

Braidburn School

School Handbook

2024 - 2025



Everyone working together to help us learn, feel safe, make choices, show our feelings and be the best we can be.

A Foreword from the Executive Director of Education, and Children's Services

Dear Parents/Carers,

This brochure contains a range of information about your child's school which will be of interest to you and your child. It offers an insight into the life and ethos of the school and also offers advice and assistance which you may find helpful in supporting and getting involved in your child's education.

We are committed to working closely with parents and carers as equal partners in your child's education, in the life of your child's school and in city-wide developments in education.

Parental involvement in the decision-making process and in performance monitoring are an integral part of school life. We look forward to developing that partnership with your support.

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

I am pleased to introduce this brochure for session 2024 - 2025 and hope that it will provide you with the information you need concerning your child's school.

If you have any queries regarding the contents of the brochure, please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification you may need.

Amanda Hatton

Executive Director – Education and Children's Services

Education, and Children's Services Vision

Our vision is for all children and young people in Edinburgh to enjoy their childhood and fulfil their potential.

We believe that children and young people do best when:

- they are able to live safely and happily within their own families with the right kind of support as needed
- they attend first class, inclusive schools and early years settings which meet their needs

We will do all we can to strengthen support for families, schools and communities to meet their children's needs.



Our mission is to place children, young people and families at the heart of our service and provide support when it is needed throughout childhood and the transition to adulthood.



In Edinburgh children and young people are at the heart of our vision for the future.

As an inclusive community we work with parents, carers and, where appropriate, partner agencies to support all children and young people.

By working together, we help children and young people to develop understanding about relationships, respect, teamwork, honesty, fairness, patience, and compassion. We do this by offering interesting and relevant learning experiences, by providing our staff with the training and resources they need, and by working with the whole community to accept and care for one another. This isn't always easy, but we believe it is essential so that our children and young people understand the people they meet and learn how to work together to handle setbacks and difficult situations throughout their lives.

When children and young people experience adverse events or as a response to their additional support need, they let us know by reacting in different ways. This presents difficulties for those around them. By working together, by understanding the cause and working out solutions, we can find a way to solve or deal with a problem. If it takes time to get over a problem we will work with a child, young person, and their family to work out the best way forward. This may involve making adaptations and providing additional support or in exceptional circumstances identifying a change of environment.

We recognise that we all experience difficult times, and that everyone deserves the best possible care and support. In Edinburgh we support children and young people to learn in different ways according to their needs. As children and young people learn to read, write, and count some require more support than others do. This need for support arises for a variety of reasons learning difficulties, challenges with emotional regulation and social communication issues. We must meet the needs of all our students in a fair, compassionate, and proportionate way.

In considering how to support all children and young people reach their full potential it may not always be possible to arrive at a resolution all parties agree. However, we will listen to any parent, young person, child or member of staff and work together to resolve difficulties.

We are committed to do all we can to make Edinburgh an inclusive place to live and learn.



Lorna French

Head of Schools and Lifelong Learning and Chief Education Officer

Welcome from the Head Teacher

Dear Parents and Carers

Welcome to the **Braidburn School** Handbook. We are delighted to share information about our school with you.

This handbook offers an introduction to our school and a general overview of our provision.

To make our handbook easy to use, the information is divided into five different sections:

- Section One** **Practical Information about the School**
- Section Two** **Parental Involvement in the School**
- Section Three** **School Curriculum**
- Section Four** **Getting it right for every child (GIRFEC)**
- Section Five** **School Improvement**

If you have any questions - or if you would like any further information on any aspect of this handbook or our support for your child, please do not hesitate to contact the school.

Kind regards

Tracey

Tracey Morrison
Headteacher
Braidburn School



Section One – Practical information about the school

This section provides you with some background information on our school and Nursery. It tells you how our school day and school year are made up and how to contact us.

About our school

Braidburn School is situated in the South-West of Edinburgh. Braidburn is part of the Firhill Campus along with Oxbgangs Primary School and Firhill School. Braidburn School provides a positive learning environment for learners aged 3-18 years where the presumption of mainstream cannot be met. Learners require a significantly modified learning environment. The needs of learners are primarily associated with learning disability and visual, sensory, health and medical needs. A significant number of learners have a diagnosis of Autistic Spectrum Disorder (ASD).

The work of the school is supported by one Head teacher and two Depute Head teachers. Three full time Principal Teachers have responsibilities in the context of Assessment and Attainment, Health & Wellbeing and 'Wider school support'. The school employs 24.4FTE teachers, 6.63FTE, nursery nurses, 38.92 pupil support assistants, 0.9 x FTE Senior Early Years Officer, 0.77FTE school administrator and 0.46 FTE business manager. The school employed 0.75FTE Pupil Support Officer in August 2022, to take on the role of Family Support Worker.

Braidburn delivers Bright Start Nursery provision and the school has capacity for supporting eight children in the Nursery class. In line with Scottish Government plans for Early Learning and Childcare expansion, the nursery increased provision of service from 600 hours per year to 1140 hours for all nursery children in August 2021

The maximum school roll is currently 128 learners. During session 2024 - 25 the Primary Department comprised seven classes. The Secondary department comprised a further eight classes, three of which supported learners in the Senior Phase. Moving into Session 2025-26, the Primary department will comprise six classes; with a further nine classes based in the Secondary department.

Braidburn is a multi-disciplinary school; and partnership working is a strength across the setting. A team of Allied Health Professionals, including Speech and Language Therapists, Occupational Therapists and Physiotherapists, support across the school. Medical personnel are on campus and the school welcome visiting health specialists for clinics. Allied Health partners work collaboratively with the school to meet the needs of individual learners: training and delegating tasks to education staff; and supporting learners in achieving individual targets.

Facilities in Braidburn include specialist classrooms, a soft play room, sensory circuits room, therapy rooms, medical suite, dental room, hydro-therapy pool, gym facilities, Conference Room and Community Room. The North facing playground has been developed with the addition of fixed play equipment.

A team of officers from The City of Edinburgh Council, including 2 Quality Improvement Managers, 3 Quality Improvement Education Officers, a Primary School Headteacher, an Educational Psychologist and an ASL Depute Headteacher undertook a 2-day visit to Braidburn on 31 January



and 1 February 2023 as part of the City of Edinburgh's programme of 'Supported Self-Evaluation' school visits. The visiting team worked collaboratively with the school team – to support and validate the school's self-evaluation process. The team observed 20 lessons across the school - joining the Nursery class, 8 primary classes, 7 secondary classes, and specialist sessions in Art, Music, PE and Home Economics. In addition to class observations, the team met with focus groups of learners, staff, parents/carers and Allied Health Professionals.

Information and evidence gathered during the visit highlighted many strengths of the school - reflecting a team with strong commitment to ensuring positive outcomes for children and young people; and children and young people who feel safe, valued and happy in school. The robust communication environment, with creative approaches to support learner voice, was highlighted - alongside personalised strategies to meet the needs of individual learners; and the team observed good practice in learning and teaching in most classes. Strong partnership working between the Senior Leadership Team and Allied Health Professionals was recognised as a strength. The team identified areas of development to support improvement at Braidburn – many of which had previously been identified in the School Improvement Plan. Next steps include the development of a Teaching and Learning Strategy, increased opportunities for learning through digital technology, further opportunities for partnership working between Allied Health Professionals and class teams and the development of a system to track learner skills. The school will also develop additional professional learning opportunities for all staff; and will continue to build on the engagement and involvement of all parents and carers. Moving into Session 2024 – 25, the school's Vision, Values and Aims will be reviewed and embedded across the school community.

Learners in the Senior Phase access SQA qualifications at National 1 or 2 level, as appropriate. Wider Achievement is celebrated throughout the school, with pupils participating in the Duke of Edinburgh Award in S6.

In line with the City of Edinburgh Behavioural Framework, the school celebrates the benefits of diversity - and aims for every member of staff to feel trusted, valued and recognised for their contribution to the Braidburn team. The school team value open, honest and effective communication based on the following behaviours: *Respect, Integrity and Flexibility*.



Braidburn School Vision, Values and Aims

Braidburn School Vision



Everyone working together to help us learn, feel safe, make choices, show our feelings and be the best we can be.

Braidburn School Aims



To promote independence and communication within our positive and nurturing environment so our young people leave school with confidence and the ability to enjoy life.

Braidburn School Values



We value teamwork, inclusive communication, our multi-tasking staff, our diverse and holistic approach towards meeting the needs of all learners so they can be the best they can be



Practical Information

Contact Details				
Head Teacher	Tracey Morrison			
Depute Head Teachers	Rebecca Wallace, Fionnuala Hammill			
Principal Teachers	Caroline Gillies, Aileen Higginson, Elise Smart (0.5FT			
Business Manager	Gail Walker			
Administrator	Amabel McCraw			
Family Support Worker	Michelle Robertson			
Parent Council Chair	Margaret Conlin			
Address	107 Oxfangs Road North EDINBURGH EH14 1ED			
Telephone Number	0131 312 2320			
Website	Under construction			
E-mail Address	admin@braidburn.edin.sch.uk			
About the School				
Stages of Education provided for	Nursery – S6			
Present Roll	124			
Organisation of the School Day				
Department	Monday – Thursday		Friday	
	Start time	Finish time	Start time	Finish time
Nursery	8.45am	3.40pm	8.45am	11.00am
Primary	8.55am	3.15pm	8.55am	12.10pm
Secondary	8.45am	3.40pm	8.45am	12.30pm



We welcome parents getting in touch with us at any time during the school year. As a Braidburn parent/carer, your contributions are valued when you communicate with us – whether you are asking questions, raising issues or making suggestions.

Please don't hesitate to contact your child our young person's class teacher via the daily home/school diary - or get in touch with us via our school office or admin email address.

Please ensure the contact details we have for you are up-to date at all times

School Session Dates 2024/25

Staff resume	12 August 2024	Mid-term	7 February 2025
Staff only	13 August 2024	All resume	17 February 2025
Learners resume	14 August 2024	Term ends	4 April 2025
Autumn Holiday	16 September 2024	All Resume	22 April 2025
All resume	17 September 2024	May Holiday	5 May 2025
Mid-term	11 October 2024	Staff only	6 May 2025
Staff resume	21 October 2024	Learners resume	7 May 2025
Learners resume	22 October 2024	Victoria Day	19 May 2025
Term ends	20 December 2024	All resume	20 May 2025
Staff resume	6 January* 2025	Term ends	26 June 2025
Learners resume	7 January 2025		

<i>The Easter break incorporates the following two holidays</i>				
Good Friday	Schools closed	Friday	18 April	2025
Easter Monday	Schools closed	Monday	21 April	2025

Term dates can be found at: <https://www.edinburgh.gov.uk/schools/term-dates>





School Admission Arrangements

Enquiries about admission to Braidburn should be made through your child's Educational Psychologist.

As Braidburn is a school for learners with significant additional support needs, where the presumption of mainstream cannot be met, all admissions must be made via the City of Edinburgh Council's Education Placement Group.

Any parents interested in Braidburn as a potential placement for their child are very welcome to contact the Head Teacher for information, and to arrange a visit to our school.

Attendance and absence

It is the responsibility of parents to ensure their child of school age is educated.

All absence from school will be recorded -

Authorised absence (explained by parent and approved by the Education and Children's Services department)

OR

Unauthorised absence (not reported by parent and/or not approved by the Education and Children's Services Department)

Please contact the school office by phone or email by 9am if your child is absent from school. Please also inform transport staff by phone if your child will be absent from school. Please remember to inform transport staff when your child will be returning to school following an absence.

Please note – School staff are unable to accept absence information from drivers or escorts. Information must come directly from parents/carers.

Please send a written note in your child's bag on his or her return to school (marked for the attention of the school administrator) or email the school office following a period of absence, confirming the dates and reason for the absence. If the school does not receive parental confirmation regarding reasons for absence, the absence will be recorded as 'Unauthorised'

Requesting a holiday within school term

The school requires at least 2 weeks' notice from parents, in writing, requesting authorisation for any holidays planned within the school term. The Head Teacher can approve absences up to two weeks **in certain circumstances**. Please discuss any term time holiday plans with the Headteacher before confirming any holiday bookings. If the Headteacher is unable to give permission, absence will be recorded as unauthorised. Any requests for extended absence of more than two weeks



will be referred to the Senior Education Officer who will decide if the absence will be recorded as 'authorised' or 'unauthorised' leave.

Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduce learning time.

Parents may request permission for absence to celebrate recognised religious events during term time. Absence approved on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

A supportive approach is taken to any unexplained absence, however the Education, and Children's Services department has legal powers to write to, interview or prosecute parents, or refer learners to the Reporter to the Children's Panel, if necessary.

School Uniform

As part of promoting our positive school ethos, we encourage our learners at Braidburn to wear school uniform.

Learners should bring a jacket, suitable for outdoor play, into school; and it is very helpful for learners to have a change of clothes available in school.

All learners should bring a bag with clothes suitable for wearing during PE sessions, including gym shoes / trainers, T- Shirt and shorts or joggers.

Learners should bring a towel and swimwear on days they are attending swimming sessions. Specialised swimwear, including swim nappies, should be provided, as required.

Please send in nappies or pads and wipes into school, as required.

Please ensure your child's name is clearly labelled on all clothing and personal items; and please do not send in valuable items as the school cannot be held responsible for damage or loss.

The school stocks a supply of pre-used school uniform in school. This is available to all families free of charge. Requests, including a note of items required and size, can be made at any time to our Family Support Worker via our admin mailbox admin@braidburn.edin.sch.uk or via home/school diaries. We are delighted to receive any donations of pre-used uniform from our families; and we are very grateful to our Parent Council for their support in organising the supplies that we have in school.



School Meals

Our menus offer healthy and tasty meal options, while reflecting the Scottish Government's legal requirements around provision for Primary and Secondary settings. Our menus are written to balance learner choice with the most stringent of school food standards in the UK.

School meals are provided free of charge to all learners at Braidburn School.

- All our menus are nutritionally analysed:
- All our meat is either Quality Meat Scotland or Red Tractor Assured
- All our dairy comes from Scottish Farms
- All eggs used are Free Range
- All fish is MSC certified

The catering service provides a range of foods to meet the needs of individual learners. Parents can submit requests relating to individual dietary needs via a Special Diet Referral Form, available from our school office

Support for Eating, Drinking and Swallowing

Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives. (Article 23 United Nations Convention on the Rights of the Child)

Mealtimes are an integral part of the school day at Braidburn and provide an excellent opportunity for skills development, communication and social interaction. A significant number of learners at Braidburn have complex eating, drinking and swallowing difficulties (EDS) which are attributable to neurological conditions, e.g. Cerebral Palsy. These learners require careful management at mealtimes so that they can eat, drink and swallow safely to avoid choking and/or aspiration.

The Speech and Language Therapy team assess all learners with EDS difficulties on arrival at nursery or school and develop individualised Eating and Drinking Support profiles for all learners who require them. Individualised profiles share detail regarding positioning, utensils required, appropriate consistency of food and drink, individual communication needs and support strategies.

Education staff involved in support for learners with individualised EDS profiles attend training from dysphagia trained Speech and Language Therapists. This training comprises a combination of theory and practical activities.



Clothing Grants

Parents qualify for a Clothing Grant if they meet any of the following conditions:

- Entitlement to Universal Credit (where monthly earned income is not more than £610);
- Entitlement to Universal Credit – and waiting on an initial Universal Credit notice;
- Entitlement to Income Support;
- Entitlement to Income-based Job Seeker's Allowance;
- Entitlement to Income-based Employment and Support Allowance;
- Provision of support under Part VI of the Immigration and Asylum Act 1999;
- Entitlement to Child Tax Credit (but not Working Tax Credit) with income below £16,105;
- Entitlement to both Child Tax Credit and Working Tax Credit with income up to to £6,900;
- Immigration status with no provision for Governmental support

Clothing Grants are paid direct into a nominated bank account. The payment will show in the bank statement as 'CEC-EXPEN1'. Most clothing grants are paid in July or August before the start of the school session.

Each award is valid for one school year. The award provides a clothing grant payment of £100 for each child.

Further information regarding clothing grants and how to apply is available at: <https://www.edinburgh.gov.uk/schoolgrants>

Travel to and from School

The majority of Braidburn learners travel to and from school on a bus or taxi arranged through the City of Edinburgh Council's Corporate Transport Department who arrange all transport and routes.

Parents of new learners will receive application forms which should be submitted to SchoolTransport@edinburgh.gov.uk If you have any queries at any time regarding your transport for your child, please contact the Transport Hub directly on 0131 469 2950.

School Security

The safety and security of our learners and staff is very important to us. In line with guidance, we use a number of security measures including visitors 'sign in' sheets. Visitors, including parents, will be accompanied by a member of our school staff or NHS team when in the school building.



All visitors must to report to the school office on arrival at Braidburn. Staff then can make the necessary arrangements to support each visit. We respectfully ask that parents do not attempt to enter our building through another entrance, unless accompanied by a member of staff.

Unexpected School Closures

We will inform parents via text message in the event of any emergency (eg power cut, severe weather, outbreak of infection) preventing all classes across our school from opening - or resulting in an early school closure for all learners.

If many schools are affected by closure, or if the situation is likely to be prolonged, then the Council's website <https://www.edinburgh.gov.uk/schoolclosures> will also be used.

We will inform parents via text message - with a follow up phone call, in the event of individual class groups closing.

Complaints, Comments and Suggestions Procedure

We all hope that our families will be completely satisfied with their experience of Braidburn and we encourage feedback from our parents and learners. We are interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

Comments of any type about our school can be made via email, phone or by making an appointment to come in for a chat. All feedback is welcome and keeps us in touch.

If you have a specific concern or complaint regarding our school, please let us know. It is better that concerns are shared openly and resolved fairly, rather than potentially damaging the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with all issues raised as confidentially as possible.

There are some things which families should take note of in relation to making complaints:

- Complaints should be made to the Headteacher, in the first instance. This makes sure that the school knows what is going on – and gives the school the opportunity to respond and resolve any issues.
- If you are dissatisfied with the service or/and with our response, then you will have the right to take the matter further and contact Advice and Complaints Service (Schools and Lifelong Learning) email: cf.complaints@edinburgh.gov.uk or by telephone: 0131 469 3233.

If parents remain dissatisfied after the investigation of any complaint and the subsequent response to this, the matter up with the Scottish Public Services Ombudsman.



Health and Safety

The Education and Children's Services Department has developed safety policy statements relating to all areas of its responsibility – and manages health, safety and welfare in a way that complies with statutory guidance, regulatory requirements and all relevant approved codes of practice.

School staff are fully instructed in their responsibilities relating to this; and safety regulations apply to all aspects of school life - both on and off our premises.

Our school has introduced a Health and Safety Committee – on which we welcome representation from education staff, AMEY staff, NHS staff, Unison, EIS and our parent body. All meetings are Agenda led. Minutes from all meetings are shared with school staff and our Parent Council Chair.

Use of social media

We understand the benefits of using social media, however if social media is misused, our school community can be negatively affected – and this includes potential for damaging the school's reputation.

We ask parents to conduct themselves on social media using the following '*Three Commons*' approach to online behaviour:

- *Common courtesy*
- *Common decency*
- *Common sense*

Parental Requests for class lists

Information about your child is held securely and appropriate safeguards are in place.

At Braidburn, we do produce a document for every child at the start of each school session, featuring images and names of children in their class. These images and names are shared with parents to assist communication and may also be used in individual Communication aids (paper/electronic), where required as a support for learning.

This processing is considered part of the school's 'public task' as it helps us to deliver education and support learners in their development. The school has assessed this processing in terms of data protection legislation compliance.

I do hope this helps to explain why we share photos/names of individuals in your child's class - and provides reassurance about how we treat personal data. If you are concerned about how we are using your child's data; or if you object to the processing of your child's data in any way, please do let us know.



School Policies

Please see our website for copies of the following policies:

- Eating, Drinking and Swallowing Policy
- Moving and Handling Policy
- Child Protection at Braidburn
- Intimate Care Policy
- Attendance Policy
- Child and Young Person's Planning Meetings at Braidburn
- Inclusive Communication Policy
- Transitions Policy

Information around how we manage learner data

Braidburn School has a legal responsibility to deliver an effective educational programme for all learners. To do this effectively, we do need to collect personal data about our learners/children and their families so that we can help them learn and keep them safe. The type of personal data collect includes:

I. Data about our learners and their families

This includes the name, address and contact details of the learners and relevant family members. It will also include information about relevant medical conditions, any additional supports which are needed, and their family situation. We need this information to ensure we know our learners and their families, and to ensure we are able to educate them appropriately and keep them safe.

We do also collect data relating to personal characteristics, such as ethnic group, to enable statistics to be reported. We need this information so the Council can ensure it is delivering education appropriately to all its citizens.

II. Data about learners in school

This includes data about progress and assessments. It will also include records of attendance, absence, and any exclusions. We need this information to understand how our learners are progressing, and to assess how we can help them to achieve their best.



III. Data about when and where learners go after they leave our school

This includes information about their next setting/school or post-school destinations. We need this information to ensure we support our learners in all their transitions and do all that we can to help their future be a success.

We do, at times, receive information about our learners from other organisations, such as previous schools or local authorities, NHS Lothian, Police Scotland, Social work, Additional Support Services, and sometimes other organisations or groups connected to a learner's education. We use this data similarly to the above: to support learning, to monitor and report on learner progress, to provide appropriate pastoral care - and to assess the quality of our services.

When we collect and use personal data, we are, for the reasons detailed above, normally acting in accordance with our public task. Occasionally we are also required to process personal data because the law requires us to do so, or because it is necessary to protect someone's life.

We take photographs in school. Photos may be shared on our walls, in newsletters and in other communications. We use photos in these ways as part of celebrating and sharing evidence of things we have done in school; and this includes sharing of individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community which supports learning. We will not publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a learner Braidburn and will be kept on record while they are with us. Consent can be withdrawn at any time. Please do let us know if you wish to withdraw consent for use of photos in social media or newspapers.

Sometimes we need to share learner information with other organisations. We are required by law, for example, to pass certain information about our learners to the Scottish Government and the Council. This data is used for statistical purposes and will normally be anonymised. This information is normally required to enable the Council and the Government to understand how education is being delivered and to help them plan for future provision. Further information about what the Scottish Government does with statistical data it receives is provided below.

If a learner moves to another school, we have a legal obligation to pass on information relating to their education at Braidburn to their new school/education authority.

When we record and use personal data, we will only collect and use what we need. We will store data securely, and it will only be accessed, as needed. We will not keep personal data for longer than is necessary - and will follow the Council's Record Retention Schedule and archival procedures when records are identified to be of historical value and require to be retained in the Edinburgh City Archives.

For more information on how the Council uses personal data - and to find out more about your information rights, including who to contact if you have a concern, please see the City Of Edinburgh's Privacy Notice: <https://www.edinburgh.gov.uk/privacy>



Sharing personal data to support Wellbeing

We have a legal duty to promote, support and safeguard the wellbeing of children in our care at Braidburn.

We will inform you if we are concerned about your child's wellbeing - and may highlight potential supports. Supports are optional and you will not be required to take them up. Wellbeing concerns can cover a range of issues depending on the needs of the child. Records are retained when it is thought that a child could benefit from help available in school, the community or from another professional.

If we feel it would be helpful to share information with someone else, we will discuss this with you and seek your consent before we share it so that you know what is happening and why. The only time we will not seek consent to share information with another organisation is if we believe that a child may be at risk of harm. In this instance, as part of our duty to protect children, we do not need consent.

We will not give information about our learners to anyone without your consent unless the law and our policies allow us to do so.

Sharing educational data with the Scottish Government

The following information has been provided by the Scottish Government – Education and Training Division to let you know why they collect statistical information from school and what they do with it:

*Education authorities and the Scottish Government collected data about **learners** on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus the Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.*

What learner data is collected and transferred?

*Data on each **learner** is collected by schools, local authorities and the Scottish Government.*

*The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a **learner** is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school.*

*The SCN acts as the unique **learner** identifier. **Learner** names and addresses are not passed to the Scottish Government. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific*



addresses. Data is held securely and no information on individual **learners** can or would be published by the Scottish Government.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on the ScotXed website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, the Scottish Government, education authorities and other partners such as the Scottish Qualifications Authority and Skills Development Scotland need accurate, up-to-date data about our **learners**. We are keen to help all our **learners** 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 **learners**
- plan and deliver better policies for the benefit of specific groups of **learners**
- better understand some of the factors which influence **learner** attainment and achievement
- share good practice
- target resources better.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (2018). 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 message can give only a brief description of how we use data. Fuller details of the use of **learner** data can be found on the ScotXed website (www.scotxed.net).

The Scottish Government works with a range of partners including Education Scotland and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of the Scottish Government, which 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 of data will be taken in consultation with colleagues within and outwith the Scottish Government.

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, scotxed@scotland.gsi.gov.uk or write to: The ScotXed Support Office, Area 1B, Victoria Quay, Edinburgh EH6 6QQ.



Nursing support at Braidburn

The school nursing team is made up of School Nurses who are based within our school and Community Staff Nurses who work with families at home.

Nursing care needs are delivered in school by the onsite nursing team, who also support with staff training, health surveillance/screening and health promotion/education.

With parental consent, the onsite nursing team carry out immunisations.

Medicine Administration

Our school nursing team administer medications to learners, where required. Please do keep the nurses supplied with necessary medication and inform them of any changes.

Further information

NHS Lothian School Nursing Service web pages: <https://services.nhslothian.scot/SchoolNursing>

Making a placing request for your child to attend another school

As a parent, you have the right to make a Placing Request for your child(ren) to attend another school. All requests to attend alternative specialist provision in Edinburgh are made through referral to the Council's Education Placement Group. Please read 'In on the Act' for details.

Chapter Four contains information regarding placing requests.

<https://www.edinburgh.gov.uk/downloads/file/22136/in-on-the-act>

Please contact the Head Teacher for further information.



Section Two – Parental Involvement in the School

This section contains information about ways in which our parents can get involved in their child's learning and the life and work of our school. It also outlines ways in which we communicate with our families.

This section contains information on City of Edinburgh Council structures to support the voice of parents and includes information about our Parent Council and our registered Charity - *Friends of Braidburn*

Parental Involvement and Home/School Communication

We value our parents and carers as essential partners; and we aim to promote quality involvement for all our families.

At Braidburn, we aim for:

- Parents to feel happy, confident and welcome in our school;
- Parents to feel supported in accessing school events and meetings;
- Parents to feel involved in the life and work of our school;
- Parents to have opportunities to access learning experiences at planned times in the session;
- Parents to be involved in their child's success and in celebrating success;
- Parents to have the tools and confidence to support their child's learning;
- Parents to have opportunities to contribute to school improvement and decisions that affect Braidburn School.

Home/School Communication

We recognise that effective and good quality communication between home and school is one of the most important ways of ensuring everyone is clear and agreed about approaches to support our learners. Effective school-to-home and home-to-school communication is key – not only to learning, but also to the wellbeing of our children and young people.

At Braidburn, we communicate with parents/carers in a range of ways including:

- Face-to-face meetings
- Home/School diaries
- Email or text (sent via 'Groupcall')
- Phone calls
- Written reports
- Letters/Newsletters



Parent Calendars

Learning Journals

Sharing of paper documents via school bags

School Website

Home/School Communication at Braidburn: Session 2024 - 2025	
Method of communication	How often do we do this/Relevant dates
Home/School Diary – <i>(please note -diaries are currently under review. Further information to follow).</i>	Daily
‘Meet the Teacher’ event followed by individual parent phone calls from Base Class Teacher	In-school events August 2024 AND Individual Parent Phone calls Sept 2024
Base Class Teacher Newsletters	Dec 2024 Mar 2025 Jun 2025
Specialist Teacher Newsletters	Dec 2024 Mar 2025 Jun 2025
Head Teacher Newsletters Report to Parent Council (sharing general school information, updates re staffing and staff training, information re school facilities management and an overview of notable dates)	Monthly Termly/ahead of every Parent Council meeting
Parent Consultation Meetings	In-school meetings Nov 2023 (4.45 – 7.30) 21 March 2025 (1.00 – 3.30) Individual Parent Phone calls w.b.11 Nov 2023 w.b.17 March 2023
Parent Information Meetings and Workshops	Dates confirmed throughout school session



Individual Child/Young Person's Plan Meetings (Annual Reviews)	Dates confirmed in August 2024 (Every child/young person will have one planned Review meeting during the school session. Additional meetings will be arranged, as required, if there is a significant change in a child or young person's needs/circumstances).
Sharing of Individualised Planning documents for parental review	2 weeks ahead of each child/young person's Annual Review meeting AND whenever any individual documents are updated
Planned parent coffee meetings	Throughout school session
'In School' /Teams appointments/coffee meetings with Family Support Worker	As required – all appointments arranged directly with individual parents
'Spotlight On'... parent invitations to Secondary Assemblies	Throughout Term 2 and 3
<i>Learning Together Days</i>	May 2025 (Dates for individual class visits confirmed by class teachers)
Learning Journals A record of observations, progress and development. We encourage parents/carers to share achievements from home and comment on progress	Fortnightly posts from all Class Teachers
General information sharing, signposting, sharing of Braidburn community news and general updates via 'Group call' (email/text), school bags (paper copies of documents), phone call, Website.	As required
Parent Council Meetings (see below for further information re Parent Council)	Session dates to be confirmed



City of Edinburgh 'Learning Together' Framework

All parents and carers across City of Edinburgh schools are welcomed and encouraged to:

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

Parent Forum and Parent Council

All parents are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum, you can expect to –

- receive information about the school and its activities;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff;
- enjoy taking part in the life of the school in whatever way possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how your Parent Council operates.

It is important to us that our Parent Council represents the rich diversity of our school community. **We warmly invite all parents and carers to volunteer or put themselves forward as representatives on the Parent Council.**

The main aims of the Parent Council are:

- To support the school in its work with learners
- To represent the views of parents
- To promote contact between the school, parents, learners, providers of nursery education and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact our school office or visit the *Parentzone* website at www.parentzonescotland.gov.uk.



Locality groups and the citywide Special Schools Group

Locality groups and the citywide Special Schools Group enables Parent Councils members to get together to discuss common issues and have their views on local and citywide issues heard.

The above groups meet four times a year. There are four locality groups: North West, North East, South West and South East. There is also one citywide special schools' group.

The Consultative Committee with Parents

The Consultative Committee with Parents (CCwP) is a forum that gives parents the chance to discuss citywide and national issues with members of our staff and other groups.

The CCwP meets four times a year. Parent members are chosen at the meetings of the locality groups and citywide special schools' group. One parent from the CCwP is put forward to take part in the Education Children Families Committee. This post lasts up to four years.

Education Children's and Families Committee

The committee has one parent representative who speaks on the behalf of parents, taking their views from their work in a school, locality group and the Consultative Committee with Parents (CCwP).

Parental Engagement - Who to ask?

All questions/ requests for information can be sent to parental.engagement@edinburgh.gov.uk

Friends of Braidburn

Friends of Braidburn School is a registered charity (Registered Charity No. SC043231), run by a committee of parents, friends and staff; dedicated to fundraising and providing resources/social opportunities for our learners.

If you would like to get involved, please contact admin@braidburn.edin.sch.uk

Equality

City of Edinburgh Council is committed to improving the quality of life for those who face inequality, harassment, discrimination and prejudice and to harness the talent and celebrate the difference of all who live in the city. This commitment is set out in the Equality, Diversity and Rights Framework which can be viewed on the council's website. As a school, we are committed to fulfilling our obligation of equity and excellence for all learners, with particular reference to



protected characteristics under the Equality Act 2010 (race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity) and other factors such as poverty.

Children's Rights

The rights of children and young people are at the heart of our code to practice. The rights of children and young people are outlined in the United Nations Convention on the Rights of the Child (UNCRC), an international treaty that grants all children and young people a comprehensive set of rights to support them in as they grow up.

The Edinburgh Learns for Life Vision

The *Edinburgh Learns for Life* vision is to create a fairer, healthier, greener future for everyone. We will work together to ensure that high quality learning takes place in schools and in the wider communities where young people live, learn and work. All our young people will be supported to make progress in their learning, pursue their interests and passions, without being limited by barriers. We will provide inclusive and equitable learning opportunities for everyone. Learners will be provided with opportunities to lead, and shape, their own learning where a wide range of pathways are valued equally. Through working together, we will form relationships, and connections, which support positive health and wellbeing and reduce poverty.



Section Three – Curriculum

This section describes how the Curriculum is planned and delivered in our school.

Curriculum for Excellence

Curriculum for Excellence is the Curriculum for all 3–18-year-olds across Scotland, wherever they learn. Curriculum for Excellence aims to raise standards; preparing every child for life beyond school.

Curriculum at Braidburn

The basic aims of our Curriculum are in line with the principles of 'Curriculum for Excellence'. Braidburn learners have a range of complex, long term additional support needs, however and therefore require a significantly modified learning environment and Curriculum. We deliver a flexible and rich Curriculum to support the development of life skills, with the provision of experiential learning opportunities: planned for and experienced by learners across 4 contexts:

- Opportunities for personal achievement
- Interdisciplinary Learning
- The Ethos and life of our school
- Curriculum areas and subjects

At the heart of our Curriculum at Braidburn are Core Principles. These Principles are experienced by all our learners - and promote the development of essential communication and life skills to support our young people in living their best possible lives. Each term, the Primary and Secondary departments focus on 3 overarching skills; one from each of the core principles, with learning woven into all aspects of whole school life and classroom experiences.

CORE PRINCIPLES		
Effective communication	Skills for life	Learners who are happy, enjoying life and learning
Empowering our learners to express their needs, opinions and feelings through effective communication partnerships	Ensuring our learners can access opportunities to develop appropriate skills for now and in their future	Supporting our learners to feel good and manage life's up and downs



Overarching skills	<ul style="list-style-type: none"> ○ Listening and Attention ○ Choice (including Yes/No) ○ AAC – including VOCA, body language, signing ○ Literacy ○ Understanding – cause and effect ○ Social communication ○ Needs – wants – requests – help ○ Strategic Skills – persistence 	<ul style="list-style-type: none"> ○ Building positive relationships with others ○ Personal safety ○ Emotional wellbeing ○ Physical wellbeing ○ Access and participation in wider community ○ Independence ○ Making choices ○ Literacy for life ○ Numeracy for life 	<ul style="list-style-type: none"> ○ Participation in groups ○ Participation in celebrations ○ Experiencing different emotions ○ Sense of community ○ Trust ○ Achievement ○ Resilience ○ Curiosity ○ Creating memories
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Beyond this, a range of learning pathways provide a flexible framework within which we engage learners in individualised, high-quality learning contexts and experiences.

Our Curriculum demonstrates a collective commitment to equality, equity and children's rights.



Individualised Education Programmes

Every learner at Braidburn has an Individualised Educational Programme (IEP).

Bespoke learning targets are at the centre of individualised learning and are reviewed at set times throughout the year. IEP learning is embedded within all school experiences.

Section Four - Getting it right for every child (GIRFEC)



Child and Young Person's Plan Meetings at Braidburn

Getting it right for every child

Getting it right for every child (GIRFEC) is the Scottish Government's approach to improving outcomes for children and young people. The aim of GIRFEC is to support and promote children and young peoples' wellbeing by making sure they have access to the right support when they need it. The GIRFEC approach is child focused; and is a way for our families to work in partnership with people who can support them. At Braidburn, this will include our school team – and may also include NHS staff, Health and Social Care staff, Educational Psychologists and partners from the third sector.

GIRFEC - Child and Young Person's Plans

A personalised GIRFEC Child or Young Person's Plan is in place for every Braidburn learner. This helps ensure an appropriate range of additional support is organised, delivered and co-ordinated for every child and young person in our school. Your child or young person's personalised plan will explain what should improve for your them – and will note the actions to be taken to support this.

What is a Child or Young Person's Plan meeting?

This is a meeting to consider your child's support needs and wellbeing - and to review their personalised plan. You will be invited to attend this meeting. Relevant professionals and partners will also be invited to attend. Together we will spend time looking at what is going well for your child or young person; and we will make sure that any areas of development or concern are identified and addressed. We will review individualised support strategies in place for your child or young person - and will agree actions to help us achieve identified next steps.

What will happen before your Child or Young Person's Plan meeting?

- You will receive an invitation, which will note the time and place of the meeting (which may be held via Microsoft Teams).
- You will receive a copy of all individualised planning documents that are on file to support your child or young person in school – and we will ask you to review these ahead of the meeting.
- You will be invited to share your views in writing, if you wish to do so, ahead of the meeting. Your views will be added to your child or young person's plan.



- The professionals who are associated with your child will be invited to your child's meeting. You are welcome to inform us of any additional people you wish to attend your child's meeting.
- Relevant teachers will contribute to a report which will be shared with you in advance of the meeting. The information in this report will be added to your child or young person's plan.
- Your child's views will be gathered by your child's class teacher - and will be noted on their plan.

The importance of listening to the views of our Children and Young People

GIRFEC is based on children's rights, and its principles reflect the United Nations Convention on the Rights of the Child (UNCRC).

Article 12 of the UNCRC (*I have the right to be listened to and taken seriously*) makes it clear that children have the right to have their own opinions – and that these opinions must be heard and taken seriously. The views of every learner at Braidburn will be gathered – and will be shared in their Child or Young Person's Plan meeting



What will happen at your Child or Young Person's Plan Meeting?

The meeting will be chaired by a member of our Senior Leadership Team – or by a member of staff chosen by them. The chairperson will lead the discussion - and will make sure everyone gets the chance to make their views known/ask questions. Your child or young person will attend or have their views shared at the start of the meeting. Information regarding your child's strengths, wellbeing, areas for development and support needs/strategies will be shared, discussed and updated on your child's plan. A minute of the meeting will be taken – detailing planning with clear outcomes, timescales and clarification around the ways in which specific partners will assist your child/young person to achieve identified goals.

How long will your Child or Young Person's Plan Meeting last?

Your child or young person's meeting will last up to 45 minutes.

What will happen after your Child or Young Person's Plan Meeting?

Everyone in attendance at your Child or Young Person's Plan meeting will receive the updated plan for review. Amendments will be shared with everyone for agreement.

How often are Child and Young Person's Plan meetings held? Your child or young person's plan will be reviewed annually.

If there is a significant change in your child or young person's needs/ circumstances, or to the agreed plan in place to meet their needs, it would be appropriate to review their plan in a formal meeting at an earlier stage.

Agreed timescales, noted on your child's plan, will indicate when it is appropriate to review the individual outcomes agreed in the meeting. Your child or young person's 'lead Professional' and class teacher (as noted on their plan) will co-ordinate and monitor progress of actions in working towards improved outcomes.

If your child has a Co-ordinated Support Plan in place, a separate meeting will be arranged to review this.



Our Moving and Handling Co-ordinator will arrange a separate meeting for the setting up of any **new** Moving and Handling plans.

Please don't hesitate to contact us at any time to discuss any aspect of your child or young person's plan.

Protecting Children and Young People

Within our school, we aim to create an environment in which all pupils are safe and feel safe in school. There is a strong, robust and proactive response from adults that reduces the risk of harm to children. Adults working with them know and understand the indicators that may suggest that a child / young person is suffering or is at risk of suffering harm.

(Ref: How good is our school 4 - Quality Indicator 2.1)

We place a high priority on the well-being and safety of our learners. Where we have concerns regarding the safety or wellbeing of any learner, we are required to follow the Edinburgh and Lothian's Inter-Agency Child Protection Procedures which set out specific duties and responsibilities towards the child and their parents

Section Five – School Improvement

This section gives you an overview of the main achievements of the school within the last 12 months.

Our School Standards and Quality Report

Braidburn School enjoys many unique qualities. At the heart of this are the children and young people who bring individuality, enthusiasm, and zest for life. The skilled staff team have embedded a positive, nurturing ethos across our setting – valuing every child as an individual - supporting our learners in developing skills

We have highlighted some of the things that have been achieved – and some of the things we will do next on the following pages of this handbook. We have done this in the context of Quality Indicators (QI) from the Self-Evaluation toolkits that all schools use to measure progress on their journey to improvement.

Links to our Self-Evaluation toolkits

School

How Good is Our School 4 [Link to 'How Good is our School 4'](#)

Please see our school website to read through our full Standards & Quality Report and School Improvement Plan



Some of our Successes from 2023/24

Q1 1.3 – Leadership of Change

We ...

Introduced a staff Induction Training Programme for all new staff - delivered in conjunction with our Allied Health Professionals

Established a Staff Reference Group to address key areas of school improvement

Introduced a Depute Headteacher remit related to upskilling staff and supporting inclusion for targeted learners

Q1 2.3 Learning, Teaching and Assessment

We ...

Reintroduced parent/carer *Learning Together Days*

Introduced Learning Journals across Primary and Secondary departments

Continued our work on the Braidburn School Curriculum review

Q1 3.1 Wellbeing, Inclusion and Diversity

We ...

Re-established our Pupil Council for learners across Primary and Secondary departments

Reviewed our post school transition process – introducing an improved timeline of events and actions to support our young people

Q1 3.2 Raising Attainment and Achievement

We ...

Ensured all learners across the school had access to individual timetables

What's next?

Q1 1.3 – Leadership of Change

We will...

Review our Home/School Communication Diaries

Review our School Vision, Values and Aims

Develop our Staff Induction Programme – to ensure Induction Training is available to staff joining our team throughout the school year

Q1 2.3 Learning, Teaching and Assessment

We will...

Develop a Learning and Teaching Strategy

Develop a Digital Learning Strategy

Q1 3.1 Wellbeing, Inclusion and Diversity

We will...

Create additional opportunities for our Allied Health Professionals to engage with class teams, as part of working together to support learners

Work towards a Silver *Rights Respecting Schools* award

Continue to support families in feeling connected and included as part of our school

Q1 3.2 Raising Attainment and Achievement

We will...

Establish opportunities for accreditation of wider achievement within the Secondary department

Continue the review and development of our Curriculum

Glossary/Acronyms

ADHD	Attention Deficit Hyperactivity Disorder	ADHD is a condition that affects people's behaviour. People with ADHD can seem restless, may have trouble concentrating and may act on impulse.
AHDS	Association of Head Teachers and Deputes in Scotland	AHDS is a union for promoted teachers in primary, nursery and ASN schools.
AHPs	Allied Health Professionals	An umbrella term for a range of professional practitioners and support staff including Occupational Therapists, Physiotherapists, Speech and Language Therapist and Orthotists.
ASD	Autism Spectrum Disorder	Autism is a lifelong, developmental condition that affects the way a person communicates, interacts and processes information.
ASL	Additional Support for Learning	Additional support for learning means giving children extra help or support so they can get the most out of their education.
ASN	Additional Support Needs	A child or young person is said to have additional support needs if they need more, or different, support to what is normally provided in schools or pre-schools to children of the same age.
BGE	Broad General Education	The broad general education begins in early learning and childcare and continues to the end of S3 (the third year of secondary school).
CfE	Curriculum for Excellence	Curriculum for Excellence is the Scottish curriculum for learners aged 3 - 18. It helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century.
CLD	Community Learning and Development	Teams who work with and support communities in areas such as adult and family learning and youth work.



CLPL	Career-long Professional Learning	Ongoing learning throughout a professional's career.
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COSLA	Convention of Scottish Local Authorities	A membership organisation for councillors in Scottish local authorities.
CPD	Continuing Professional Development	Each teacher in Scotland is required to undertake a certain amount of CPD each year to maintain or upgrade skills and knowledge (see PRD and PU).
CPM	Child's Planning Meeting	<p>A meeting to implement or review a child's plan. A personalised child's plan will be available when a child needs a range of extra support planned, delivered and co-ordinated.</p> <p>This will explain what should improve for the child, the actions to be taken and why the plan has been created.</p> <p>The child's plan is managed by a 'lead professional': someone with the right skills and experience to make sure the plan is managed properly. Depending on the situation and the child's needs, the lead professional may also be their named person.</p> <p>The child and parent(s) will know what information is being shared, with whom and for what purpose, and their views will be taken into account. This may not happen in exceptional cases, such as where there is a concern for the safety of a child or someone else.</p>
CSP	Co-ordinated Support Plan	A child/ young person is eligible for a CSP when they need support at school from services other than education services, on an ongoing basis. A CSP document gathers together reports and plans from all the professionals who will support a child with additional support needs in school, for example Speech and Language Therapists, Social Workers. A CSP should be reviewed every year and parents have a key role in this process.
DHT	Depute Head Teacher	The role of DHT will vary from school to school but generally they will stand in for the headteacher as necessary and will have responsibility for leadership and management of colleagues.



EAL	English as an Additional Language	This includes children/ young people and parents: - who have recently arrived in Scotland from another country who are new to learning English
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		- who have always lived in this country but use a language other than English at home.
EDS	Eating, Drinking and Swallowing	
EIS	Educational Institute of Scotland	The largest teaching union in Scotland
ELC	Early Learning and Childcare	This term is meant to emphasise that care and education of very young children are not two separate things as babies and young children are learning all the time. ELC settings include family centres, nursery schools, nursery classes attached to primary schools and childminders. These places may be run by local authorities, private businesses, voluntary sector organisations and self-employed individuals.
EP	Educational Psychologist	Educational psychologists support schools and the local authority to improve all children's experiences of learning. They use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning.
FSW	Family Support Worker	This person may develop and run courses and activities for families so they can help or support their child's learning.
FTE	Full-time Equivalent	This is a way to measure how much time a member of school staff works in school. For example, FTE 1.0 means the person works full time, FTE 0.5 means the person is half-time.



GIRFEC	Getting it Right for Every Child	<p>A Scottish Government policy which aims to make sure all Scotland's children, young people and their families have support across public services such as health, education and social work.</p> <p>The GIRFEC approach supports children and young people so that they can grow up feeling loved, safe and respected and can realise their full potential.</p>
GTCS	General Teaching Council for Scotland	<p>The professional body that maintains the register of teachers and ensures teachers' professional standards. In Scotland children must be taught by qualified and GTCS registered teachers.</p>

GUS	Growing Up in Scotland	<p>Growing Up in Scotland is a long-term study tracking the lives of thousands of children and their families from the early years through childhood and beyond. The main aim of the study is to provide new information to support policy-making in Scotland but it is also intended to provide a resource for practitioners, academics, the voluntary sector and parents.</p>
HGIOS 4	How Good Is Our School (version 4)	A self-evaluation tool kit for schools.
HT	Head Teacher	The leader and manager of a school.
ICT	Information and Communications Technology	
IEP	Individual Education Plan	An IEP is a document which sets out targeted goals and achievements for individual learners
LA	Local Authority	There are 32 local authorities in Scotland.



LAC	Looked After Child	<p>Under the Children (Scotland) Act 1995, 'looked after children' are defined as those in the care of their local authority – sometimes referred to as a 'corporate parent'.</p> <p>There are many reasons children may become looked after, including:</p> <ul style="list-style-type: none"> • they face abuse or neglect at home • they have disabilities that require special care • they are unaccompanied minors seeking asylum, or who have been illegally trafficked into the UK • they have been involved in the youth justice system
LGBT	Lesbian, Gay, Bisexual and Transgender	
NAT 1/ NAT 2	National 1/2 qualification	SQA Qualifications

NIF	National Improvement Framework	A Scottish Government framework focused on measuring and evaluating performance in schools. It includes parents and carers as part of the process.
NN	Nursery Nurse	Nursery Nurses provide care for children and young people in nurseries, some primary schools and some special schools. They assist in many aspects of their daily lives, through social, emotional, educational and practical interaction, nurturing and guidance.
NPFS	National Parent Forum for Scotland	Supported by the Scottish Government, NPFS provides a parental perspective for local and national policies and issues and helps support parental involvement.
NQ	National Qualifications	NQs are taken by young people in secondary schools, colleges and some training centres.
OSCR	Office of the Scottish Charity Regulator	OSCR decides whether to grant an organisation charitable status and to enter it on the Scottish Charity Register. They monitor charities to ensure they comply with the law.



OT	Occupational Therapist	<p>Occupational Therapists can help people with practical tasks if they are:</p> <ul style="list-style-type: none"> - physically disabled - recovering from an illness or operation - have learning disabilities - Have mental health problems <p>They can look at aspects of daily life at home or in school. They look at activities that a person finds difficult to see if there is another way to do them.</p>
PEF	Pupil Equity Funding	<p>Pupil Equity Funding is money that is given to schools to help them provide the best possible opportunities for children's learning. In particular, it is there to help the school support children who experience barriers to learning and who might be falling behind or not getting the same chances in their education because their family is experiencing poverty or other financial difficulties. This money is given to schools as part of the Scottish Government's Scottish Attainment Challenge.</p> <p>Pupil Equity Funding is designed to support children in Primary 1 to S3 who are eligible and registered for free school meals. However, Headteachers can use their</p>

		<p>judgement to support other children in their school who are affected by poverty.</p> <p>For every child that is registered, the school will receive £1,200 in addition to their normal budget.</p> <p>The Headteacher decides how the money is spent and has to demonstrate the impact the funding has had on children affected by poverty.</p>
PPP/ PFI	Public Private Partnership/ Public Finance Initiative	A collaboration between a local authority and private companies, often used in the building and management of schools.
PPR	Pupil Progress Record	A key record relating to a child/ young person's education that follows them through education.



PRD	Professional Review and Development	PRD is an essential part of the GTCS's Professional Update and professional learning. It provides teachers with ongoing opportunities to reflect on their practice and personal learning through professional learning conversations supported by an annual review meeting.
PSA	Pupil Support Assistant	Supports learners with a wide variety of tasks in school. Also called Learning Support Assistant or Classroom Assistant.
PSE	Personal and Social Education	PSE addresses the learning outcomes within the Health and Wellbeing indicators in Curriculum for Excellence relating to mental, emotional, social and physical wellbeing, planning for choices and change, substance misuse and relationships, sexual health and parenthood.
PT	Principal Teacher	In primary and special schools this is usually a classroom teacher who also takes on some managerial roles within the school. In a secondary school this is typically a head of department or guidance position.
PU	Professional Update	This supports teachers to develop their skills and work. Teachers are asked to keep a record of their learning throughout their careers. This is logged on their GTCS profile and signed off by their line manager every 5 years.
PVG	Protection of Vulnerable Groups	The Protecting Vulnerable Groups (PVG) membership scheme is managed and delivered by Disclosure

		Scotland. It helps ensure people who work with children and protected adults
QIO	Quality Improvement Officer	Usually a local authority officer who has a specific job around improving the performance of schools.
SAC	Scottish Attainment Challenge	The Scottish Attainment Challenge aims to raise attainment of children and young people living in deprived areas, in order to close the attainment gap.



SALT	Speech and Language Therapist	Speech and language therapists provide lifetreatment, support and care for children and adults who have difficulties with communication, eating, drinking and swallowing.
SCCYP	Scottish Commissioner for Children and Young People	The Commissioner aims to promote and protect the rights of children and young people in Scotland.
SCEL	Scottish College for Educational Leadership	SCEL supports teaching staff by providing access to high quality leadership programmes of training.
SEYO	Senior Early Years Officer	Work in pre-school and nurseries.
SHANARRI	Safe, Health, Achieving, Nurtured, Active, Respected, Responsible, Included	<p>GIRFEC wellbeing indicators which help make it easier for children and families and the people working with them to discuss how a child or young person is doing at a point in time and if there is a need for support.</p> <p>At home, in school or the wider community, every child and young person should be safe, healthy, achieving, nurtured, active, respected, responsible and included.</p>
SIF	Summary of Inspection Findings	This document is available on the Education Scotland website following an inspection.
SIP	School Improvement Plan	This document should show improvement targets for a school. This is typically now included in the SQIP.
SLT/SMT	Senior Leadership Team/ School Management Team	Usually includes the headteacher and depute head teachers; may also include the business manager and principal teachers.
SQA	Scottish Qualifications Authority	SQA is responsible for the design, setting, assessment and certification of qualifications.
SSSC	Scottish Social Services Council	SSSC protect the public by registering social workers, social care and early years workers, setting standards for their practice, conduct, training and education and by supporting their professional development. Most staff in early learning and childcare settings need to be registered with SSSC.



SSTA	Scottish Secondary Teachers Association	A teaching union.
STEM	Science, Technology, Engineering, Maths	The name used for this group of subjects.
SQIP	Standards and Quality and Improvement Plan	<p>The purpose of the annual SQIP is to report on the main achievements over the last school year and to bring about further improvement to the learning experiences and achievements of learners.</p> <p>Improvement planning involves identifying what is good about a school, deciding how good a school can be and identifying the best way forward.</p>
UNCRC	United Nations Convention on the Rights of the Child	This is an international human rights treaty that grants all children and young people (aged 17 and under) a set of rights.
VSDS	Volunteer Scotland - Disclosure Services	VSDS is funded by the Scottish Government to support some charities with processing disclosure checks.
VSE	Validated Self-Evaluation	This aims to support and challenge the work of education authorities to improve the quality of education and outcomes for learners.
YPPM	Young Person Planning Meeting	See CPM

You may find the following websites useful

www.edinburgh.gov.uk - contains information for parents and information on Edinburgh schools.

<https://education.gov.scot/parentzone> - This site lists relevant publications for parents and provides hyper-links to other useful organisations.



<https://education.gov.scot/inspection-reports> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.

<https://education.gov.scot/> - provides information and advice for parents as well as support and resources for education in Scotland



<https://www.equalityhumanrights.com/en> - contains information for everyone on equality laws within the government and local authorities.

The information in this school handbook is considered correct at the time of update (**September 2023**), however it is possible that there may be some inaccuracy as the school year progresses.

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

I hope you find all the information in this handbook helpful and self-explanatory. If you have any queries about any of the information contained in this handbook, or indeed about any aspect of our school, please do not hesitate to contact me.

Tracey Morrison

Tracey

Head Teacher Braidburn School March 2025



Parent Feedback – Braidburn School Handbook

Please take a few minutes to share your views about our school handbook.
Your feedback will help us improve our handbook next year.

Name:

Child's name:

Please circle			Comments
This handbook is useful	Yes	No	
The handbook contains the information I expect	Yes	No	
The handbook is easy to use	Yes	No	

Please tell us how we can improve the handbook.

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Thank you very much for your feedback

Tracey Morrison
Head Teacher
Braidburn School

