



Clackmannanshire
Council
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Comhairle Siorrachd
Chlach Mhanann

Lochies School



School Handbook 2026-2027

**Lochies School
Gartmorn Road
Sauchie
Clackmannanshire
FK10 3PB**

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Footnotes: 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 directed to the school in the first instance.

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, carers or anyone else who has parental responsibility for the child.

Disclaimer

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

Chief Education Officer's Foreword 2026/27

Clackmannanshire Council People Directorate

It is an exciting time in education across Scotland. Within the Clackmannanshire People Directorate, we provide a wide range of services for children, young people, families and communities and we are committed to lifelong learning, giving children the best possible start in life as they progress from nursery to school and beyond.

Our mission to educate, protect, support and promote the achievements, health and wellbeing of every child and young person has ensured our children continue to flourish. Much of our work is undertaken in partnership with other services, agencies, communities, children, young people and their families. Improvements and a relentless focus on wellbeing is delivered in collaboration across educational establishments, services and with other regional and national partners.

With the full support of our Headteachers, Elected Members, Chief Executive, our corporate colleagues and partners, we are committed to our values of Respect, Inclusion and Collaboration - raising attainment, tackling inequity and ensuring that high aspirations and positive outcomes are the expected norm for every child in Clackmannanshire. Health and wellbeing, safety of our pupils and staff and educational attainment continue to be at the forefront of our minds.

We are committed to ensuring that the views of our children, families, communities and partners are taken into account when planning and delivering our services. We are committed to UNCRC which has recently been incorporated into Scot's law. Shared ownership and awareness of the education values is key.

- Respect – we have due regard for the feelings, wishes and rights of others
- Inclusion – we make sure that everyone can enjoy the same experiences
- Collaboration – we work together to create and achieve

Parents and carers, who have always been the most important educators of their own children, supporting their children to continue learning in whatever way possible, whilst keeping them safe and well. I believe we now need to strengthen parental involvement in education and continue to provide flexible systems to enable parental engagement and representation.

I encourage you to get involved in whatever way you can, be that via social media, Class Dojo or other in school activities to help you support your child's learning. Read with your child every day! Ask them what they have learned that day and get them to show you! Look out for opportunities to learn together as a family!

We are all ambitious for our children and young people and together we can ensure the best possible future for all in Clackmannanshire.



**Colin Bruce, Chief Education Officer
Clackmannanshire Council**



Welcome from the Headteacher

Welcome to the Lochies School Handbook.

This handbook offers an introduction to our school and a general overview of the specialist education and wider learning opportunities we provide.

Our School Handbook will provide information for parents, carers, staff and visitors interested in our work.

We are committed to providing high-quality education that meets learners' individual and often fluctuating needs. Our learners are at the center of our work. We recognise Lochies' unique learners make individualised progress and celebrate this through our focus on our **Three Measures of Progress: Engagement, Independence and Wider Achievement**.

For our whole school community of learners, families and staff, Lochies is a nurturing and relationships driven learning environment. We approach our work informed by our key values of **Respect, Dignity, Independence, Trust, Commitment and Happiness**. We work with the totality of our learners needs through our relationship-focused, trauma-responsive and informed approaches.

I hope you find the information in this handbook helpful. Please do not hesitate to contact us if you have any questions or for further information.

I look forward to working with you and your child as part of Lochies' family!

If you have any questions or would like more information on any aspect of this handbook or the education we provide, please do not hesitate to contact us.

Donna Wheeler,
Headteacher
Lochies School

Welcome to Lochies Parent Forum!

Lochies School Parent Forum automatically includes every family as long as their child attends our school. Our parent forum allows every parent/carer to be involved in school life in a way that best suits their family lives and caring responsibilities.

Our Parent Forum is made up of informal groups where families can raise issues, be consulted on school policy and give their views.

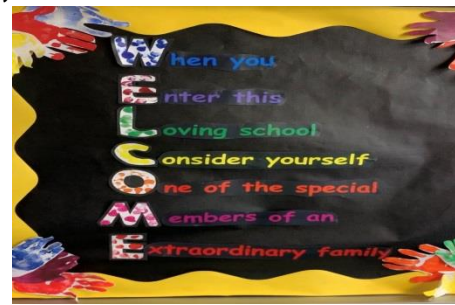
As members, our families have:

- A right to advice and information about their child's education in the school
- The opportunity to be more involved with what our school is doing
- The opportunity to have your views represented to the school

More information on Parent Forums can be found here:

[The school parent forum | Getting involved | Parentzone Scotland | Parentzone Scotland](#)

Our Vision, Values and Aims 'Learning At Lochies, We're All On Board!'



At Lochies School we maintain high aspirations for all our learners, regardless of the challenges they may face. Our shared Vision and Values are strongly embedded in all that happens in the school.

Within the school and in our community as a whole, Lochies promotes and upholds our **School Values** of:

Respect, Dignity, Independence, Trust, Commitment and Happiness

In carrying out all aspects of our work, we **aim** to:

- Be an inclusive, exciting and enjoyable place to learn and work
- Work creatively and flexibly; crafting bespoke support for the unique challenges our learners face
- Expect the best, collaborate, challenge and achieve
- Listen, communicate and keep our learners at the center of all we do

Approach our work in a solution-oriented way

Ethos

Our ethos is entirely centered around equity of access to experiences, opportunities and inclusion for our learners. Our daily work is to tailor bespoke packages of specialist education, care and support for each of our learners. The Lochies ethos is summed up thus:

**If not here, then where?
If not now, then when?
If not us, then who?**



Section one - Practical Information about the School

Contact Details

Head Teacher: Donna Wheeler

School Address: Gartmorn Road, Sauchie, Clackmannanshire. FK10 3PB

Telephone Number: 01259 452312

Website: <https://sites.google.com/cl.glow.scot/lochies-school>

E-mail: lochies@edu.clacks.gov.uk

X Feed: @lochies16

About the school

Stages of Education provided for: P1 - 7

Present Roll: 33

Lochies is a non-denominational school for Primary age children with Severe, Complex Profound and Multiple Additional Support Needs.

Organisation of the School Day

Start Time: 9.00

Morning Break: 10.45

Lunch Meal Service: 12.00

Afternoon Break: 13.00

Finish Time: 15.00

Our PE days are Tuesday, Wednesday and Friday

We hold Whole School Assembly on Tuesdays

School Term Dates 2026/27



We operate a set pattern of school holidays.

Autumn term: Starts on the Monday of the second full week in August. (as the first 2 days are normally staff development days pupils will start on the Wednesday)

October holiday: Two weeks starting on the Monday of the second full week in October.

Christmas holiday: Two full weeks to include two public holidays on 1st and 2nd January.

Easter holiday: The first Monday in April, for two weeks, regardless of when Easter weekend falls.

Event	Date
Autumn term begins (Staff only - staff development days):	Monday & Tuesday 10 & 11 August 2026
Autumn term begins (Pupils):	Wednesday 12 August 2026
Autumn term ends:	Friday 9 October 2026
October holiday begins:	Monday 12 October 2026
October holiday ends:	Friday 23 October 2026
Winter term begins:	Monday 26 October 2026
Staff development day (pupils off)	Friday 27 November 2026
Winter term ends	Tuesday 22 December 2026
Christmas holiday begins:	Wednesday 23 December 2026
Christmas holiday ends:	Monday 4 January 2027
Spring term begins:	Tuesday 5 January 2027
Staff development days (pupils off)	Monday & Tuesday 8 & 9 February 2027
Spring half-term holiday begins:	Wednesday 10 February 2027
Spring half-term holiday ends:	Friday 12 February 2027

Event	Date
Public holiday - Good Friday	Friday 26 March 2027
Public holiday - Easter Monday	Monday 29 March 2027
Spring term ends:	Friday 2 April 2027
Spring holidays begin:	Monday 5 April 2027
Spring holidays end:	Friday 16 April 2027
Summer term begins:	Monday 19 April 2027
May public holiday:	Monday 3 May 2027
Summer term ends:	Friday 25 June 2027
Summer holidays begin:	Monday 28 June 2027
Summer holidays end (provisional):	Friday 6 August 2027
Staff Development Days <ul style="list-style-type: none"> Monday 10 August 2026 Tuesday 11 August 2026 Friday 27 November 2026 Monday 8 February 2027 Tuesday 9 February 2027 	

Registration and enrolment

For information on School Enrolment, please refer to the Clackmannanshire Council website - <https://www.clacks.gov.uk/learning/schoolenrolment/>

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.

For more information on attendance and punctuality at school, please refer to the Clackmannanshire Council website - <https://www.clacks.gov.uk/learning/attendanceandpunctuality/>

Attendance and Absence Procedures

Children's attendance and good time-keeping are vital in school. We realise that children can become ill and have to stay at home at times but we would ask you to support your child to have excellent attendance and be on time. If your child is absent for any reason, we ask parents to do the following:

- Please phone the school by 9am on the first day of absence. You can also contact us by sending a text to our home-school mobile phone on 079084 449228. If we do not hear from you a member of staff will contact you by text or phone. Follow up phone calls may also take place.
- Please tell us if your child is going to be absent for any length of time due to illness.
- Please contact school transport to notify them that your child is absent and let them know when they will be returning to school so transport can resume.

If attendance falls unexpectedly below 90% you will receive a letter informing you of this. Our Support Workers will then contact you and offer support as required.

If your child is regularly late for school you will receive a letter and/ or we will make contact to discuss how the situation can be resolved. **We are able to help in lots of ways should you need our support in this.**

‘Every school day counts, Attend Today, Achieve tomorrow!’



Clackmannanshire Council is committed to working with parents, children and other agencies to ensure that all children enrolled at its schools attend regularly.

All children are likely to be absent from school at some time in their school career. However, persistent poor attendance is disruptive to the individual and the work of the class and may be an early warning of other difficulties.

Where there are genuine reasons for non-attendance, the authority will work with agencies to ensure that the child's education is continued by means other than school attendance.

The council's and school's staff overwhelming concern is for the welfare of children. Parents who fail to secure an adequate education for their children, for example by failing to secure

regular attendance are in breach of their statutory duty.

Unfortunately, some absences may be condoned or actively encouraged by parents. This is not acceptable and where this is found to be the case, the Authority will use all powers at its disposal to ensure that children attend school regularly.

The procedures that the council and school have put in place are aimed at ensuring the welfare of all its pupils. Parents are asked to help by co-operating with these procedures.

Clackmannanshire Council actively discourages taking children out of school during term-time for family holidays because of the disruption that it causes to the education of individuals and class groups. Schools cannot give parents permission to do this and, except in the most exceptional of circumstances, such absences will be treated as unauthorised.

Enhanced Transitions

Planning for enhanced transitions and changes is an integral part of our work with our learners. We plan timely and enhanced signposting for learners as they face transitions into and out of the school as well as throughout their time in Lochies. Enhanced Transition planning involves all in the team around our learners and can include Person Centered Planning meetings, transition groups and individual Enhanced Transition Reviews.

Transition groups for learners moving on from Nursery and ELC begin in May and for those moving to secondary education begin in January. Enhanced Transition planning is always flexible and evaluated to ensure that it continues to meet the needs of those moving on.

School Uniform

Parents/carers/families are asked to co-operate with the school in encouraging their child to follow the school's dress code.

We find our learners benefit from wearing a Lochies School sweatshirt which acts as a clear signifier of school attendance. We are aware that many of our learners have sensory preferences and needs. Together with families, we work towards the shared goal that learners are comfortable, cared for and able to access learning.

Families are encouraged and supported to provide appropriate clothing for learners' regular P.E. and outdoor learning opportunities. The school can provide outdoor weather suits and other items to ensure all have equity of access to these opportunities.

Please label school clothing to ensure your child keeps what belongs to them. If you have any queries regarding the school's dress code, please contact the Headteacher

We maintain a stock of pre-loved school sweatshirts and are keen to save families the cost of purchasing new items.

We only offer pre-loved items which are laundered and are in good condition. Pre-loved uniform items are made available at our regular in school events and by request to our Support Workers via our Home-School contact number, **079084 449228**.

For families who prefer to purchase new uniform, Lochies branded sweatshirts, cardigans and polo shirts can be purchased from Scotcrest in Alva. Prices start at:

Sweatshirts - £9.95

School Cardigans – £11.95

Polo shirts - £7.95

School Meals

All learners at Lochies are entitled to a free school meal. Teaching staff accompany learners at lunch which is viewed as an extension of opportunities for independence building and social learning. Packed lunches if sent in, are kept outside classrooms until lunchtime. Unfortunately, we cannot provide refrigerated storage for packed lunches. Please do not send in hot foods or foods which require to be heated prepared in school.

Free School Meals and Clothing Grants

Some families may be eligible to apply to Clackmannanshire Council for free school meals and / or a payment towards the cost of footwear and clothing. For more information on clothing grants, please refer to the Clackmannanshire Council website - <https://www.clacks.gov.uk/learning/schoolclothinggrants/>

Application Forms for Clothing Grant and Free School Meals including eligibility criteria are available from Clackmannanshire Hubs or can be downloaded from the Clackmannanshire Council website – <https://www.clacks.gov.uk/learning/schoolclothinggrants/> and <https://www.clacks.gov.uk/learning/freeschoolmeals/>

More information or help with completion of the form can be obtained from Education Service on 01259 450000.

School Lunches

Full details of lunches served in our primary schools can be found in the Council's website <https://www.clacks.gov.uk/learning/freeschoolmeals/>

Many of our families identify their child's restricted eating habits as a goal for improvement. We incorporate a healthy snack each day and ask families to contribute £3 per week as a token to the healthy snack fund. Our learners are supported, encouraged and expected to make and communicate their choices and participate as independently as they can. Currently our senior class have leadership responsibility for the weekly ordering and preparation of snack foods for the school.

Medically Prescribed Diets

Parents with a child/ren on a medically prescribed diet should contact the Headteacher for further information on how this can be accommodated in school.

The forms have to be completed by the parent/carer and evidence of income received may have to be provided. Please note that an application has to be made for each school year.

Information provided is accurate at time of printing December 2025

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Travel to and from School for Lochies' Children

Lochies learners travel between home and school on School Transport. Depending on the needs of the children who travel on the buses, there will be at least one bus escort. If children have particular health care or any other additional support needs the escorts are given the appropriate training, support and advice ensuring children travel safely to school.

Lochies transport is managed and organised by Clackmannanshire Council. Bus pick up and drop off times are coordinated and managed by the School Transport Assistant at Kilncraigs who can be contacted **on 01259 452459 or 07969 131415**

Transport Safety

Families should be aware that safe behaviour is expected and required to allow learners to travel on school transport. Families are requested, if dropping off/collecting children from school, that they do not park near the pedestrian exit or in any location which causes an obstruction.

Accessibility Strategy

All Local Authorities must have an Education Accessibility Strategy, with a three-year plan of what they are going to do to make schools and Early Learning Centers accessible for children and young people with disabilities and their families. The link to the strategy can be found here <https://local.clacks.gov.uk/learning/accessibilitystrat/>

School Security

Clackmannanshire Council has introduced procedures 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. Normally, anyone calling at a school for any reason, will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit.

Playground Supervision

During play and lunch breaks school staff supervise the children. We work hard to ensure playtimes offer accessible opportunities to play, socialise and communicate with friends and staff. In addition, the Senior Management team and Janitor are on call to cope with any difficulties which may arise. There is always access to the building and the children are supported to access indoor areas when required.

Wet Weather Arrangements

At Lochies we value outdoor learning and plan appropriately to be outside in most weathers. We provide outdoor waterproofs for learners. In more inclement weathers we provide indoor play opportunities during breaks and at lunchtime which are supervised by school staff.

Unexpected Closures

Most closures will be notified to you in advance, but there are occasions when the children may be dismissed early without warning, e.g., as a result of power cuts or severe weather. 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. We will keep in touch using text messaging, via the Clackmannanshire Council website, social media or via information

broadcast on Central FM.

Mobile Devices

At Lochies all learners have access to a council owned 1:1 Digital Device. iPads are loaned to support childrens' learning. If families would like access to this device at home to support home-school learning, they should contact the school office and ask to complete an iPad loan agreement form. We do not permit the use or possession of mobile phones by learners in school.

Equality

The council is required to work towards 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 or poverty.

Compliments, Enquiries and Complaints Procedure

Clackmannanshire Council Education Service would like you to be completely satisfied with your child's education. We encourage feedback on our services from parents, pupils and members of the public. We are interested in feedback of all kinds, whether it be compliments, enquiries or complaints.

Sometimes, customers may feel that the services provided are not what they wished for and they may wish to complain. If you, or your child has a complaint about the service provided by the school, please let us know.

How do I complain?

Complaints can be made to schools in writing, by email, on the telephone, in person or by using the Clackmannanshire Council online complaints form on the website.

Who do I complain to?

Parents must first consult the school regarding their complaint – unless there are exceptional circumstances. Clackmannanshire Council is implementing a Child Friendly Complaints process. If parents are complaining on behalf of their child, if the child can understand the issue and express their views, the child will be asked their opinion and/or asked to give for informed consent if they want their parent to proceed with the complaint on their behalf.

What else do I need to know?

Please note that schools can only respond to complaints about a service that they or Clackmannanshire Council provides or a service we have contracted from a third party.

The Council's complaints handling procedure sets a time limit for making a complaint of six months from when the customer first knew of the problem

You can find out more about the Council's Complaint Procedure from the Clackmannanshire Council website - <https://www.clacks.gov.uk/council/commentsandcomplaints/>

Other School Policies

Policy on Additional Support Needs

Our children have the right to be valued; to be treated with respect and to have their additional needs met.

Inclusiveness is a basic human right and this assumption will consistently under-pin the Council's responses to meeting the needs of all children, in particular those with physical, sensory or learning difficulties, exceptional ability, social, emotional or behavioural difficulties, medical difficulties or other additional needs.

Education, therefore, must be inclusive and children should be educated with their peers in their own communities unless, in very exceptional circumstances, that is not in their best interests.

The Education (Additional Support for Learning) (Scotland) Act 2004 was amended in 2009. The 2009 Act strengthens the duties placed on Clackmannanshire and Stirling Education Service to identify and meet the additional support needs of children and young people. We continue to do this through the Staged Intervention process.

The Staged Intervention process provides a coherent framework for meeting pupil needs. Information on how the authority supports children and young people with additional support needs within this process is available in leaflet form from all schools within the authority and on www.clackswest.org.uk.

The 2009 Act clarifies the definition of additional support needs and increases the rights of parents and young people in respect of requesting assessments, making placing requests as well as access to the Additional Support Needs Tribunal for Scotland (ASNTS). The Act also places a duty on Clackmannanshire Council to provide access to mediation and dispute resolution services free of charge to parents who have made a successful placing request from another Authority.

The Act now deems all Looked After Children to have additional support needs unless the education authority determines otherwise. Clackmannanshire Council has procedures in place to assess these needs through the Staged Intervention process, as with all children and young people who may require additional support.

Information and leaflets for parents, carers and young people can be found on the Council's website – www.clackswest.org.uk/learning/asl

More information on the Education (Additional Support for Learning) (Scotland) Act 2009 is provided by Enquire – the Scottish advice service for additional support needs.

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

- a telephone help-line – 0845 124 2404
- an e-mail enquiry service – info@enquire.org.uk
- two websites – www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people)

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

The Scottish Government have a duty to provide an advocacy service to parents and young people following a reference being made to the Additional Support Needs Tribunal for Information provided is accurate at time of printing December 2025

Scotland (ASNTS). Ministers have also agreed that the advocacy service should also provide support for parents and young people from the time they have grounds to make a reference to the ASNTS. It will be a national service and available to parents and young people on request and free of charge.

The Service will be provided through a partnership between Barnardo's and the Scottish Child Law Centre. The two organisations will work together to deliver lay and legal advocacy for parents and young people. The service will focus on non-legal representation, but where appropriate in complex cases, legal representation will be available. For further information on this National advocacy service please contact the Scottish Child Law Centre:

- Telephone : 0141 667 6444
- E-mail : enquiries@sclc.org.uk
- Web : www.sclc.org.uk

Clackmannanshire Education Service is committed to working in partnership with all parents and carers of children and young people with additional support needs and seeking their views on all aspects of the support provided in educational establishments. We encourage parents to contact the school/establishment in the first instance if there are any queries of concerns and we will always try to resolve any difficulties as soon as possible.

Further information on how support for learning is organised in Clackmannanshire is available by contacting either the school or the ASN team at Kilncraigs – telephone 01259 452000 or e-mail asn@clacks.gov.uk

Restorative Approach to Bullying Behaviour in Clackmannanshire Schools

In Lochies, each learner's individual needs are well understood and taken into account when addressing undesirable behaviour towards friends or adults. We work to support our learners to improve their understanding and regulation of behaviour which may otherwise isolate them from friends. Our goal is always to ensure that learners are supported to make, maintain and if needed repair relationships which provide them with a network of social interaction and friendship.

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 a more effective response than traditional punishments. 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.

Clackmannanshire 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 parents involved, work with the school to resolve any issues in the best interests of their child or young person.

Positive Behaviour and Restorative Practices

It is the policy of the school to create a nurturing and inclusive learning environment in which there will be mutual respect and consideration between staff and learners and their families. Some learners may have social and emotional difficulties and we work hard to support each child and their family in the most positive way. We understand that all behaviour is communication and work to find solutions to support our learners best.

Information provided is accurate at time of printing December 2025

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Lochies school policies are available on our school website or, when under review, available directly from the school office. Please contact us on 01259 452312.

Meeting Complex Care Needs

Promoting Positive Relationships and Nurture.

Learning Teaching and Assessment.

School Health Service.

The School Nursing Service within NHS Forth Valley consists of School Nurses, Trainee School Nurses and School Nursing Family Support Workers who work across three localities: Falkirk, Stirling and Clackmannanshire.

The needs of children with complex health care needs may be met by the Children's Community Nurse Team.

School Nurses are experienced registered nurses who have completed an additional Post Graduate Qualification in Public Health.

School Nursing is a transforming role which focuses on prevention, early intervention and support for school aged Children and Young People aged 5-19.

School Nurses concentrate primarily on ten priority areas under the overall headings of vulnerable children and families, mental health and wellbeing, and risk-taking behaviour.

- Emotional Health and Wellbeing
- Substance Misuse
- Child Protection
- Domestic Abuse
- Looked after children
- Homelessness
- Youth Justice
- Young Carers
- Sexual Health
- Transitions

Children and Young People and their parents/carers seeking support can complete the request for contact form on the website.

Operating hours are Monday to Friday, 8:30 am to 4:30 pm, including school holidays but excluding public holidays.

As part of the child health programme there is a routine health review offered to all Primary 1 children.

Flu Immunisations

All primary and secondary school pupils are eligible for the flu vaccine, which is given in schools as a painless nasal spray. Consent packs containing a letter, leaflet and consent form will be sent home to parents and carers of school children on return to school in August. Secondary pupils can self-consent, though they are encouraged to speak to a parent or carer first.

Primary and secondary school pupils are vaccinated by NHS Forth Valley's Immunisation staff in their school. The school flu immunisation programme runs from September – December.

Oral Health Improvement

Oral Health Improvement in Forth Valley is delivered collaboratively by the Health Improvement Service, Public Dental Service, Oral Health Improvement (OHI) team and Public Health Nutrition (AHP Dietetics).

Childsmile is a national programme which aims to improve the dental health of children in Scotland.

For more information on the main elements of the programme, visit the Childsmile website, or contact the Childsmile Team at fv.childsmileforthvalley@nhs.scot.

Infectious Diseases

Colds, flu and gastroenteritis are the most common infections affecting children of school age. It is important that you keep your child off school in the early stages of flu and while they still have diarrhoea.

It is also important that your child understands how to prevent picking up and spreading such infections. You will be able to get further advice about good health from staff in your Health Centre or GP Practice.

For advice about early detection and treatment for other infectious diseases e.g., chickenpox and mumps, please consult your GP or Nurse.

Head Lice

Head lice are spread through head-to-head contact at home, while playing or in school.

Regular wet combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, get the correct lotion from your doctor, health visitor or pharmacist. Shampoos and other treatments are not effective.

One treatment is two applications of the treatment lotion, seven days apart. If this is not followed then re-infection is likely.

Advise family members and close friends that your child has head lice and that they should check their own hair. Only treat if live lice are found. Don't be shy about advising others of this possible problem because you would likely tell family and friends about other infections which might affect them.

Regular wet combing of your child's hair with the head lice detector comb is the best protection as it allows you to detect the condition and treat it speedily.

Further advice can be accessed online
Head lice and nits - NHS (www.nhs.uk)

NHS Clinics

From time to time some children are asked to attend clinics (eye clinics, dentist, doctor, etc). Please inform the school of these visits and arrange for your child to be collected if he/she must leave school to attend the clinic. Where reasonable and practicable, children should attend school before and return to school after their appointment is finished.

No child will be allowed to leave school during school hours unless accompanied by a responsible adult.

Administration of Medications

The administration of medicines prescribed by a doctor is undertaken at the discretion of the Headteacher but Lochies is happy to co-operate with parents in doing so. In order to safeguard the health and safety of children, procedures are drawn up by Clackmannanshire Council Education Services.

When a child is prescribed medication by a doctor or a dentist and parents require the school to administer this, the relevant Request Form should be completed. Prescribed medication should be clearly marked with your child's name, the date prescribed, how often it has to be taken and for how long. We are unable to accept opened medications or prescribed medications without a prescription label, expiry date and batch number.

Clackmannanshire Council liability insurance does not provide indemnity to employees for administering non-prescribed medicines.

For medical appointments during school hours, please notify the school by letter and collect your child from the school.

Insurance Cover for School Children

Public Liability/Personal Injury

Clackmannanshire Council has in force a Public Liability policy which operates in respect of claims for injury to any school child whilst in the control of the Council or employees, but the onus is on the claimant to prove that the Council have been negligent.

Pupil's Property

Each session, unfortunately but inevitably, 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.

Any claim made for loss or damage to the property left in the care of the school will have to be submitted, in the first instance to Education Service, and the claim will only be settled if it is shown that the Council can be held legally liable for the loss.

Personal Accident Cover/Travel Insurance

The Council has in force Personal Accident Cover and Travel Insurance for all school trips within the UK and Abroad which has been organised by the school. The Insurance Section, Kilncraigs, Alloa should be advised of all school trips by the school detailing number of pupils, number of teachers, number of nights, itinerary and trip destination.

Section Two – Parental/Carer/Family Involvement in the School

Families Welcome!

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

We welcome parents and carers to contact school to talk to Senior Management Team, Support Workers or Class Teachers. As we are a small school, very often we find that an informal chat can quickly solve problems or ease any worries families may have.

We are working to increase and improve the ways in which families can share their views and encourage our parents and carers to get in touch with any enquiries or suggestions.

Parental Involvement and Engagement

At Lochies, we use Online Learning Journals to share classroom activity, learning and progress information, as well as photographs and regular posts to share learning experiences and achievements.

We also support our parents and carers to stay in touch through our Home School text service or email with any enquiries or suggestions.

At Lochies we work closely with parents and carers to build trusting, open and effective relationships to maximize positive outcomes for our learners. You can expect us to communicate with you in the form of;

- Twice weekly Learning Journal updates
- School Office Telephone or Home School text contact
- Our school website, X (Twitter) feed and private Facebook Page
- Regular school newsletters giving updates and calendars of upcoming events
- Family Learning Events and Open Days
- Carers Connect Cafes
- School shows and performances

Assessment and Reporting

In addition to core curriculum learning opportunities, every learner's unique route to progress is outlined and evaluated in their Individual Education Plan (IEP)/ Child's Plan. We share these with families regularly and ask for their input to planning for progress. Plans are regularly evaluated and inform next steps. Our intimate knowledge of our learners as people enables us to identify what interests engages and motivates them, as well as clearly identifying their barriers and challenges. This enables us to tailor learning and teaching resources to their needs.

Attainment is measured through the use of ongoing and periodic assessments, observation, Assessment is for Learning techniques, formal assessment in context, learning conversations and some learner self/peer assessment. Learners' progress is evaluated using both formative and summative assessment. Planned and regular assessment of learners' progress is key to ensuring that the curriculum we provide meets their needs. For some learners standardised assessment tools are used and for others assessment of incremental progress is in place. Your child's Class Teacher will provide day to day information on their progress but should you wish further information, please contact the Headteacher.

Achievements of all kinds are celebrated and shared regularly both in class and as a whole school. We use flexible approaches to make learning accessible for our children including formal teaching, experiential, active learning and learning in meaningful, real contexts.

We use a wide range of digital learning and AAC (Alternative and Augmentative Communication) resources to stimulate and engage our learners' communication which promotes greater independence, opportunities to share their views and make choices. We are flexible in our approach putting our learners at the centre of our work, adapting teaching styles and strategies to best suit each individual.

We host regular IEP (Individual Education Plan) reviews for each child to which parents, carers and the team around each child are invited to contribute to our work and future goals. Learners are asked for their opinions on their progress and their own evaluation of their strengths and next steps. Supports such as Talking Mats assist our learners to share their views.

All pupils who meet the criteria for a Co-ordinated Support Plan (CSP) have one in place. We consider when appropriate if learners meet the criteria for a CSP and if they continue to require one.

Parent/Carer Meetings

We offer opportunities for parents/carers/ families to discuss their child's progress and IEPs with teachers through arranged meetings or telephone calls several times throughout the year. You will be consulted on when these meetings will take place. In addition to these set dates, parents are able to contact the school at any time to ask for information or for a meeting.

Communication with Home

From time to time your child will bring home important and routine communications from the school. Parents are encouraged to check their child's schoolbag for these communications. Communication may also be sent via Group Call, Online Learning Journals or text support from our Home School Support Worker mobile phone number, **07969 131415**.

Home-School Links

We strongly value our positive links with families. Both our Support Workers have very good working relationships with our parents and carers. Our Support Worker Jennie has time allocated to Home School Support. Jennie is skilled in listening, encouraging and supporting our parents to ensure our learners experience the best outcomes. We have a well-established calendar of parent/carers events throughout the session including Family Learning Events, Carers Connect Cafes, School Assemblies and many more.

During disruption to education caused by COVID 19, we were recognised by Education Scotland for our positive and effective family communication supports. In the years since the pandemic, we have continued many of these effective approaches. Our community of families are encouraged to make use of our 'open door' approach.

Family Learning Opportunities

There are opportunities during the school year when parents/carers/families are invited to share their children's work and participate in their learning. There are a variety of information sessions organised throughout the year when parents/carers/families can access more information about curriculum and school updates.

Family Learning

We host Carers Connect Cafes throughout the year offering opportunities for families to create and maintain networks of support, talk with specialists from other agencies who may offer advice to support families and their child outside of school. These events are planned to offer families opportunities to build community, connection and capacity informally with one another as they share challenges and experiences with each other.

Community Involvement

Across our curriculum experiences we value our local and learning communities and seek to make effective use of partners to enhance and extend our learning contexts. Currently we are focused on working with various community projects to promote our Makaton signing system. We continue to work closely with our mainstream school partners, NHS Allied Professionals Therapy Services and Clackmannanshire Educational Psychology Service and Social Work colleagues.

In our summer term senior learners are encouraged to take up the opportunity to attend a fully funded two-night residential stay at Bendrigg Trust Cumbria, which is an outdoor center specifically for children and young people with additional support needs.

The Bendrigg Trust are an experienced and specialist provider who ensure equity of access to a senior residential experience which matches the offers experienced by learners in mainstream schools in Clackmannanshire.

Staff volunteers support access to this overnight experience. We also invite families of particular learners (e.g. those with life-shortening conditions) to make special memories together. This is a highly valuable and high-quality experience for learners to put their independence skills into practice, gain wider achievements and have lots of fun in a new environment.

Parent and Carer Voice in Lochies

Lochies Parent Council was formally disbanded in session 2024-25 at the request of the membership and office bearers.

In its place a Parent Forum was created, which automatically includes every family in the school. **Please refer to page 4 for information on our Parent Forum**

Support

Connect is a national organisation which runs an independent helpline service for all parents. They can be contacted by phone on 0131 474 6199, or email on info@connect.scot or write to Connect, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

Parentzone Scotland

[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.

Parentzone Scotland also holds details about schools, including performance data for school leavers from S4-S6 and links to the national, local authority and school level data on the achievement of Curriculum for Excellence levels.

Children's Rights - United Nations Convention on the Rights of the Child (UNCRC)

The UNCRC (Incorporation) (Scotland) Act 2024 was made law on the 16th of July 2024. This means that all services provided by Councils, including schools and ELCs, must take account of children's rights in any decisions, plans or complaints. A child is anyone under the age of 18.

All children have a right to -

- Have their voice heard and their opinion considered in any matter that affects them
- Freedom from violence, abuse and neglect
- Privacy and confidentiality
- Access to primary and secondary education
- All adults must act in the child's best interests - this is a top priority

Most schools and ELCs in Clackmannanshire are working towards their Rights Respecting Schools (RRS) award which puts children's rights at the heart of everything they do.

Children and adults learn about children's rights which enables children to reach their full potential. If you want to know more about RRS, please ask any staff member.

More information about our Children's Rights work will follow during the session as the UNCRC Act is implemented. You can find out more about UNCRC in this leaflet for parents - [Parent Club UNCRC - Your guide to children's rights.pdf](#)

Section 3 - School Curriculum

Please find further information on Lochies Curriculum in our School Curriculum Document.

This is available on our school website or by contacting the school office directly on 01259 452312

Our Curriculum Model:

Our learners and their families are at the heart of all we do – we approach our curriculum prepared to ‘go the extra mile’. We work to ensure that our learners experience the best possible opportunities to develop and apply our core Values:

Happiness	Dignity	Trust
Independence	Commitment	Respect

Our curriculum experiences are delivered through **Curriculum for Excellence** and **Milestones to Support Learners with Complex Needs** supplemented by any other frameworks which we adapt to meet our learners’ unique needs and learning styles. This ensures all learners experience opportunities to develop and use their learning in:

Literacy and Communication

Social Learning

Numeracy and Maths

Skills for Life and Work

Understanding Myself and My Environment

Health and Wellbeing

Our Model of Curriculum Delivery:

- Our school ethos and shared approaches
- Our consistent routines and structure
- Our Total Communication approach/environment
- Our positive relationships with learners, families, our communities and partners
- Our commitment to identifying and meeting learners’ individual needs
- Our high-quality resources to support learning and communication
- High-quality and individualised learning experiences
- High-quality Teaching and Learning provision
- Wider opportunities to develop and apply learning outside of the classroom
- Interdisciplinary learning and Cross Curricular learning
- Staff learning and development
- Focused learning events

For Lochies learners the significant aspects of learning are:

- Communication Skills

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- Social Skills
- Sensory Integration Skills
- Self-help/independence Skills
- Learning and Cognitive Skills

We keep our learners at the center of their education and design a curriculum which is fit for purpose, gives them ownership of and choice within their learning and meets their needs. We strive to ensure that our learners have high quality learning opportunities and experiences which are stimulating, motivating and relevant to daily living and where appropriate, skills for the world of work. We encourage our learners to express choice within their learning to ensure that their curriculum and learning experiences are highly personalised.

We are proud of how well we support our learners to understand and access their learning environment and experiences through our Total Communication Environment. We ensure that all communication needs are met; making use of PECS, Makaton signing with speech, Objects of Reference, high and low tech AAC, symbols and photographs.

Our excellent Communication Environment is accredited by our Gold Communication-Friendly Environment and Level 1 Communication-Friendly Environment Award for Specialist Settings. We are extremely proud to be the first specialist school in Forth Valley to achieve this recognition.

Learning Entitlements

In addition to the learning entitlements Lochies 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 environmental projects
- Participate in a community project
- Participate in outdoor learning experiences
- Access appropriate technology
- Be consulted on and contribute to the decision-making process in school
- Experience work-based learning
- Develop collaborative, social, leadership and other life skills
- Access academic and vocational learning experiences
- 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 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:

- making sure your child goes to school regularly
- encouraging and supporting your child with any homework given;
- showing that you are interested in how your child is getting on at school;
- encouraging your child to respect the school and the whole school community; and
- being involved in the school.

Development of Pupils' Spiritual, Moral, Cultural and Social Values

The school is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.

These key human aspects of learning are supported through the following arrangements by:-

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

Curriculum for Excellence

Bringing **learning to life** and **life to learning**

Curriculum for Excellence (CfE) is a framework for learning and teaching used across Scotland for all 3–18-year-olds – wherever they learn. It aims to **raise standards**; prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast-changing world. Curriculum for excellence was fully implemented in 2016.

For many learners in Lochies, their individual learning, progress and achievement is additionally supported by Education Scotland's, **Milestones: Supporting Learners with Complex Additional Support Needs**

Glow, Scotland's unique, world leading, online network supports learners and teachers and plans are already in place for parents across the country to have access to Glow. Parents should ask the school how to arrange access to Glow and a user name and password will be issued.

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.

Curriculum for Excellence balances the importance of **knowledge** and **skills**. Every child is entitled to a **broad and deep** general education, whatever their level and ability. Every single teacher and practitioner is responsible for the development of **literacy and numeracy and health and wellbeing** from Early Level through to Senior Phase.

CfE develops **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.

Assessing progress is carried out in a range of ways to meet children's needs, ensuring children achieve their potential.

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 emphasis on looking after our children's **health and wellbeing**; ensuring that 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, and **responsible** citizens, building on Scotland's reputation for great education.

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

Read, Write, Count with the First Minister

Read, Write, Count with the First Minister is a programme that aims to support parental engagement in literacy and numeracy through the gifting of books and supporting materials to families. Gift bags are distributed annually to all children from birth to and P3 pupils in Scotland by Scottish Book Trust. Bookbug bags are gifted to Primary 1 children and Read, Write, Count bags are gifted to Primary 2 and 3. The bags contain literacy and numeracy materials to support children's learning, as well as advice and support to parents. Schools build excitement and enthusiasm about the books before children take them home to their families.

Studies show a direct link between a strong family learning environment and progress in reading, writing and counting. In addition to the activity booklet included in the bags the Scottish Book Trust offers a range of hints, tips and advice to help parents engage in their child's learning on the [website](#).

Active Learning

Curriculum for Excellence emphasises the value of an active learning approach. Active learning is engagement of the brain whilst 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.

Forest Schools at Lochies

Currently one of our teaching staff is undergoing extensive training in Forest Schools. This will consolidate and broaden our learners' access to and learning in the natural environment around the school.

More information on Forest Schools can be found here: [About the Forest School Training Company](#)

Planning Children's and Young People's Learning

Teachers in nursery, primary and secondary schools share their learning intentions with pupils, parents and carers. This takes place on a day-to-day basis, by agreeing the aims of an individual piece of work.

Longer-term planning also takes place in a variety of forms. Pupils in primary schools negotiate with their teachers their aims for the next block of learning. At the end of the block progress against these aims is assessed by the teacher and pupil, and new targets are set for the following block of learning.

In secondary schools, pupils periodically review progress against targets and negotiate new ones with their pastoral teacher.

Lochies learners are supported and encouraged to share in developing and evaluating their individual learning goals through daily interactions with their Class Teacher, sharing their IEP, opportunities for individual and whole school leadership and personal wider achievements.

Care of Communication Support tools and other School Materials on Loan

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. Families are asked to ensure that all school equipment and fitments are used with care and returned undamaged and in good order.

Sensitive Aspects of Learning

Throughout the school, the focus of Health Education is to extend our learners' knowledge and understanding about keeping healthy, their independent living and self-care skills and to promote positive personal relationships and personal safety.

We work in partnership with our parents, carers and Allied Health Professionals to support and build on our learners' awareness of personal hygiene, appropriate and positive relationships, recognising hazards and how to keep safe at school, home and the local

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community.

We follow a programme of Relationships, Sexual Health and Parenting for P.1-7 learners with ASN. We share this programme with parents and carers through Online Learning Journals and in parent consultations. For senior pupils we provide targeted information for parents and carers on the aspects of Sexual Health and Education we will cover and take their views into account.

Religious Instruction and Observance

Religious Instruction

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

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 instruction and/or observance are encouraged to initially discuss their intention with the Headteacher prior to making their decision known to the school in writing.

Facilities for Physical Education (PE) and Outdoor Activities

The PE 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 Peak, or Fir Park ski slope.

We have two secure outdoor areas used for play and PE and we are located right next to Gartmorn Dam. We make best use of the woods and pathways in a range of outdoor learning experiences.

As part of their individualised curriculum, our learners are supported by daily movement programmes woven into their day, including individual or universal programmes designed by our Physiotherapist and Occupational Therapist.

We recognise the value of physical activity and movement for wellbeing and make use of programmes which engage our children's co-ordination, memory and concentration span. Our learners are supported in physical activity by our Active Schools Coordinator.

Learners attend a variety of ASN-focused sporting activities including, Boccia, ASN Athletics, Water Confidence and Aquatic Skills and Riding Beyond Limits as well as local and county sporting events and competitions.

Active Schools

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Team on 01259 450000 or visit our website <https://www.clacks.gov.uk/learning/activeschools/>

Lochies is a Sport Scotland Gold Award School 2024- 2026!

In November 2024, Lochies were proud to be nominated as one of three finalists in the Sport Scotland Awards in the School Sport category. This was in recognition of our work ensuring physical activity and PE is inclusive and accessible to every learner in the school.

Section 4 – Support for Pupils

Pupils additional support needs will be identified and addressed through the Getting It Right for Every Child processes. This involves close co-operation between the parent/carer or family, the child and the staff in school – they are the core part of the Team Around the Child. Others involved in your child's education and well-being will also be part of the team, and will help to complete a rounded picture of assessment where appropriate. The team will also draw up and review plans to meet the needs identified. If you believe your child may have unrecognized additional support needs, your first point of contact should be your child's class teacher.

Getting It Right For Every Child (GIRFEC)

Taking care of our children's well-being and making sure they are alright - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

Getting it Right for Every Children (GIRFEC) is the Scottish Government's approach to improve 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 and their families to provide quick and effective support when it is needed

The Children and Young People Act (Scotland) 2014 will mean key parts of GIRFEC become law.

Wellbeing

The Getting it Right approach looks at eight areas of 'well-being'. These are recognised as areas in which children and young people need to progress in order to do well now and in the future. They allow those responsible for the care and support of children - including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns and plan with the child and family any action they need to take. The eight well-being indicators are:

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

The approach gives them a common language and a way to gather information about a child's world, making sure the child is growing and developing, and has everything they need from the people who look after them both at home and in the wider community. It also encourages practitioners to think about who else might need to be involved (for example a teacher might need to contact other professionals to make sure that an education improvement plan with the child and family was meeting all the child's needs).

Children, young people and their parents may require additional support at different times in their life e.g. following a bereavement, illness, transition, when experiencing anxiety, behaviour issues, during or after changes in family circumstances.

Support should be tailored to meet the individual needs of children & families, when they need it and as locally as possible.

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Individual or group work can be delivered in school, home or in the community. A request for support can be made through a member of school staff (named person) who will be able to talk with you, gather information & your family's views. This helps identify the most appropriate service.

Family Support services work in partnership with families, schools and other agencies to support young people's wellbeing.

Protecting Children and Young People

All children have a right to be protected from harm, abuse and neglect. The vision of the Forth Valley Child Protection Committee is that "It's everyone's job to make sure that children in the Forth Valley are safe."

Education Service has an important role in identifying children who have been abused or are at risk of being abused.

Clackmannanshire Council has clear procedures for all staff to follow. Headteachers or designated member of staff are instructed to notify Clackmannanshire Council and Social Work Services when a member of staff has a suspicion that a child might have been abused or be at risk of abuse.

Social Work Services will make a decision on whether or not an investigation is necessary and will advise accordingly. In every situation, the welfare of the child overrides other considerations.

National Missing Persons Framework for Scotland

The Scottish Government National Missing Persons Framework for Scotland describes a missing person as anyone whose whereabouts are unknown and:

- where the circumstances are out of character
- the context suggests the person may be subject to crime
- the person is at risk of harm to themselves or another

The Framework sets out the following four objectives;

- To introduce preventative measures to reduce the number of episodes of people going missing.
- To respond consistently and appropriately to missing person episodes.
- To provide the best possible support to missing people and their families.
- To protect vulnerable people to reduce the risk of harm.

All partner agencies, including Education, have a part to play in meeting these four objectives and schools refer to the Policy and Procedures to Support Attendance in Clackmannanshire Educational Establishments.

Protecting Children and Young People

The safety of children is everyone's responsibility. If staff have any concerns for a child or young person's wellbeing, they have a duty to pass on information that will help keep that child safe. All school staff receive child protection training at the beginning of the new academic year.

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The safety and welfare of children and young people are of paramount concern to schools. All staff and volunteers working with children and young people are checked through Disclosure Scotland for offences that would make them unsuitable for such work. The school also has close working links with a wide range of other services and agencies that can help support children and young people in need.

Each school has named Safeguarding Officers responsible for all issues relating to Child Protection. In our school these are Miss Wheeler, the Headteacher and Mrs Finch, Depute Headteacher. Full details of the council guidelines and procedures for child protection can be seen in the school on request.

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) as amended 2009 and its accompanying Additional Support for Learning: Statutory Guidance 2017. Further details of the policies and procedures can be found on the Clackmannanshire Council website: <https://www.clacks.gov.uk/learning/asl/> These procedures have been strengthened through the Children and Young People (Scotland) Act (2014).

Schools and Early Learning Centres (ELC) work closely with children/young people parents/carers and other agencies and professionals such as Social Work Services, Educational Psychology Service and the National Health Service to ensure that decisions are made jointly with parents, children and young people with regards to the best possible education to meet the needs of the child within the resources available.

Support for Pupils

Pupils' additional support needs will be identified and addressed through the Getting It Right For Every Child (GIRFEC) processes. This involves close collaboration between the child/young person, the parent or carer, and the staff in school – they are the core part of the Team Around the Child (TAC). Others involved in your child's education and well-being will also be part of the TAC, and will help to complete a holistic assessment where appropriate. The TAC will also identify targets for an education plan and review as appropriate. If you believe your child may have an unidentified additional support need, your first point of contact should be the child's class teacher or Pupil Support Teacher.

The school makes provision for pupils with additional support needs throughout their education:

- each teacher differentiates the curriculum 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 to co-ordinate and organise support for children
- the school can call on the time of a Support for Learning Assistant for exceptional cases
- The school can also make referrals to other services to request support for children and young people.

Disputes and Resolution in Additional Support Needs

Schools and Early Years facilities do their best to support and be responsive to the needs of children and young people and their families. Nevertheless, problems may arise, and it is important to deal with these as soon as possible.

In the first instant it is most appropriate to contact the school or ELC directly, and if the matter cannot be satisfactorily resolved, you may wish to discuss with the Quality Improvement Officer Additional Support for Learning (ASL) or the Senior Manager Inclusion and Communities. If this cannot be resolved at this level, Children's Services also commission independent mediation through Children in Scotland. Their services, called Resolve, may be arranged by the Additional Support for Learning Support Officer, or accessed directly by parents on 0131 222 2456 or <https://resolvemediation.org.uk/>

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

- Enquire – the Scottish advice and information Service for additional support for learning: www.enquire.org.uk, 0345 123 2303
- Take Note: National Advocacy Service for Additional Support Needs (Barnardo's in association with the Scottish Child Law Centre) www.sclc.org.uk, 01316676633.
- Let's Talk ASN, c/o Govan Law Centre, letstalkasn@edlaw-org.uk, 0141-445-1955

Educational Psychology Service

A new Directory of Support for Mental Health and Wellbeing is now available.

Who we are?

We are a small team of Educational Psychologists, managed by a Principal Educational Psychologist. We provide an educational psychology service to all schools and Early Learning and Childcare Centers (ELCs) within Clackmannanshire.

What we do?

Educational Psychologists (EPs) work together with families, and ELCs and other professionals, to help meet children and young people's educational needs. We want to make sure that our children and young people are safe, healthy, achieving, nurtured, responsible, respected and included in line with GIRFEC wellbeing indicators.

How to involve an Educational Psychologist

In most cases, referrals to the Educational Psychology Service (EPS) come through the Staged Intervention process in schools/ELCs. Your child's school/ELC will seek your permission to consult with us about your child. A lot of the time we can provide advice and support through a one-off consultation but, where appropriate, we may become part of Team Around the Child (TAC) meetings if we need more information.

When we attend a meeting in school or ELC we can use the information gathered at this meeting/consultation to help us to assess what kind of support may help your child or young person meet their potential at school/ELC.

Sometimes we need to gather more information because all of our questions were not able to be answered during the TAC meeting or phone consultation.

In these cases, following a TAC or phone consultation, we may come into school or ELC

- to observe your child or young person
- hand out questionnaires to those who know them well
- talk to your child's teacher

- ask other services who are working with your child for information
- to meet with your child to do more assessment

These steps are agreed together with you and the team around your child. The school then arranges another TAC so that we can all work together to create the best plan of support in line with the information gathered.

Once we have finished an assessment, we will usually discharge your child or young person from our service. However, we can be invited back in for consultation or further assessment at any time.

We work within the Staged Intervention process to ensure that your child/ young person is getting the right sort of help at the right time.

Education initiatives

As well as providing a service to children and families, we also work with the local authority on, for example, policies and whole authority initiatives such as Readiness for Learning.

More information

- Refer to our information leaflets
- Flip Clacks contains more detailed information about ways you can support your child at home
- Directory of Support for Mental Health and Wellbeing in Clackmannanshire

Contact us

You can contact us in writing, by telephone, email or online form. Details are available below.

Please note if someone wishes to consult about a child or young person, they must have consent from the person who has parental rights and responsibilities.

Important: If you are emailing **psychological@clacks.gov.uk** then please don't send us detailed, personal or sensitive information. This is to protect your confidentiality. We will contact you if we need more details.

Our Privacy Notice is available to refer to.
Related Pages

- Getting it Right for Every Child (GIRFEC)
- Reporting Child Protection Concerns
- The Scottish Attainment Challenge
- Working with Children & Families

Related Publications & Documents

- Leaflets produced by the Educational Psychology Service on specific topics

External Links

- Children in Scotland
- Directory of Support for Mental Health and Wellbeing in Clackmannanshire
- Education Scotland
- Enquire
- Kooth
- ParentZone

For Further Information Contact
Educational Psychology Service
Kilncraigs, Greenside Street, Alloa, FK10 1EB

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Tel: 01259 226000 / 450000
Email: psychological@clacks.gov.uk
Or use the on-line contact form

Pastoral Support

Every member of staff has responsibility for the pastoral support of our pupils. For some pupils, additional support is offered through a key person in school. This usually will be a one of the Senior Management Team; Miss Wheeler (HT) or Mrs Finch (DHT). An integrated approach with partner agencies such as NHS or Social Work is employed where greater support is needed.

Our Support Workers also play a key role in pastoral support and home-school links. They are often the first point of contact for families looking for help or advice.

Support Workers, Class Staff Teams and the Senior Management Team work closely and collaboratively to support Lochies' families and children.

Enhanced Transitions

Planning for transitions and changes is an integral part of our work with our learners. We plan timely and enhanced signposting for learners as they face transitions into and out of the school as well as throughout their time in Lochies. Enhanced transition planning involves all those involved with our learners and can include Person Centered Planning meetings, transition groups and individual transition reviews. Transition groups for learners moving on from Nursery begin in May and for those moving to secondary education begin in January. Transition planning is always flexible and evaluated to ensure that it continues to meet the needs of those transitioning.

Enhanced Transition from Nursery to Primary

Before leaving nursery, a transition plan will be agreed between nursery and school for all children. This ensures a smooth transition and continuity of education for the child transferring to primary. Nurseries and primary schools have a variety of systems in place which support the transition process for children.

Primary School Admissions

For further information on Primary School Admissions and Enrolment, please refer to the Clackmannanshire Council website at <https://www.clacks.gov.uk/learning/schoolenrolment/>

Primary to Secondary Transfer

Visits to secondary provision are organised from January onwards and children from other schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers as well as to experience some learning in the secondary school setting. Most secondary schools have an open evening where parents can find out information about which subjects will be taught in S1, uniform policy, lunchtime arrangements, school clubs, etc.

If you wish your child to attend a secondary school other than the catchment secondary school for your home address, you will be required to make a Placement Request as detailed in the Placement Request section of the website - <https://www.clacks.gov.uk/learning/placementrequests/>.

Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

Secondary Provision for Lochies pupils

Secondary Education provision in Clackmannanshire is provided by either a Local Catchment Secondary School or a Specialist Provision such as Alloa EASN, Alva ASD or Secondary Schools Support Service.

The provision to best meet your child's Secondary experience will be discussed by the Team Around your child in close consultation with you. This is then reviewed by Clackmannanshire's Internal Resource Group (IRG). IRG then notify you of their decision. Once a placement is allocated, we arrange early meetings with families and the new setting to ensure a bespoke enhanced transition programme for each learner.

Section five – School Improvement

Raising Attainment

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 and achievements ensuring progress is maintained and identifying effective supports as required.

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements.

Our Standards and Quality report can be obtained from our school website:

<https://sites.google.com/cl.glow.scot/lochies-school>

School Improvement Plan (SIP) and Pupil Equity Fund (PEF) Plans

Our SIP priorities and PEF plans for this session can be obtained from our school website:

<https://sites.google.com/cl.glow.scot/lochies-school>

Consultation for both School Improvement and Pupil Equity Plans takes place in Term 4 of our school session. Children, staff, families and partners form part of our consultation process, thus supporting our annual Improvement planning cycle.

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. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Data Policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

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Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data about pupils in schools collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov.scot/Topics/Statistics/ScotXed>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and out with Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

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

Websites

You may find the following websites useful.

- <http://www.parentzonescotland.gov.uk> - 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.
- Parent Club Scotland: The Scottish Government's advice and support service to parents, carers and families. Wide range of advice, hints and tips on social distancing, health information as well as learning at home.
www.parentclub.scot/
- Parenting Across Scotland: General parenting advice and support on a range of issues, [https:// www.parentingacrossscotland.org/](https://www.parentingacrossscotland.org/)
- www.hmie.gov.uk - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <http://www.scottishschoolsonline.gov.uk> - 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.
- <https://www.clacks.gov.uk/learning/> Clackmannanshire Council's website – education pages
- <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
- Scotland Learns: Education Scotland has set up a new website with ideas, hints and tips for parents and carers to support learning at home - <https://education.gov.scot/improvement/scotland-learns/> - a parent newsletter will be issued every week with new ideas.
- National Parent Forum of Scotland (NPFS) Educational Resources: A list of resources updated regularly for ideas and activities for learning at home. <https://www.npfs.org.uk/2020/03/19/schoolclosures-educational-resources-for-parents-and-families/>
- UNCRC :_The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights. <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/#:~:text=The%20UN%20Convention%20on>

Glossary of terms which may be used in this handbook

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CSP – Co-ordinated Support Plan

CLD – Community Learning and Development

DHT - Depute Headteacher

EMA – Education Maintenance Allowance

ELC - Early Learning and Childcare

SMT- Senior Management Team

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 – Headteacher

IEP – Individual Education Plan

LIPs - Local Improvement Priorities

NIF - National Improvement Framework (for Education)

NPFS - National Parent Forum of Scotland

PC/PF - Parent Council/Parent Forum

PEF - Pupil Equity Funding

PLPs - Personal Learning Plans (personal learning planning)

PT - Principal Teacher

PTA/PA - Parent/Teacher Association/Parents Association

SEEMiS - Management Information Systems (SEEMiS is the pupil database)

SIP - School Improvement Plan

SQR – Standards and Quality Report

SPTC - Scottish Parent Teacher Council (now called Connect)

SQA – Scottish Qualifications Authority

UNCRC – United Nations Convention on Rights of a Child