. Some children may, however, need additional support to help them access learning in the classroom. Assessment and planning for their needs will be done through a Child's Plan which identifies their strengths, barriers to learning and what action or support required to meet their additional needs. A very small number of children with significant and long-term additional support needs may meet the criteria for a Coordinated Support Plan. These will be children who receive a lot of support from people outside education; for example, from health and social work staff.

Support for learning takes place in every class and is the responsibility of all staff in the school. All of our pupils are encouraged to work to the highest level of their ability and extra help is available for children who may require it to help them achieve their potential. The Head Teacher, teachers and other staff work closely to ensure that children and young people's individual learning needs are met.

The work of Support for Learning staff is co-ordinated by the Head Teacher, is regularly reviewed and is based upon pupil need. Support may be given within the class or within another setting, and may be within a group although it is always based upon the needs of the individual child.

The procedures and processes by which an individual child's needs are identified and addressed are set out in Dundee City Education Department's policy on Supporting Learners. Central to this is the assessment of need using a staged intervention model and the involvement of parents. We also maintain very valuable partnerships within education and with agencies beyond to support pupils who have additional needs of any kind.

## Section 7: Support for Pupils

To help assess the specific needs of any pupil who may require extra help the school is able to call upon the services an Educational Psychologist from Dundee Educational Psychology Service. Before such a step is taken, parents are always contacted and the reason for such a referral is fully explained and parental co-operation sought.

As a parent/carer you can access a wide range of information with regard to additional support needs. The information is available both at your local school and on the Dundee City Council website on this internet page <http://www.dundee.gov.uk/education/support/>

The following are available for you at the above internet page.

- Assessing Additional Support Needs
- Attending Pupil Support Planning Meetings
- Co-ordinated Support Plan
- Dispute Resolution
- Dispute Resolution Referral Form
- Mediation - Parent to Parent leaflet
- Supporting Learning (Dundee City Council Education Department, Support for Learning Policy)
- Supporting Learning in Dundee

This internet page also has many other leaflets on related topics which might be of interest to you.

If you cannot access the internet, please ask the School Office if you would like a copy of any of these documents.

The Additional Support for Learning (Scotland) Act 2004 as amended by the 2009 Act came into force on 15 November 2010. The recommendations of the Children and Young People's Act (2014), in particular the Child's Plan and the responsibility of the Named Person, also affects how we assess and plan for all children and young people.

## Section 7: Support for Pupils

Information on additional support needs is also available to you from outside Dundee City Council:

### **Enquire - The Scottish Advice Service for Additional Support for Learning**

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

a telephone helpline - 0845 123 2303

an email enquiry service - [info@enquire.org.uk](mailto:info@enquire.org.uk)

an online enquiry service

two websites - [www.enquire.org.uk](http://www.enquire.org.uk) (for parents/carers and practitioners) and [www.enquire.org.uk/yp](http://www.enquire.org.uk/yp) (for children and young people)

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

### **Let's Talk ASN**

Let's Talk ASN is a free service for the parents of children with additional support needs who may require support in relation to a dispute or potential dispute with an education authority. It is a joint initiative of Govan Law Centre (Charity No. SC030193) and Kindred Advocacy (Charity No. SC000264). It provides support for parents and young people from the time they have grounds to make a reference to the Additional Support Needs Tribunal for Scotland (ASNTS).

Advice and information regarding this service can be obtained by email or phone-call:

[letstalkasn@edlaw.org.uk](mailto:letstalkasn@edlaw.org.uk)    0141 445 1955

### **Scottish Child Law Centre**

The Scottish Child Law Centre is a charitable body registered in Scotland under registration number SCO12741." It offers advice and support for families in regard of additional support needs.

## Section 7: Support for Pupils

The Scottish Government website's Additional Support for Learning page also provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs: <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

The 'Supporting Children's Learning Code of Practice (Revised edition)' - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended: <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

'Getting It Right For Every Child and Young Person', is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers. Find it at <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

'Supporting Learners - guidance on the identification, planning and provision of support' is at <http://www.educationscotland.gov.uk/supportinglearners/>

## Section 8: School Improvement

The main achievements of the school over the last 12 months or details of where this can be obtained.

The trends and information which give the overall picture of how the school is performing including achievements at SCQF levels, other awards and any other significant achievements over the last 3 years.

How the school has improved standards in relation to literacy, numeracy and health and well-being.

The plans for future improvement of the school's performance over the next 3 years, including the school's plans to involve parents in that future improvement.

Details of where information regarding the school's performance at local and national level can be obtained.

School staff have identified the major Improvement Projects

### **Project 1 – Improving Pupil Performance**

#### *Target 1*

Continue the development of a whole school strategy for assessment within a Curriculum for Excellence.

#### *Target 2*

Review procedures for tracking pupil progress and prepare new guidelines in light of a Curriculum for Excellence.

#### *Target 3*

Review procedures for reporting pupil progress to parents and prepare updated guidelines for staff.

## Section 8: School Improvement

### **Project 2 – Curriculum Development**

#### *Target 1*

Further develop Curriculum for Excellence

#### *Target 2*

Ensure that Curriculum for Excellence courses for senior phase is in place for session 2016/2017

#### *Target 3*

Plan and make arrangements for all pupils to have a S3 profile. Further development procedures to enable every pupil in S3 to complete an S3 profile.

#### *Target 4*

Refine the use of E-Portfolios for all pupils in S3

#### *Target 5*

Ensure appropriate curricular pathways are available for pupils entering senior phase.

#### *Target 6*

Support Staff in developing the knowledge and expertise of National Qualifications

#### *Target 7*

Establish procedures for moderation of assessment.

## Section 8: School Improvement

### **Project 3**

#### *Target 1*

With reference to the GIRFEC (Get It Right For Every Child) Framework, develop a strategy to allow all young people to access support to achieve their potential through the opportunities provided through Curriculum for Excellence.

#### *Target 2*

With reference to the GIRFEC Framework, develop a strategy to provide the necessary targeted support to those young people who require this in order to overcome barriers to their learning.

#### *Target 3*

Develop a strategy to promote the wellbeing of everyone in Harris Academy Community, to include professional update, learning round opportunities for staff and further engagement with young people.

### **Project 4 - Rebuilding of Harris Academy**

#### *Target 1*

Construct a timeline of events to sustain the school during its tenure of the Rockwell Building.

#### *Target 2*

Continue to engage in planned consultation to ensure a new school fit for purpose is on the Perth Road site by June 2016.

#### *Target 3*

Construct a timeline to support a move into a new school in August 2016.

#### *Target 4*

Continue and sustain a strategy of consultation and communication with all key stakeholders in Harris Academy.

## Section 9: Extra Curricular Activities

We consider these to be an important element in our pupils' education and, as a matter of school policy, we encourage staff and pupils to participate in them. They introduce pupils to a range of activities in which they might not otherwise have an opportunity to take part. They bring pupils together in a shared common interest (and many lasting friendships are formed in this way). They also bring teachers and pupils together in a context which is quite different from the formal one of the classroom.

The range of activities on offer can vary from year to year, but there is always something for everybody and what follows will give some idea of what is normally available. We believe that this is one of the great strengths of the school and that few schools can match the range of activities on offer or the level of participation in them by pupils. We urge parents to encourage their children to take advantage of these activities, to make a positive contribution to school life through them and to benefit from them.

### **Music**

We have a long, proud and flourishing musical tradition and a very high proportion of our pupils are involved in music-making of one kind or another.

Our choirs (we have both a junior choir and a senior choir) tackle very ambitious choral works at our annual Christmas Concert and at our summer musical productions.

Many of our pupils receive instrumental tuition from the council's instructors and they come together in various groupings. The main body, of course, is the full school orchestra which performs classical pieces to a high standard, but there is also a string group, a concert band, a swing band, and a new band which performs Celtic music.

Our musicians play a prominent part in the life of the school, providing entertainment, for example, at the first and second year Christmas parties, at our annual Burns Supper and at the occasional ceilidhs which have become a feature of our winter terms.

## Section 9: Extra Curricular Activities

### **Sport and Games**

As with all extra-curricular activities, the range of sports will vary a little from year to year. What is on offer will depend as much on pupils' willingness to participate as on teachers' willingness to give their time to organise and coach. All pupils, of course, take part in a wide range of activities in their P.E. classes which are part of the normal curriculum, but, in addition, there are a number of games which are played competitively between Houses or against other schools out with the school day at four o'clock or on Saturday mornings. These normally include:

Athletics, Badminton, Basketball, Netball, Rugby, Swimming, Table Tennis, Water Polo, Football – boys and girls Hockey

This is, alas, not typical. We are one of a dwindling band of state schools still playing hockey and rugby and we hope to continue to offer these sports and others to our pupils.

We enjoy a good reputation for sportsmanship and for high standards of achievement. Those who run our teams insist on the highest standards of sporting behaviour, which is not always the case in competitive sport these days. Many of our pupils achieve very high standards indeed and in recent years many have represented their country. We have had "caps" at football, rugby, athletics, hockey, swimming, basketball, cricket and table tennis and many more pupils have played for Midlands District teams.

### **Home**

We encourage our pupils to take a responsible interest in their local environment and in their local community. Many are involved as individuals helping out in hospitals, old people's homes, nurseries, playgroups and primary schools, but there are some collective projects as well.

Fund-raising for charity is one of the most practical ways of expressing concern for others and our pupils give very generously, not just in terms of money, but in terms of effort. The biggest fund-raiser in recent years has been The MacMillan Coffee morning. But there are many smaller enterprises, sometimes by individuals or

## Section 9: Extra Curricular Activities

small groups as part of their social education programme. Most of the money from these goes to local charities.

### **The Battlefield Experience to France and Belgium**

The History Department looks forward to offering this unique opportunity to all S3 – S5 pupils on an annual basis.

### **Maths Disneyland Paris Trip**

This Maths trip provides an exclusive opportunity for our pupils to discover the importance of everyday Maths, showing how it is a universal language and why it helps us make better daily decisions in many aspects of our lives.

Crucially the education sessions aim to link areas of the curriculum to their application at Disneyland Resort Paris. Our pupils attend three presentation-style sessions where they learn about the Resort and how Disney managers and staff put their own experience and expertise into entertaining millions of guests every year. These seminars are held in the state of the art Gaumont Cinema Complex. Schools from all over the world gather there for our three sessions of Maths.

There are cinema clips and guest speakers including engineers, fashion designers and architects explaining how much Maths is involved in the whole Disneyland Organisation. This trip showed how much Maths contributes to having FUN.

Pupil to pupil exchanges provide an excellent opportunity for young people to use their foreign language and to learn about the culture of another country. But is also good fun with day trips to a theme park and to neighbouring towns and cities. Already friendships have been forged between staff and pupils of the two schools.

The pattern of trips will vary from year to year and, indeed, it is possible (though, on past form, unlikely) that in some years there might be no major trips at all. However, we do see these activities as important because, like all extra-curricular activities, they broaden pupils' horizons and are, in the deepest sense, genuinely educational experiences, so we do all we can to encourage them.



...you can do so much more **ONLINE** at...  
**dundeecity.gov.uk**