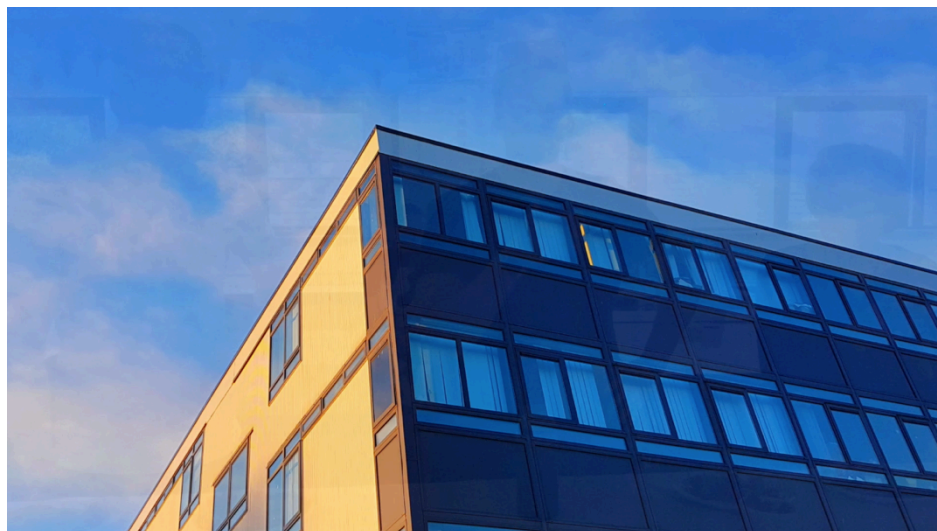




KNOX ACADEMY

HANDBOOK 2026/2027



Our school vision:

"Always to choose kindness and create a respectful environment where staff and pupils can inspire each other to achieve their goals and become life-long learners."

Our school values (ARC):

Ambition | Respect | Community

Revised March 2026

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Contact Us

Sign up for email news from the Knox Academy website: ka-net.org.uk/newsdesk

Reporting an absence for your young person: parentsportal.scot | The digital doorway to your child's school

Knox Academy General Enquiries: admin@knox.elcschool.org.uk

- [01620823387](tel:01620823387)
- **Meadowpark General Enquiries:** meadowpark.admin@knox.elcschool.org.uk
- [\(link sends e-mail\)](#)
- [01620824541](tel:01620824541)

Room Booking and Lets:

- Room booking or Lets for Knox Academy (Main site): admin@knox.elcschool.org.uk
- [\(link sends e-mail\)](#)
-
- Room bookings or Lets for Knox Academy(Main Site): out of school hours:
uk.fes.EastLothianLets@ocs.com
- [\(link sends e-mail\)](#)
-
- Janitors: (01620 823387 - Option 6 or 07919535417) Email: FM.Knox@ocs.com
- [\(link sends e-mail\)](#)
-

Senior Leadership Team:

- **Miss Susan Cook (Head Teacher)**
- **Mrs Caroline Falconer, Depute Head Teacher - Garleton House**
- **Mr David Russell, Depute Head Teacher - Lammerlaw House**
- **Mrs Zara Machen, Depute Head Teacher - Traprain House**
- **Mr Steven Johnson Depute Head Teacher - Meadowpark Communication Provision**
- **Mr Peter Luke, School Business Manager -** pluke@knox.elcschool.org.uk
- [\(link sends e-mail\)](#)



Guidance/Pupil Support/Support Base/Support for Learning: (01620 823387 - Option 3)

- **Mrs Lynn Adam, Head of Garleton House** - garleton@knox.elcschool.org.uk
- (link sends e-mail)
-
- **Mr Stuart Meekison, Head of Lammerlaw House** - lammerlaw@knox.elcschool.org.uk
- (link sends e-mail)
-
- **Miss Iona Holmes, Head of Traprain House** - traprain@knox.elcschool.org.uk
- (link sends e-mail)
-
- **Mrs Jenny Wright, Support for Learning Leader** - jwright@knox.elcschool.org.uk
- (link sends e-mail)
-
- **Mr Mark O'Neill, Pupil Support Leader (Pupil Support Base)** - psb@knox.elcschool.org.uk
- (link sends e-mail)
-

Knox Library: (01620 823387 - Option 7)

- **Miss Emma Robertson:** knoxlibrary@knox.elcschool.org.uk
- (link sends e-mail)

Knox Academy Janitors: (01620 823387 - Option 6 or 07919535417)

- FM.Knox@ocs.com
- (link sends e-mail)

Parent School Partnership (Parent Council)

Chair: Mrs M Atkinson and Mrs S Ramsay
E-mail: parentcouncil@ka-net.org.uk

(link sends e-mail)



Knox Academy PTA (formerly KASG)

Contact: Mrs Lesley Pirie

E-mail: PTA@ka-net.org.uk

(link sends e-mail)

Knox Academy

Pencaitland Road

Haddington

East Lothian

EH41 4DT

Meadowpark Knox Academy

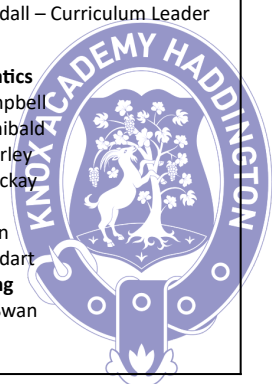
Victoria Road

Haddington

East Lothian

EH41 4DJ



StaffList 2026/27 Senior Leadership Team Head Teacher Ms S Cook Depute Head Teachers Mrs C Falconer Ms Z Machen (acting) Mr S Johnson Mr D Russell Business Support Team Business Manager Mr P Luke School Office Staff Miss L Rutherford Mrs J Allan Mrs L Arnot Mrs F Forrest Mrs N Jones Mrs J Campbell Ms H Betts School Welfare Assistant (Welfare) Mrs A Swallow School Librarian Miss E Robertson School Technicians Miss A Patterson (Workshop) Mr S Kemp (Science) Sports Co-ordinator Mr L Daborn (Primary) Mr T Salkeld (Secondary) FES Premises Management Mr K McAlpine Mr R Dreismann Catering Ms M Millar Ms J Beveridge Ms J Martin Rugby Development Officer Mr Graham McInnes	Health & Well Being Mrs J Leighton – Curriculum Leader Food & Textile Technology Ms S Shepherd Mrs S Milan Physical Education Ms K Coats Mrs J Leighton Mr G Tainsh Mr P Gleeson Mrs L Bowick Religious Moral & Philosophical Studies Mr E Elder-Smith Mrs L Montgomery Social Subjects Mr R Flood – Curriculum Leader Business Education Mr C Dempster Ms D Ferguson Mr R Flood Geography Mr A Clark Miss N Stobie Mrs S Coates History Miss K Anderson Mr H Pengelley Modern Studies Ms K Bulloch Mr A Miller Mr B Douglas Psychology Mrs K Bulloch	Pupil Support Pupil Support Leaders Ms L Adam - Garleton Mr S Meekison - Lammerlaw Ms I Holmes - Traprain Mr B Maxwell Support for Learning Mrs J Wright Mrs S Shorthouse Pupil Support Mr M O'Neill Ms G Fraser Ms R McHugh ASN Auxiliaries Mrs L Dickson-Murray Mr N Groome-Vine Mrs S Gillies Mrs K Cynnek Mr D Hunter Miss J Hadden Science Mrs A Macdonald – Curriculum Leader Biology Mr G Boyle Miss L Bates (also PT Equity) Ms C Robb Chemistry Mr A Dickie Dr D Rice Mrs S Andrews Physics Ms C Goodsmann Mr A Johnstone Mr S Hogg	Communication & Literacy Mrs E Reynolds - Curriculum Leader (acting) English Mr P Bristow Ms B Barnes Mr O Edwards Ms H Milligan (Temp) Mr A Welsh Ms A Breslin Modern Languages Miss J Laudi Ms L Fletcher Mrs M Elder Expressive Arts Mr N Tait – Curriculum Leader Art Miss K Johnston Ms A Reynolds Ms I Hunsley Drama Miss M Colquhoun Ms J Gare Music Mrs M Middlemiss Mrs L Loughrey Ms S Munro Technology Mr N Tait Mrs R Smith Numeracy & Computing Mr P Goodall – Curriculum Leader Mathematics Ms A Campbell Mr C Archibald Ms K Gourley Mr W Mackay Mr F Tait Mr S Wren Ms Y Huddart Computing Mr A McSwan 
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Last Updated 12 May 2025

Last Updated 26/06/2024

Senior Leadership Team

Remits include:

Head Teacher (Ms S Cook)

Health & Safety (Inc. OCS) with BM/SH; Leadership and Management/HMle/Quality Assurance (self-evaluation with ZM); Curriculum Planning; Inclusion/Values, Ethos and Discipline; Raising Attainment and Ambition; Standards and Quality Report including School Calendar & QA calendar; Communications strategy; Improvement planning and review (SiP); INSIGHT with ZM; SRG/Working time agreement; Marketing and Publicity; Financial planning/Budget and Inventory; Recruitment/Staffing; Absence Management; Parent Council; Pupil Voice/Pupil Leadership Team Meetings; Faculty Link - Social Subjects and Health and Wellbeing; LNCT and JNCT; ELC Positive Behaviour Group; Associated School Group Meetings; Secondary Team Group Meetings; Head Teacher Executive Meetings; Member of Education Scotland Working Groups - Attendance and Relational Practice; Public Health Toolkit Development

Depute Head Teacher (Mrs C Falconer)

Head of Garleton; GIRFEC - Integrated Support for Pupils Strategy; Child Protection/LAAC; Registration and attendance; Closing the gap strategy/at risk (with SI); Assemblies programme; Health and well-being and equality and diversity (Incl.LGBT/RRS); Wider achievement (including BGE certificate and Graduation); Pupil Equity Fund; Enrolment /Placing requests; Primary - Secondary Transition/Cluster curriculum; Student and Parental engagement strategy (with HT); Positive ethos strategy; COPs; SLT Strategies oversight of Class cover arrangements with BM ; Prefects/Buddies (with NT); Positive destinations strategy (16+) – with Pupil Support team; Faculty link to Pupil Support/HWB

Depute Head Teacher (Mrs Z Machen)

Head of Traprain; Curriculum and wider achievement (with HT); Interdisciplinary learning and electives with DR; Personal learning planning/profiling; Literacy Strategy (ZM/JW); Numeracy Strategy CB/JW; Raising attainment Strategy (including Closing the Gap with HT and DR); Faculty Reviews (with HT and DR); Faculty Link and review - Mathematics, Numeracy and Technologies/Expressive Arts; Learning, Teaching, Assessment and Moderation (including leading SQA assessment and moderation – with HT and CIs); SQA Coordinator/Exams and Qualification Framework and SQA Coordinators Group ; Tracking Monitoring And Reporting (including BGE and Senior Phase interventions); Pupil Learning Team; Coordination of Parents' Evenings (virtual or at school)

Depute Head Teacher (Mr D Russell)

Head of Lammerlaw; Lead: Curriculum, including Electives and OWA; Raising attainment strategy (with HT & SI); Quality Improvement Strategy (with HT); Quality Improvement Calendar (with HT); Standardised testing (SNSA etc.); DYW (Curriculum with RF); College/industry links (with RF); School Excursions Policy (with PL); PRD/In house CLPL; Faculty Review (with HT and SI); IT Strategy, including Digital Literacy (with CB) ; Probationer teachers and students; School events calendar (with BM/HT); Faculty Links and review; Technology & Science; Timetable (with HT); In service days

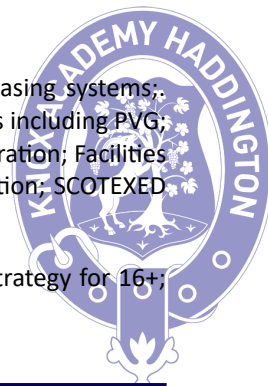
Depute Head Teacher (Mr S Johnson)

Head of Meadowpark Communication Provision; Lead: Curriculum, Learning and Assessment; Values, Vision and Ethos; GIRFEC and safeguarding and child protection; Ethos; Raising Attainment and Ambition; Health & Safety; Meadowpark Quality Improvement Strategy (with HT); Meadowpark Quality Improvement Calendar (with HT); Working time agreement; Financial planning/Budget and Inventory; Recruitment/Staffing; Absence Management.

Business Manager (Mr P Luke)

HR adviser for school; Whole school finance and budgeting including payroll/supply, School purchasing systems; Management of staff absence including class cover arrangements; Recruitment of staff and volunteers including PVG; Management of all support staff including all office Staff; School calendar; Oversee all school administration; Facilities management with Health & Safety (with HT); Online communications/website; Freedom of Information; SCOTEXED governmental statistical returns; Management of school equipment.

DYW – Mr Tait and Mr D Russell - Pupil Support for Positive Destinations and all faculties for CES; Strategy for 16+; External Partnerships



School Day

The school day timings are as follows:

MONDAY TO THURSDAY

Registration 0830 – 0840

Period 1 0840 – 0930

Period 2 0930 – 1020

Period 3 1020 – 1110

Interval 1110 – 1125

Period 4 1125 – 1215

Period 5 1215 – 1305

Lunch 1305 – 1345

Period 6 1345 – 1435

Period 7 1435 – 1525

School Roll 2025/2026 (November 2025)

S1 - **166**

S2 - **176**

S3 - **181**

S4 - **169**

S5 - **138**

S6 - **107**

FRIDAY

Registration 0830 – 0840

Period 1 0840 – 0930

Period 2 0930 – 1020

Interval 1020 – 1035

Period 3 1035 – 1125

Period 4 1125 – 1215

End of school

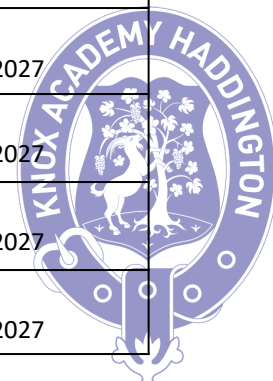
Please note: we have a reduced bell system. The bell only rings now at the start of the school day and to signify the end of break, lunch and the school day. Teachers release pupils from class at all other times.



School Holidays

Below are the East Lothian Council School Session Dates for 2026/2027:

TERM 1	Staff In-service Day 1	Monday	10	August	2026
	Staff In-service Day 2	Tuesday	11	August	2026
	Pupils Resume	Wednesday	12	August	2026
	Autumn Holiday (schools closed)	Friday	11	September	2026
	Autumn Holiday (schools closed)	Monday	14	September	2026
	All Return	Tuesday	16	September	2026
	All Break	Friday	9	October	2026
	Staff In-service Day 3	Monday	19	October	2026
	Pupils Resume	Tuesday	20	October	2026
	Term Ends	Friday	18	December	2026
TERM 2	All Resume	Monday	5	January	2027
	All Break	Friday	12	February	2027
	Staff In-service Day 4	Monday	22	February	2027
	Pupils Resume	Tuesday	23	February	2027
	Good Friday	Friday	26	March	2027
	Easter Monday	Monday	29	March	2027
	All Break	Friday	2	April	2027
TERM 3	All Resume (Staff and Pupils)	Tuesday	20	April	2027
	May Day (Schools closed)	Monday	3	May	2027
	All Resume	Tuesday	4	May	2027



	Staff In-Service Day 5 (pupil holiday)	Monday	24	May	2027
	Pupils Resume	Tuesday	25	May	2027
	Term Ends	Thursday	29	June	2027

School Session dates can also be found on the school website and at: eastlothian.gov.uk/sessiondates



Welcome – Head Teacher

Dear Parent(s)/Carer(s)

A very warm welcome to you as the parent(s)/carer(s) of a prospective S1 pupil joining Knox Academy next session. We are delighted that your young person will be part of our school community, and we look forward to getting to know you and working in partnership with you over the coming years.

This handbook contains a wealth of information about Knox Academy, and we hope it gives you a sense of the many exciting opportunities that await our new S1 pupils. Transitioning from primary to secondary school is a significant step, and while it can feel daunting, we are confident that our Primary 7 pupils from associated primaries are well-prepared and can look forward to this next chapter with optimism and enthusiasm.

In June, pupils will spend time at Knox Academy engaging in a range of activities—from sports to timetabled classes—meeting their teachers and getting a real feel for life at our school. These days are designed to help pupils build connections with their future classmates and staff, and to experience the welcoming ethos that defines Knox Academy.

At the heart of our school are the values of **ambition, respect, and community**. We strive to foster strong relationships, deliver high-quality learning and teaching, and support every pupil to reach their full potential. We celebrate the individuality of each pupil and aim to meet their diverse needs through a wide variety of learning experiences, both in and beyond the classroom. Our goal is to make learning fun, challenging, and inspiring—encouraging curiosity, creativity, and independence.

We also place great importance on working closely with parents/carers and the wider community. Your support is invaluable, and we look forward to building a strong and positive partnership with you as your young person begins their journey at Knox Academy.

We are confident that our new S1 pupils will thrive here, and we can't wait to welcome them in August.

Yours sincerely



Susan Cook



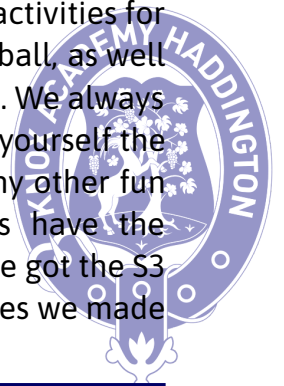
Welcome – Head Pupils and Senior Pupils' Leadership Team

Being senior pupils has allowed us to gain a deeper understanding of how we can honour Knox Academy's values of ambition, respect, and community, and truly realise how important these values are. We hope that everyone can have a positive experience being part of our school community.



The transition from primary to secondary school can be challenging even if you're looking forward to moving up. Lots of things are different from what you're used to, from the way classes are structured to the people you're surrounded by, but everyone is in the same boat. Every one of us remembers the nerves and excitement of S1, which is why senior pupils are more than willing to offer any help and support needed, along with our amazing members of staff who are willing to go above and beyond. Even though it can be scary, these changes are nothing to worry about, they allow you to have amazing opportunities, make new friends, and discover where your strengths lie; whether that be in the English department or PE or anywhere in between.

There is a space for everyone at Knox, we offer a huge selection of clubs and activities for anyone to try. This includes sports such as Rugby, Football, Netball and Basketball, as well as Drama club, Science club, amazing musical opportunities and so much more. We always encourage you to get involved in anything you think you might enjoy and give yourself the chance to meet people with the same interests as you. There are also so many other fun opportunities such as Activities Week in May where pupils and teachers have the opportunity to participate in outings and do fun activities. Along with this you've got the S3 PGL residential to look forward to, even in S6 we still look back on the memories we made during those times.



Learning and engaging with the school community will allow you to build relationships with not only your peers but also the incredible teachers and staff. We hope that when you reach S6 you reflect on your time at Knox with pride and fondness as we do. We all wish you only the best in August and during your visits to school in the meantime.

Best wishes

The 2025/26 Pupil Leadership Team



Knox Academy

Knox Academy, Haddington, is the descendant of a medieval grammar school and was dedicated to John Knox at the end of the 19th century. It is a non-denominational and co-educational school whose roll (at November 2025) was 937, catering for pupils from S1- S6. Knox Academy has an extensive campus and provides a combination of new and remodelled facilities. These facilities are accessible to all pupils. Facilities include Drama and Seminar rooms as well as social areas for the pupils. All classrooms and the Library are connected to the Internet and Intranet. The school has extensive playing fields and sports facilities featuring a full-size Games Hall and Gymnasium. For swimming lessons PE classes have use of the Aubigny Sports Centre in the town. We also have a School of Rugby (SoR).

Meadowpark, which is a short distance from Knox Academy, is our Social Communication Provision and many of our young people attending Meadowpark access subject classes at Knox Academy. The current role of Meadowpark is 56 pupils.

The Associated Primary schools are Haddington Primary School, St Mary's RC Primary School and Letham Mains Primary, all in Haddington, and Yester Primary School in Gifford.



School Vision, Values and Aims

In September 2019, we asked all in our community, including pupils and parents/carers/carers in our associated primary schools, what they would like Knox Academy's vision to look like for the next five to ten years. What did they want Knox Academy to help them achieve or what did they want Knox Academy to help their young person achieve? Two months later, following all the feedback, our vision was established and it is:

"Always to choose kindness and create a respectful environment where staff and pupils can inspire each other to achieve their goals and become life-long learners."

Our school values were also reviewed and revised with pupils, staff, parents/carers /carers and our wider community in session 2017/2018, three new values were identified at Knox Academy. Every year, as part of our self-evaluation we ask pupils, staff and parents to reflect on the values below, and they unanimously agree they are still the ones for our school. Each year since, we have asked pupils, staff and parents/carers if they wish to retain these values or create new ones, but the feedback is that everyone in our community still agrees these still reflect our values now.

Our values are **AMBITION, RESPECT AND COMMUNITY**, which sit alongside East Lothian's moral purpose which is, 'Believe, achieve, strive for excellence and care for all.'

The importance of being **ambitious** and placing a high value on learning was identified by all members of the Knox Academy community. Staff and parents/carers/carers work together so we have high aspirations for our young people and so we can encourage those high aspirations in the pupils themselves. The school community also identified ambition as:

Giving it your all; trying your hardest; striving to learn; hard work; effort; perseverance; determination; resilience; achieving the best you can; aspirational; ready for learning; commitment to learning; constant learning; excellence for all.

Being **respectful** to each other and to our environment is something that we already talk about a lot at Knox Academy; respect is at the heart of the warm, positive relationships in our school community. Respect was also seen as:

Kindness; manners; courtesy; friendship; getting along; being helpful; fairness; not being judgemental; embracing diversity and celebrating it

The sense of **community** at Knox Academy has always been strong, both within the school itself and in our links with the wider Haddington area community. There is no doubt that this is valued by all in the Knox Academy community.

The sense of community was also seen as:

Being inclusive; a sense of belonging; being a large educational family; working as a team; sharing and celebrating our successes together; everyone being equal.

At the end of their time at Knox Academy we aim that young people will...

- Have a **strong sense of who they are**, where their **strengths** lie and their **role in a community**.
- Realise that **they have potential** and know **how to go about realising it**.
- Have been **challenged** and know how to go about **meeting challenge in the future**.
- Have been **happy**, having experienced **positive relationships** and will know how to **form positive relationships with others**.
- Have the **qualifications and skills** to move on to the next phase in their lives



School Dress and Kit



Knox Academy Uniform – Pupil Guide

What You Need to Know (At a Glance!)

SECTION 1: Tops You Can Wear – Everyday Options

- Plain black or white t-shirt
- Plain **black** or **white** polo
- White shirt & tie
- Plain jumper – black or navy
- School logo or plain quarter-zip – black or navy
- School logo or **plain sweatshirt** – black or navy











Not allowed:

- Hooded tops
- Crop tops




- Jewellery with spikes or big chains
- Hats



SECTION 2: Bottoms You Can Wear

- Black trousers
- Black leggings
- Black smart joggers
- Black skirt




All must be plain, dark and suitable for school.






Not allowed:



Ripped jeans



Sports shorts

SECTION 3: Footwear

- Dark shoes or dark trainers
- Shoes must be safe and comfortable.




Discouraged:

- Bright white or colourful shoes




SECTION 4: Inclusion & Comfort

We support sensory needs and comfort options

SECTION 5: Uniform Expectations

- Clear rules so everyone knows what all the options are
- Home and school support these expectations

Wear it. Own it. Be part of the Knox Academy community.

Ambition, Respect and Community

Please find attached our updated Uniform for August 2026. Leisure Time Sport will provide our logo zipped tops and sweatshirts (the badge is embroidered on so top quality and will not wash off).

Costs for zipped tops are: £25 in junior sizes and £34 in adult sizes

Round neck sweatshirts - £13 in junior sizes and £17.50 in adult

AMBITION | RESPECT | COMMUNITY

16

These are not mandatory purchases but do provide a sense of identity and community at the school. Items of clothing do not have to have the school logo and can be purchased from anywhere – but the focus is on plain clothing with no big logos/brands across them.

More information about how to order items from Leisure Time Sports, for those who wish too, will follow at a later date.

Pupils are very welcome to still wear the current uniform too – as 25% pupils intimated they still wished to do.

We also have our uniform bank and we can supply our current uniform from – most brand new – so please do get in touch if you wish shirts, ties, jumpers, trousers or skirts.

Health and Safety

Pupils will be requested to remove ties in practical subjects when the wearing of them might breach Health and Safety regulations e.g. during a science experiment. PE is a mandatory subject and requires pupils to bring a full change of kit for health, safety and hygiene reasons. Pupils should have a change of footwear, bottom half and top half. Example of kit: Shorts/Leggings, T-shirt/jumper. Trainers are essential and must be different to those worn to school.

Valuables

Valuables can be handed in to PE staff for safe keeping during PE times. Mobile phones in particular are not allowed in PE classes (data protection issues and health & safety). At other times, they should hand their valuables to the school office for safekeeping. The school cannot guarantee total security.

Mobile Phones

If pupils bring mobile phones to school these should be switched off during classes unless teachers allow pupils to use these for research/tasks during the lesson or to record home learning. Pupils may, of course, use their mobile phone before and after school, as well as at break and lunch times. Mobile phones can only be used in the social areas in the school at these times as classrooms, corridors and the dining room are phone free zones, as per our new [Mobile Phone Policy](#). If parents/carers need to contact their young person during the school day due to an emergency, they should do so by calling the school office who will locate your young person for you and arrange a call back. Please do not phone your young person during class time as this will encourage them to keep their phone on and their phone ringing in lessons not only detracts from their learning but impacts on the learning of all the class as the teacher has to deal with this. If this occurs in class parents/carers will be contacted to discuss this and possibly to ask that the phone is not brought to school at all as it is causing too much disruption. Thank you for your support with managing this.

As mentioned in the valuables section of this handbook, during PE lessons Mobile Phones should not be brought into the teaching space. Pupils can hand phones to the PE base for safe keeping.

Finally, the school takes no responsibility for loss or damage to phones pupils bring to school.

Assistance with Provision of Free School Meals, Clothing and Footwear

Financial support for school meals and for buying school uniform is available from East Lothian Council. For details of eligibility and how to apply please follow this link: knox.is/mealsandclothing.

We have also started a 'Dress Code Donation Drop' at Parents' Evenings in order to recycle outgrown dress code. For a small donation, these garments will be upcycled for use by our families/pupils at these evenings. As well as supporting families it also supports our Eco-School approach.





Communication

Attendance

Good school attendance means that a pupil does not miss important work and thus is more likely to achieve his/her full potential and ultimately gain better results at the end of his/her school career.

If a pupil is absent, parents/carers are asked to telephone the school to outline the reason for the absence as soon as possible and also to send a letter on the pupil's return.

The then Scottish Executive issued guidelines in 2003 relating to school attendance and absence. The main change relates to family holidays during term time. The guidelines state that the majority of family holidays taken during term time should be categorised as unauthorised absence. However, it is acceptable under exceptional circumstances for schools to authorise a family holiday during term time. A family holiday classified under the 'authorised absence' category should not include such reasons as:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experienced during school holidays
- Holidays which overlap the beginning or end of term
- Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences).

Punctuality

It is obviously very important that pupils are on time for school as lateness not only causes disruption to lessons but also does not set good work standards. If a pupil is unavoidably late for school parents/carers are asked to send a note with the pupil or telephone to explain the reason. Pupils arriving in their Tutor room after the 8.30am bell will be recorded as late.

Any pupil marked as unexplained at registration will have a text sent home to the main contact on their school record asking for a reason for their absence.

The parents/carers/carers of pupils whose lateness is causing concern will be contacted in order to pursue an early resolution to the problem.

Enrolment

Preparation for the enrolment of pupils from P7 begins in the autumn preceding their entry to secondary school. An open evening for P7 parents/carers' and pupils is held in September. The actual date of the Open Evening is sent to our associated primary schools. Any parent unable to attend the Open Evening should telephone the school office to agree a mutually convenient time to visit the school and speak to a member of the school's Management Team. In June preceding the new session in August there is a parents/carers' evening and pupils transferring pay a two-day visit to the school, following their timetables and meeting teachers.

Normally children attend the catchment area school known as the district school. Pupils in the Associated Primary Schools will automatically transfer to S1. Parents/carers' wishing to enrol their child at Knox Academy from out with the catchment area should follow the procedures given in the information which will be sent out to their home address when their child is in P7. Admittance for pupils' out-with the catchment area is subject to vacancies being available. It should be noted that attendance at a non-district primary does not mean transfer to the attached secondary school. The school is always willing to provide information and discuss any problems or difficulties with prospective parents/carers.

Parental Concern

If you have a concern about your child, please contact their Pupil Support Leader (House) in the first instance.

Complaints

Most complaints can, and should, be resolved locally. If you have cause for concern, the first person to approach will normally be the Head Teacher.

Further information can be obtained at: eastlothian.gov.uk/complaints



Useful Telephone Numbers

The undernoted staff are based within Resources and People Services, John Muir House, Haddington, EH41 3HA.

Executive Director – Education and Children’s Services	Lesley Brown	01620 827834
Head of Education	Nicola McDowell	01620 827222
Principal Educational Psychologist/ASN	Anita Harrison	01620 827998
Education Service Manager (Strategy & Operations)	Bev Skirrow	01620 827494
Education Support Officer ASN	Steven Buggy	01620 827376
Parental Involvement Act (Parent Councils/Forums)	Leanne Ayton	01620 827485
Free School Meals, Clothing Grants, Education Maintenance Allowance, Pupil Placement & Home-to-School Transport Policy	Fiona Brown	01620 827415
Primary School Lets	TBC	01620 827811



Curriculum

Knox Academy's Curriculum Rationale

Introduction

The purpose of our school curriculum is to support opportunities for learners to be successful and to prepare them for positive and sustained destinations beyond school.

The curricular structure we offer should ensure that learners have the opportunity to acquire the four capacities of *Curriculum for Excellence*:

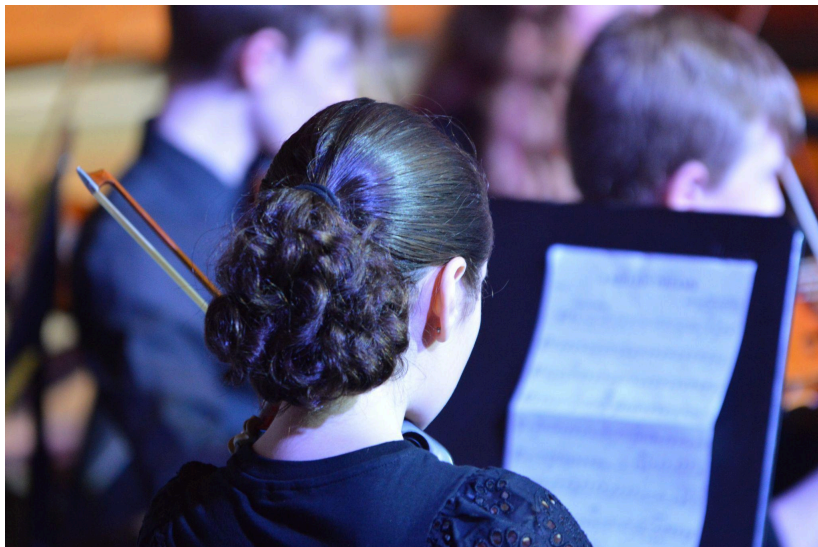
- Successful Learners
- Confident Individuals
- Effective Contributors
- Responsible Citizens

Learners should have the opportunity to access different learner pathways throughout their schooling which lead to the most appropriate qualifications and experiences which prepare them for life and work and lead them into a successful and sustained positive destination.

A summary of our Curriculum Rationale is on the next page.

Cross Curricular Themes

The cross curricular themes of **Literacy, Numeracy, Health & Wellbeing and Skills for Life & Work** are the responsibility of all subject areas. While it is anticipated many of these will be delivered by specific key subjects, all departments should plan meaningful opportunities to deliver and assess relevant outcomes and experiences within their courses.





Knox Academy's Curriculum Rationale



Success Learners who are able to:

- Use literacy, communication and numeracy skills
- Use technology for learning
- Think creatively and independently
- Make reasoned evaluations
- Link and apply new kinds of learning in new situations

We support our learners to achieve this by:

- Working in line with East Lothian Council's literacy strategy with a focus on writing, coupled with collaborative professional enquiry within the Communications Faculty
- Introduction and development of the 'mastery' approach in the teaching of numeracy and maths in the Broad General Education (S1-3)
- Supporting their mental health and wellbeing
- Using digital skills to enhance learning

Confident Individuals who are able to:

- Relate to others and manage themselves
- Pursue a healthy and active lifestyle
- Be self-aware
- Develop and communicate their own beliefs and view of the world
- Live as independently as they can
- Assess risk and make informed decisions
- Achieve success in different areas of study and activity

We support our learners to achieve this by:

- Offering leadership roles and opportunities e.g. the Pupil Learning Team and the Pupil Leadership Team
- Rites of passage groups help to develop self-esteem and self-confidence
- Introduction of new courses e.g. Mental Health and Wellbeing
- Existing core PE, PSE and RME courses.
- A range of musical opportunities and groups

Effective Contributors who are able to:

- Communicate in different ways and in different settings
- Work in partnerships and teams
- Take the initiative and lead
- Apply critical thinking to new concepts
- Create and develop
- Solve problems

We support our learners to achieve this by:

- Contributing to the local and wider community e.g. volunteering, work experience or engaging in community projects and activities.
- Poppy Scotland Initiative
- Youth Philanthropy Initiative programme in S3
- Annual campaigns for the Pupil Leadership Team
- Pupil Learning Team and Pupil Parliament
- Twinning partnership with Aubigny sur-Nère

Ambition

Responsible Citizens who are able to:

- Develop knowledge and understanding of the world and Scotland's place in it
- Understand different beliefs and cultures
- Make informed choices and decisions
- Evaluate environmental, scientific and technological issues
- Develop informed, ethical views of complex issues

We support our learners to achieve this by:

- Biennial Diversity Event
- Eco-schools – first Green Flag has been awarded
- LGBT+ Scotland Silver Charter Award in December 2022

Respect

Next Steps:

- To respond to the curricular needs of our learners in the 21st century and continue to evolve our curriculum to meet the needs of all learners. This includes working with partner providers
- To provide learning opportunities that allow all learners to develop their skills and abilities within the four capacities, achieving their potential and becoming the best version of themselves that they can be by their exit point from Knox Academy
- To ensure our learners leave school with at least 5 qualifications, including literacy and numeracy and move onto a sustainable positive destination

Community



Inter-Disciplinary Learning

All subjects should work collaboratively using inter-disciplinary learning to ensure pupils have a cohesive and meaningful learning experience. Interdisciplinary learning allows pupils to see, make and understand links between discrete subject areas or disciplines and apply to real life contexts, where possible.

Effective interdisciplinary learning is a collaborative piece of work, project or course which is planned and coordinated between disciplines and which delivers one cohesive piece of learning or area of study. Opportunities for inter-disciplinary may exist between subject areas or in links across such opportunities within electives.

Effective interdisciplinary learning:

- Can take the form of individual one-off projects or longer courses of study
- Is planned around clear purposes
- Is based upon experiences and outcomes drawn from different curriculum areas or subjects within them.
- Ensures progression in skills and in knowledge and understanding, using the ELC Frameworks to support this
- Assessed using the ELC Frameworks and Benchmarks within the BGE
- Can provide opportunities for mixed-stage learning

Opportunities for collaborative working will be planned within the school calendar and may include themed weeks on areas such as RESPECT and Anti-Bullying, Rights Respecting Schools, LGBT, School Values and Eco Schools.

Personalisation & Choice

As pupils progress through S1-S6 opportunities for personalisation and choice will be provided. Pupils will be supported to make informed choices about their learning and this in turn should encourage and motivate them.

Personalisation and choice can take many forms and is not just about making subject choices. Opportunities for personalising the learning experience will be built in to all courses including

1. Choice in **what** pupils will learn
 - Subject Choice
 - Choices within subjects
 - Choice within lessons
2. Choice of **how** pupils will learn
 - Active learning
 - Different activities offered within lessons
 - Challenge based – different product or outcome
3. Choice in **how** pupils will **demonstrate** learning

The S1-S3 curriculum structure should provide clarity as to how the Level 3 and 4 Experiences and Outcomes will be delivered in all curricular areas through discrete subject teaching and inter-disciplinary learning, providing coherence for the learner. The curriculum builds on the experiences from the primary sector following the ELC Curriculum Frameworks within each curricular area. Pupils will achieve key benchmarks within this learner journey.



Curriculum

Broad General Education (S1 – S3)

Pupils follow a [broad general education](#) during S1-S3 covering a range of subjects across all curricular areas. The 7 principles of curriculum design as outlined in Building the Curriculum 3 are integral in planning curricular experiences:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

To facilitate increasing personalisation and choice within the BGE learners choose:

The S1/2 Curriculum:

English	Maths	Modern Languages	Social Subjects	Science	Expressive Arts	Technologies	Core	Elective
5ppw	5ppw	3ppw French/ Spanish	4ppw (in S1 - integrated) 3ppw (in S2 discrete) Geography/ History/ Modern Studies	3ppw (in S1) 4ppw (in S2)	3ppw Art, Drama, Music	3ppw Bus Ed, CDT (rota) HE Comp, (rota)	4ppw PE x 2, RME, PSE	2ppw: 1 period Creative Rota, 1 period Elective Rota

*ppw = periods per week



Pupil Personal Profile (S3)

The S3 Pupil Personal Profile will enable pupils to develop a profile of achievement and attainment throughout their time in Knox Academy. This will also include their own evaluation of strengths and weaknesses helping them plan for their senior phase, and life beyond school. The completion of the pupil profile is a signal to the end of a learner's Broad General Education and we mark this with a celebration event in the school.

The S3 Curriculum

At the end of S2, pupils will make a choice. They will study up to 8 subjects and this will be within the curricular areas to meet requirements for their Broad General Education. The S3 provision will be:

English	Maths	Mod Lang (not compulsory)	Social Sub	Science	Expressive	CDT	Specialisation	Core
5ppw	5ppw	3ppw	Choice 3ppw	Choice 3ppw	Choice 3ppw	Choice 3ppw	Choice 3ppw	4ppw PE x 2, RME, PSE

*ppw = periods per week

S1-S2 BGE Elective Courses

In order to develop breadth and further personalisation and choice of learning within the BGE, learners will have the opportunity to participate in our Creative and Elective Rotas. These are designed to include an added value to the S1 and 2 curriculum e.g. through the development of creative thinking and problem solving skills. The exact content of the rota is determined by the staff teaching the class. Over the years the Elective rota has included activities such as media studies, journalism, knitting and yoga. The feedback from pupils is that they provide a 'break' from the traditional subject areas and have enabled them to develop new skills.

We have introduced an additional period of literacy and numeracy in S3. This is aimed at developing these key skills, helping to address some of the impact of the COVID pandemic and raise attainment.

The Senior Phase Curriculum (S4-S6)

Our Senior Phase comprises S4-S6 who are considered as a cohort during their senior years. This means they will be offered the same subjects to choose from and will be timetabled together. This structure allows for greater flexibility with our curriculum and enables the school to offer a broader range of options for the pupils. We have recently reviewed the range of subjects offered in the Senior Phase and will be introducing a number of new courses over the next 1-3 years (depending on uptake, staffing and resources). We will continue to review our curriculum offer so that we are meeting the need of the pupils as effectively as we can.

At the end of S3 pupils will choose to study a maximum of 7 subjects at National 3, 4 or 5 or a vocational/college course during their S4 year.

Within S5/6 a maximum of 5 Higher or Advanced Higher courses will be offered. However as S4-S6 will follow the curriculum as a cohort, those not sitting Higher or Advanced Higher courses can choose up to 7 National 3, 4 or 5 subjects or a mix of National, Higher and Advanced Higher courses. Additional vocational courses and opportunities will also be on offer, particularly through the School College Partnership programme or consortia arrangements, wherein pupils can travel to our neighbourhood schools in East Lothian. **These additional opportunities include a range of Foundation Apprenticeships.**

Our Senior Phase course choice form can be found on our website; knox.is/choice



S4	English x 4	Maths x 4	Option 1 x 4	Option 2 x 4	Option 3 x 4	Option 4 x 4	Option 5 x 4	Core PE x 2 SE x 1 RME x 1
S5/ S6	Option 1 Higher x 6 Nationals + OWA x 5		Option 2 Higher x 6 Nationals + OWA x 5	Option 3 Higher x 6 Nationals + OWA x 5	Option 4 Higher x 6 Nationals +OWA x 5	Option 5 Higher x 6 Nationals + OWA x 5	Option 6 for those doing all N5	Core PE x 1 SE x 1 RME x 1

Returning to S5/S6

We hope to welcome as many of our senior pupils back to S5/6. In Scotland education is compulsory up until the age of 16 years old. Thereafter, attendance at school, by a young person, is on a voluntary basis. However, if they do return to S5/S6 we expect that they commit fully to their education at Knox Academy so these years add value.

Vocational Opportunities

East Lothian Council has wide and varied links with vocational opportunities through the School College Partnership programme. These include links to college programmes on Tuesday and Thursday afternoons, Foundation Apprenticeship Programmes through college and neighbouring schools and links to work programmes with East Lothian Works.



Learning and Teaching Methodologies

High quality Learning and Teaching is fundamental for pupils to be successful. All staff regularly evaluate their Learning and Teaching practice and ensure they are using the most beneficial methodologies for the pupils to learn effectively. Core time in the school CLPL calendar is dedicated to learning and teaching. All staff are committed to delivering well planned lessons with clear structure, including Knox 90 and the 4 phases (connect, activate, demonstrate, consolidate), to deliver relevant and purposeful lessons that develop skills and knowledge. The classroom experience is evaluated at regular intervals across a year, including through short “walkthrough” observations, to the more formal and rigorous faculty reviews which take place annually.

Skills Development

The development of skills is essential to learning and education to help young people to become successful learners, confident individuals, responsible citizens and effective contributors. The skills and attributes which children and young people develop should provide them with a sound basis for their development as lifelong learners in their adult, social and working lives, enabling them to reach their full potential. Schools are preparing pupils for jobs that may not currently exist so upskilling them in areas such as creativity, problem solving, digital literacy and the ability to think ‘outside what is possible’ is vital in preparing them for the future as many young people will change job numerous times over their working lives.



Monitoring, Tracking and Reporting on Progress

Progress Tracking

Pupil progress will be tracked from S1-6 through the use of:

SEEMIS

Reports are used alongside parent consultation meetings to keep parents/carers informed of academic progress across the curriculum. Each year group will have one parents' consultation meeting per session. S1-S3 pupils receive one tracking report and one full report, including written targets. S4-S6 pupils will have 4 tracking reports across the year and there will also be two parents' consultation evenings (parents/carers should attend one of these). Pupils will keep a self-evaluation folder of their progress following assessments and these will detail their next steps in learning for each subject.

In House Tracking

Following each reporting period, House teams work together to identify students working below potential and plan strategic interventions where appropriate. There may also be contact between school and home through the Pupil Support Leaders if required.

My World of Work

In S1, all learners will have access to [My World of Work](#), which tracks and identifies skills, interests and attributes and provides information on career pathways. As learners move up through the school, they will use this resource more and more, to help them plan work experience, identify career options and potential further education or college courses.

Wider Achievement

All pupils will be given opportunities for wider achievement during their time in Knox Academy. Opportunities include:

- Pupil Leadership Team
- Committees E.g. Eco Team, Charities
- Pupil Learning Team
- S3 Knox4Sports Leaders (Active Schools)  [@Knox4Sports](#)
- Extra-curricular activities
- Duke of Edinburgh Award
- Saltire Award
- Youth Philanthropy Initiative
- Tots and Teens
- Work Experience
- Volunteering
- Prefects
- Residential experiences and trips



Religious, Moral & Philosophical Studies

There is a statutory requirement to provide religious education and religious observance. RMPS deals with the development of the person in relation to self-awareness, relationships with others, and the understanding of different beliefs, values and practices. As such, it makes an important contribution to the development of pupils in preparation for adult life and can contribute greatly to many future career choices.

Religious education involves understanding the beliefs, values and practices of Christianity and other world religions. Pupils are encouraged to develop understanding of, and respect for, people of different faiths and people who adopt a non-religious stance for living.

Moral education is the process whereby a person develops responsible attitudes towards others and the skill of moral judgement about what is right and wrong. Pupils will learn to appreciate common values such as honesty, liberty, justice, fairness and respect for others. However, they will not be told what to think: RMPS aims to develop the thinking skills that will enable the individual to make up their own minds on religious and moral issues.

Philosophical education allows pupils to participate in discussions and debates and critically consider religious and ethical stances for living. Philosophy is described as an attempt to find answers to some of the deepest questions about ourselves as human beings and the world we live in. It is the approach to these questions as much as the questions themselves that stimulates the thinking skills to deal with philosophical inquiry. Whatever answer is proposed, it must be backed up by careful argument. This puts an emphasis on skills such as evaluation and analysis.

Parents/carers do have the statutory right to have their children withdrawn from RMPS, and should contact the school if they have any concerns.

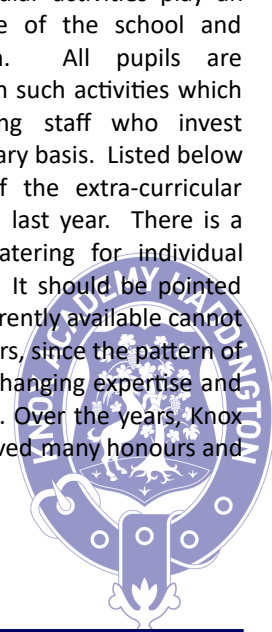
Additional Classes

Extra classes operate at lunchtimes and after school in a number of departments to support pupils in their studies. These tend to be informal and are very popular with the full ability range.

Our curriculum, in all year groups, also focuses on the key priorities of literacy, numeracy and health and wellbeing. We also focus on developing the key skills for life, learning and working, such as problem-solving, group work, developing creativity and confidence (see Careers Education Standard).

Extra-Curricular Activities

Examination results reflect only a part of the school's provision and achievements. Extra-curricular activities play an important part in the life of the school and enhance pupil education. All pupils are encouraged to participate in such activities which are organised by teaching staff who invest additional time on a voluntary basis. Listed below are examples of some of the extra-curricular activities that were offered last year. There is a wide range of pursuits catering for individual preferences and interests. It should be pointed out that some activities currently available cannot be guaranteed in future years, since the pattern of activities depends on the changing expertise and interests of staff and pupils. Over the years, Knox Academy pupils have achieved many honours and there have been noteworthy individual achievements in sport and in the arts.



RRSA and Amnesty International Group, Pupil Librarian, Wind Band, School Orchestra, Hockey, Maths Revision, Art Revision, French Revision, Football, Netball, Choir, Rugby, Duke of Edinburgh, Musical Theatre Group, Fitness (pre-school), Running Club, Yoga Club (pre-school).

Extra-Curricular Sports Timetable 2026-2027

The extra-curricular sports timetable for 2026-2027 will be published mid to late August 2026. Please see below for examples of activities that were on offer during 2026-27 session.

ACTIVITY
Boys Rugby (Partnership with HRFC)
S1-S3 Basketball
Boys Fitness
S1, S2 & S3 Lunchtime Club (Activity Varies)
Dance Club
Junior Netball (S1-S3)
Senior Netball (S4-S6)
Table Tennis Club
Volleyball Club
Boys Football (5 a side club)
Badminton (Partnership with Haddington Junior Badminton Club)
Girls Rugby
Senior Basketball (S4-S6)

Musical Activities

There is an extensive programme of extra-curricular activities in the Music Department. These activities are the basis of the Christmas and Spring Concerts.

The school has a Senior Choir which is open to all pupils in the S3-6. There are no entry auditions.

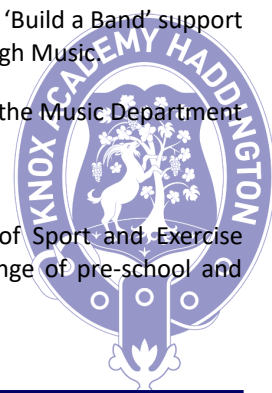
There are also 7 instrumental groups - S1/2 performing skills (run by S2 (New S3), String Orchestra, Guitar Group, Orchestra, Wind Band, Jazz Band and a folk music group (The Goat's Toes). These groups are open to all pupils with the appropriate playing skills, whether or not they have tuition in school from one of the school's instrumental instructors.

S2s have an Annual 'Battle of the Bands', with excitement building over the Spring term. We also have a 'Build a Band' support for groups selected by their Pupil Support Leaders, who receive extra tuition, for pastoral support through Music.

Complete details of how to join, rehearsal days and times, etc. for each choir or group are displayed on the Music Department notice board. Contact – Ms L Loughrey or Mrs Middlemiss – Music Department.

Sporting Activities

Knox Academy, also known as 'Knox Sport', is proud to offer an ambitious and inclusive range of Sport and Exercise programmes. Clubs and practice sessions take place before and after school. We also provide a range of pre-school and lunchtime activities.



We run Coach Education and Volunteering Programmes (in association with ELC Sports Development and 'The Saltire Awards') where pupils have a great opportunity to gain coaching certificates and develop leadership skills.

We are very proud of our pupils currently involved in 'Performance Athletes in Schools' (PAIS). Many play their sport at district and international level. Their focus is to improve, just a little...every day. We also have two senior pupils who are Sports Ambassadors.

Contact for Sports and Exercise programmes Thomas Salkeld – tsalkeld@elcschool.org.uk

Outdoor Education

Outdoor Education, by definition, is any educational activity that takes place outside of the classroom. The school offers a number of outdoor education opportunities for pupils in all year groups. These include Activities Week, the Outdoor Education challenges and the MAAP Programme, Teambuilding Weekends and Overseas Expeditions.

The school works with a number of outside agencies including but not exhausting the following;

The Green Team - www.greenteam.org.uk

East Lothian Ranger Service - www.eastlothian.gov.uk

East Lothian Outdoor Education Service www.activeeastlothian.co.uk

STRiVE Adventure - www.strive.scot

Eco-Schools

Knox Academy is currently working to become a more environmentally-conscious school. With two key extra-curricular groups at the helm of this movement - the Eco-Committee and the Green Team - students at Knox are developing a greater awareness of how their actions impact the environment on a local, national and global level.

We are constantly striving to reduce the school's impact on the environment and initiatives to earn an Eco-Schools Green Flag accreditation are underway. The Eco-Committee is also responsible for running our annual Eco-Week, which draws attention to environmental problems and highlights how students can make a difference in their day-to-day lives. The Eco-Committee and Green Team have a vibrant presence in the school and always welcome new members.

Contact - Ms J Laudi



Activities Week

Knox Academy has a long tradition of offering a suspended timetable programme to S1, S2 & S3 pupils. This has always taken place in May, just before the new timetable begins. This experience is an important part of the education of all of the pupils involved. It is a curriculum enrichment programme, whereby pupils gain life skills through various activities/packages/residential trips that are on offer. Whatever pupils choose to participate in during this week, the main outcome and focus is to develop important employability skills such as team work, confidence, communication, leadership, stress management and problem solving. We encourage all learners to undertake a residential experience whilst at Knox Academy, and ensure that money should not be a barrier to accessing this experience.

Please look at the [Activities Week](#) page on the school website for more information.

Contact – Mr D Russell (DHT)

Europe – Awareness, Exchanges and Links

There are several opportunities for pupils to extend their European awareness. These include:

- Alice Burnett Twinning Scholarship
- European Week of Languages
- Link with school in France

School Community and Beyond

School and Community

There are Community Education classes in the school during the evenings and information about the vocational and leisure subjects available can be obtained from the Continuing Education Unit, Court Street, Haddington (01620 827606).

It may be possible for adults to attend certain courses with senior pupils during the day. All enquiries should be made to the Head Teacher.

Educational Excursions

Educational excursions are designed and planned in accordance with East Lothian Council's comprehensive guidelines.

Cultural & Community Development

East Lothian Council Services can facilitate enhanced learning opportunities for children through the provision and support of:

- School Library Service
- Instrumental Music Instruction
- Drama Provision/Theatre
- Educational Visits to Museums/Projects
- Study Support and After School Activities
- Sport

The Service is committed to facilitating access to the widest range of creative and learning opportunities.

In addition the school has a wide range of cultural activities which link with the local community for example an ecology and charity events and School Concerts.

Sport and Physical Activity Coordinator – (ACTIVE SCHOOLS East Lothian)

The implementation of full time Sport and Physical Activity Co-ordinators has been in place within East Lothian since 2005. Increasing the number of pupils engaged and participating fully in physical activity, both in curriculum and extra-curricular time and providing access to new and more diverse activities for all pupils are two of the main aims. Ensuring sustainability of opportunities is also a key objective, as is developing stronger links with community and local primary school sport.

Should you wish to volunteer to help or have any questions please contact Mr T Salkeld through the school.



Pupil Council/Pupil Parliament

Elected representatives from all year groups attend a Pupil Council chaired by the Head Pupils. Any pupil can submit agenda items and minutes of the meetings are distributed and discussed.

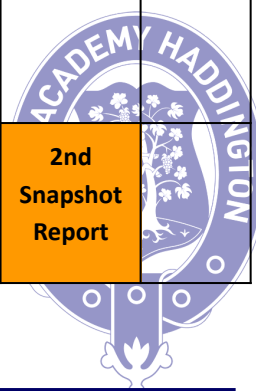


Parents'/Carers' Evenings

During the course of a session Parents/carers' Consultation Evenings are held that give an opportunity for parents/carers to talk with class teachers. Advance notice of these meetings is given in the Calendar sent home each August. Notice of the dates is to be found in the Knox News and on the school website, and nearer to the date, letters are sent home with the pupils. The learners themselves arrange the appointments, which are 5 minutes in length. If more time were required, then we would ask you to contact the relevant Curriculum Leader or Pupil Support Leader for an alternative time for a more in depth meeting. Parents/carers' Evenings in S2 and above are normally attended by a representative of Skills Development Scotland whose advice can be most helpful in the complex field of qualifications, courses and employment for school leavers. Additional information evenings provide details about moving from P7 to S1; 'settling in' in S1 and Course Choice Information in the senior school. All of our parents/carers consultation evenings will be in-person meetings.

Tracking, Monitoring and Reporting Calendar for Parents/Carers 2026-27

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May
S1			9th Snapshot report			12th Parents' Evening				11th Full Report
S2			9th Snapshot report			22nd Full Report	11th Parents' Evening			
S3			9th Snapshot report		3rd Parents' Evening		24th Full Report			
S4 S5 S6		25th Snapshot Report	30th Snapshot Report	5th & 10th Parents' Evening		28th Snapshot Report			2nd Snapshot Report	



Knox Academy

Tracking, Monitoring and Reporting Calendar 2025-26

Key

	Snapshot Report (Tracking data only – no SMART Target Comments)
	Full Report (with SMART Targets)
	Parent Consultation
	Dates indicate when reports issued to young people and families



Presentation for Examinations –

Current Arrangements for Pupils in S4/S5/S6

Pupils are presented for National Qualifications at the end of S4. Each pupil is presented at levels appropriate to his or her ability.

National Qualification courses are offered at National 3, National 4 and National 5. The final level of sitting will be indicated nearer the time. National 3&4 courses do not generally require a final exam and are graded Pass/Fail. National 5 courses generally do require a final exam and are graded A (1, 2); B (3, 4); C (5, 6); D (7).

Where required, arrangements are made to support pupils with additional support needs when sitting examinations.

In S5/6 subjects are offered at National, Higher and Advanced Higher. Higher and Advanced Higher include internal Units. Overall awards are graded A (1, 2); B (3, 4); C (5, 6); D (7)

We attempt to meet a wide range of curricular choices but this can be affected by uptake and staffing. For S5 and S6 classes, it may not always be possible to pursue all subjects from National through to Higher and Advanced Higher levels.

When will subject choice/learner pathway reviews take place?

Young people will study and be assessed for qualifications from S4 onwards. In S3, they will choose which qualifications to take in the senior phase. That doesn't mean that there will be no choice before then. S1-S3 will be designed to provide a broad, general education.

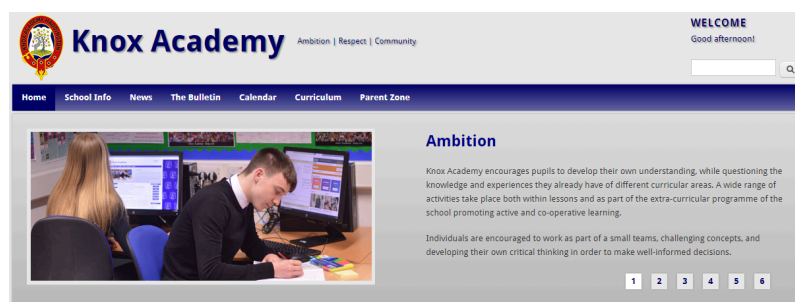
There will be scope for choices including increasing specialisation during that time, ensuring that young people have the right level of challenge and support. This will provide a strong basis for moving on to study for qualifications from S4. The subject options are determined by the school and Local Authority.

Examination Results and School Leaver Destinations

At Knox Academy we aim to encourage and support pupils to achieve their full potential in the National Examinations. Our results are pleasing and remain above local and national levels. We are not complacent, setting ourselves challenging targets and constantly reviewing our study support.

However, examination results reflect only a part of the school's provision and achievements. At Knox Academy we pride ourselves on offering a rich and diverse range of educational experiences for our youngsters. We continue to build on a long history of success in sport, music and the arts.

The School Website is used to communicate our pupils' successes to the school and wider community. For details of results please see Appendices.



Home Learning

Home learning is a key part of the teaching and learning process. It reinforces skills and knowledge from the classroom and helps the pupils develop learning skills outside the school environment.

All classes are now linked with their teacher through Google Classroom and assignments are often shared through this platform. Feedback is increasingly electronic, and we have found that this has also enabled greater collaboration between peers.

Homework should help pupils to:

- revise/learn/practise;
- test the understanding of a subject;
- apply knowledge to a varying range of tasks;
- promote self-confidence, and
- highlight any difficulties they are experiencing

Frequency/Amount of Homework:-

S1/S2: approx. 15-30 minutes per homework task set.

S3/S4: approx. 30-60 minutes per subject per week.

S5/S6: up to 2 hours per subject per week.

We would like to stress the importance of parents/carers supporting the school policy, in showing interest, and in ensuring that home learning is done efficiently, thoroughly and regularly. Our current Home Learning Policy can be located [here](#).

Parents/carers are asked to encourage pupils who are learning a musical instrument to practise regularly.

Please inform the school if your son/daughter is having any problems with homework or meeting deadlines.



The Knox Academy Way

Following recent consultation with pupils, parents/carers and staff, we have agreed 'The Knox Academy Way.' This is based around the high expectations we have at our school to ensure everyone can learn in a happy and safe environment. These expectations are based around our school vision and values. We ask that all pupils engage with these expectations so they, and others, can achieve their potential.

Always to choose kindness and create a respectful environment where staff and pupils can inspire each other to achieve their goals and become life-long learners.

Ambition

- To work to the best of my ability in all subjects.
- To ask for help when I need it.
- To ask to use ICT if I need it and to bring any additional resources I may need to the class e.g. a coloured overlay.
- To accept learning new things can be challenging and mistakes are likely.
- To have high expectations of what I can achieve.

 Ambition

 Respect

 Community

To work in pairs/groups to support my own and other's learning and knowledge. To ask for extension work if I have completed my tasks. To use IT to support my learning and home learning. To complete home learning tasks to the best of my ability and on time.

Respect

- To arrive on time to school and my classes.
- To attend school and classes every day unless unwell.
- To bring the correct equipment to all my classes (including PE).
- To follow the Knox 90.
- To treat others in a respectful way at all times (class/corridors/social areas/in the community).
- To respect the classroom environment (I can drink water to keep hydrated).
- To follow all instructions given by teachers/members of staff.
- To walk through the school, following the one way system, in a calm and controlled manner so we all feel safe.
- To look after all resources and facilities (jotters, textbooks, changing rooms, PE halls, toilets, social areas).
- To ensure mobile phones are not seen and not heard during lessons.
- To remove Air Pods/Earphones during the school day (except breaks and lunch) so I can communicate with others.
- To keep me and others healthy and safe, I will not bring or use drugs, cigarettes/vapes or alcohol on or around school premises.

Community

- To work effectively with my peers so everyone can achieve their potential.
- To celebrate my own and others' successes.
- To keep our Eco-school tidy (classrooms, corridors, social areas, toilets, grounds).
- To put my litter in recycling bins.
- To wear the Knox Academy school uniform and represent the school with pride.
- To be polite and respectful in our local and wider community so the school is viewed positively at all times.
- To engage in extra-curricular activities to further develop my links with other pupils across the school and develop my life skills.



Learning and teaching/behaviour for positive relationships

- Pupils must not wear hooded tops to school and this will reduce any debates about asking for them to be removed.
- Pupils should all be in school uniform and we can give support with this if required via our uniform bank (with lots of brand new school wear in this)
- Restorative conversations (both staff and pupils being able to discuss how an incident made them feel and agreeing a way forward)
- Hosting in a senior class to give a few periods to explore the issue before the pupil returns to class – which allows others to learn too where the issue is around behaviour
- Use a support card with Pupils Support Leader, DHT or HT, to get comments on from class teachers
- Attend the Pupil Support Base/Support for Learning for support with work
- Meeting with parents/carers/Child's Planning Meeting
- A timetable adjustment – in consultation with the pupil and parents/carers
- Change of teacher/subject/class – in consultation with the pupil and parents/carers (and only if this is possible)
- Support from other agencies
- Hosting at another local school (if space is available)
- Formal Disciplinary Warning. FDW is used when a pupil had exhibited unacceptable and unsafe behaviour which could be deemed to merit an exclusion, but where a formal exclusion would not be appropriate
- Exclusion (up to 5 days) — followed up by a next steps planning meeting to support a positive return to school. This return to school may involve the use of a temporary part-time timetable to reintegrate the young person.



Mobile Phone Policy



PHONE USE AT KNOX

MOBILE-FREE ZONES

- Classrooms
- PE Department
- Corridors
- Lunch Hall
- Library

Reminder!

You can use your phone in the social area and outside of school

Okay



Ambition
Community
Respect

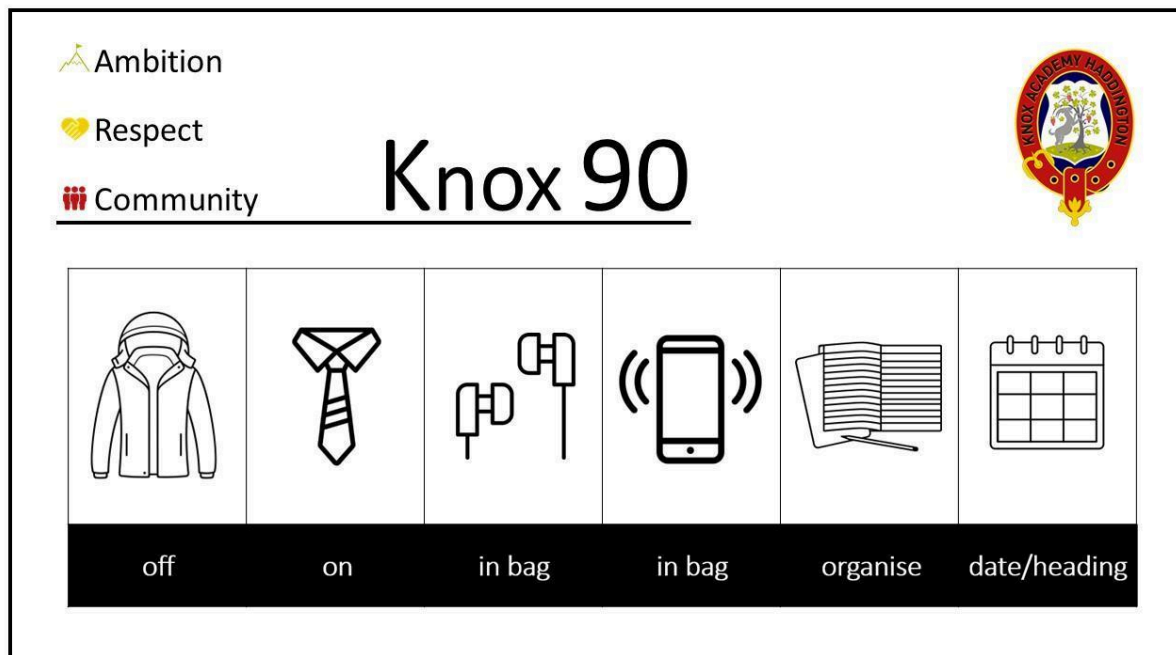


Positive Relationships

Positive Relationships for Learning:

Positive relationships are vital for effective learning and teaching to take place and to ensure all of our young people have a climate for learning that allows them to reach their potential. We have a role to play as staff across the school in relation to being positive in our communication with young people. We must have a consistency of approach in regard to our expectations (see appendix 1) in and out of the classroom and ensure these are communicated explicitly to all of our learners. These high expectations, linked directly with our school vision and values, must be prevalent in all classrooms and in our work beyond the classroom. By ensuring consistent application of our Knox 90 (90 seconds to get ready for learning when pupils arrive in a classroom) we ensure a positive start to the beginning and end of lessons.

Knox 90 is:



In order to support our climate for learning and positive relationships across Knox Academy, we have a five stage/stepped interventions approach that staff should use. These are:

1. Verbal Reminder 2. Scripted Responses 3. Restorative Conversations (with CL/DHT present if required) 4. Curriculum Support Room 5. On-Call Manager

1. Verbal Reminder – staff should remind pupils about their expectations of the task they should be completing and to help them focus upon it; the behaviour they are expecting to see or the value they are expecting the pupil to show. This should also be framed in a short/concise positive phrase to re-engage the pupil in the behaviour you wish to see.

2. Scripted Responses – these are good to use as set phrases to encourage the pupils to adopt the behaviour you wish. Some of the useful phrases suggested are: jackets off, thanks; phones in bags, thanks; silent work, thanks; thank you for being respectful and not speaking over others etc. Staff can also create their own bank of scripted responses. The aim of scripted responses is that pupils also get to know these and what is expected of them. They are short in form to help ensure relationships are kept positive through positive framing of expectations.

3. Time Out (Restorative Conversation) If 1 and 2 have not accomplished the goal of the young person being on task and engaging positively there may be a need to have a conversation with the young person about your expectations. This should be done in a quiet place and not in front of other pupils (remember the saying, 'praise in public, reprimand/discuss in private'). Restorative conversations should focus on the identified behaviour and how you can work together, in a positive manner, to ensure that the behaviour expected can be achieved and the pupil can resume their learning in the classroom with their peers. This should be recorded on a pupil referral form so the Curriculum Leader and teacher both have a record of this.

If you need support with how to conduct a restorative conversation please speak to your Curriculum Leader who can advise you on this or accompany you in a conversation with the pupil (if being carried out at a later stage).

4. Curriculum Support Room – this is an internal faculty arrangement that can be used where repeated behaviour has been shown, over a period of lessons or time, and the pupil is removed to focus on their learning in another classroom/SfL room or staff base. This is arranged through the Curriculum Leader. This provision allows pupils time to reflect on expectations and for the teacher to focus on the learning and teaching of the class without interruption or disruption. The CL should also carry out a restorative conversation with the pupil and the class teacher/pupil before the pupil is re-integrated to class so expectations are agreed. A pupil's removal to the CSR should only be short term and it is expected they re-join the class as soon as possible.

5. On-Call Manager – this should only be used in exceptional circumstances. If it is used too quickly and for minor concerns regarding a lack of pupil engagement or where a restorative meeting should have been the route, this undermines this system and may mean that the on-call leader is unable to support another member of staff at this time. Please enlist the support of your CL in the first instance if they are available and not teaching. If you have a hot spot/a class where building positive relationships is more challenging, please seek support from your CL, Pupil Support Leaders (House) or your faculty's DHT link or add to our 'On Call Hot spot list' in the office. We are here to support you to ensure relationships are strong between teachers and learners in all classes. However the most positive relationships are the ones where teachers are empowered to manage their classroom relationships as best as they can and try all options before enlisting support from their CL, Pupil Support Leaders or DHT. Using peers to observe classes where the pupil is doing well in another faculty can also provide support for classroom practice and can afford an opportunity to build relationships with pupils in a different subject area that you can then take back to your own classroom. It also provides a platform to talk to the other teacher about their approach to how they built that positive relationship with that pupil so they are engaging in their class.



Our one page blueprint for creating positive relationships is up in all of our classrooms at Knox Academy and this is what it looks like:

Knox Academy Positive Relationships



Our vision at Knox Academy is always to choose kindness and create a respectful environment where staff and pupils can inspire each other to achieve their goals and become life-long learners.



Visible Staff Consistencies

1. Meet and greet learners at door and Knox 90.
2. Consistent language used by class teachers.
3. Teacher to dismiss class in an orderly manner.

Expectations

1. Work to the best of your ability. (**AMBITION**)
2. Treat others as you want to be treated. (**RESPECT**)
3. Be part of your learning **COMMUNITY**.

Over and Above Behaviours

1. Praise Postcards.
2. Positive Recognition Boards.
3. Hot Chocolate Friday.

Ambition | Respect | Community

Stepped Interventions

1. Verbal Reminder.
2. Scripted Responses.
3. Time Out. (Restorative Conversation)
4. Curriculum Support Room.
5. On-Call Manager.

Microscript 2 second interventions

1. Jackets off, thanks.
2. Phone in bag, thanks.
3. We don't talk over others, thanks.

6 Restorative Questions

1. What happened?
2. What were you thinking?
3. How did this make you feel?
4. Who else has been affected ?
5. What should we do to put things right?
6. How can we do things differently in the future?

Article 29: You have the right to live peacefully, protect the environment and respect other people.



RESPECT FOR ALL - PROMOTING POSITIVE RELATIONSHIPS: ADDRESSING BULLYING BEHAVIOURS

Knox Academy's Inclusion Statement:

"Knox Academy strives to be inclusive by welcoming all, celebrating differences and endeavouring to ensure all members of our community are supported to reach their full potential".

Knox Academy, Inclusion Statement

To live up to our stated commitment to inclusion and core values of ambition, respect and community, Knox Academy is committed to creating a safe and respectful learning environment by promoting positive relationships across the whole school community.

Definition of Bullying

East Lothian Council defines bullying as behaviours that can cause people to feel hurt, threatened or left out. Prejudice-based bullying is when this behaviour is focused on any personal characteristic relating to the young person's identity or circumstances e.g. gender, race, disability or sexuality. [Knox Academy Anti-Bullying Guidance June 2026](#) is the one we adopt at the school.

Online or cyber bullying is when bullying behaviour takes place online usually through social media or gaming platforms.

Commitments and Responsibilities

To address bullying behaviour and promote positive relationships Knox Academy will promote an ethos where bullying behaviour is not tolerated, pupils are empowered to report concerns and staff model appropriate behaviour. Record, monitor and analyse reported incidents of bullying behaviour. Deal promptly and sensitively with reported incidents in line with East Lothian Council Policy, and include parents/carers where appropriate.

Parents and carers will promote and model positive social skills. Take responsibility for the online activities of the children in their care. Communicate concerns to relevant staff.

Pupils will treat others with respect and kindness. Challenge, where appropriate, bullying behaviours. Report any incidents they see or are involved in. Be honest when supporting staff to resolve any issues.

Managing Incidents

Incidents of reported bullying behaviour will be addressed as per East Lothian Council guidelines, summarised below.

STEP 1: Alleged incidents should be reported to a member of staff. Where appropriate incidents will be dealt with there and then by the member of staff. Details will be recorded and logged.

NB all reported incidents will be taken seriously.

STEP 2: Where the incidents needs to be referred on, the member of staff will share the details of the incident with the relevant member of the school leadership team. Further investigation will be carried out. A decision will be made as to whether an incident of bullying has taken place. Parents/carers will be informed if appropriate.

STEP 3: Where bullying has been found to have taken place a decision as to next steps will be made, which will include the nature of support for those on the receiving end of bullying behaviour.

Consideration of appropriate interventions for those displaying bullying behaviours in line with the school's approach to promoting positive relationships.

STEP 4: All incidents of bullying behaviour will be recorded and this information used to identify patterns of behaviour or issues relating to equality in order to inform school improvement.

If any of the parties involved are unhappy with the outcome they have the right to request that further consideration is given, and may, ultimately make use of East Lothian Council's complaints procedure.



Useful Links

East Lothian Council – [Anti-Bullying Policy](#)

Respect Me - Scotland's anti-bullying service

<https://respectme.org.uk/>

Childline - [Cyberbullying: Information and Advice](#)

Support for Pupils**Pupil Support**

Pupil Support at Knox exists to support the general aims of the school in creating a positive ethos of achievement and expectation and to ensure that all pupils receive sympathetic help to achieve their full potential and equip them for life in the community and beyond.

Pupil Support Team

Support Co-ordinator – Mrs C Falconer (Depute Head Teacher)

Garleton Ms L Adam

Lammerlaw Mr S Meekison

Traprain Ms I Holmes

Head of House

Garleton Mrs C Falconer Depute

Lammerlaw Mr D Russell Depute

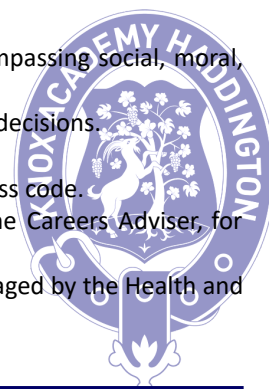
Traprain Mrs Z Machen Acting Depute

Pupils are arranged in Tutor Groups for registration according to their House. Pupils will generally remain in the same house throughout their school career to enable them to build up a relationship with their Pupil Support Leader (House).

As well as Parents/Carers' Consultation Evenings, there are Information Evenings for Parents/carers before pupils make decisions about subject choices.

Aims of the Pupil Support Team (Pupil Support Leaders – House)

- To ensure a smooth transition from primary to secondary school.
- To provide a point of contact for all pupils and their parents/carers/carers.
- To monitor the progress of each pupil's social, personal and intellectual development.
- To communicate information to parents/carers/guardians concerning their child's progress.
- To liaise closely with the Learning Support Department, subject teachers and the Support Base, to respond to the special needs of every pupil, and where necessary to formulate detailed individual education programmes.
- To liaise closely with outside agencies to support pupils in school.
- To record information on all pupils.
- To develop and deliver an appropriate programme of Personal and Social Education, encompassing social, moral, careers and health education.
- To encourage pupils to be aware of their own development, to set targets and make informed decisions.
- To support inclusion of all pupils.
- To communicate and promote the policies of the school e.g., anti-bullying, school conduct, dress code.
- To support Learner Pathways/Course Choices and to advise on qualifications, along with the Careers Adviser, for employment and further/higher education.
- Whilst support for pupils is a whole school responsibility, certain aspects of support are managed by the Health and Wellbeing Faculty.



Pupils with Additional Support Needs

All East Lothian schools offer a range of supports for children and young people with additional support needs. There are a number of additional services within the Authority that offer enhanced support to pupils with additional support needs.

Provision and resources are accessed through the local authority's processes of resource allocation, in consultation with professionals, the child or young person and their family.

The Council's Policy document "Framework for Meeting Additional Support Needs" provides a framework for full and effective inclusion of pupils with additional support needs.

A range of specialist provision is available to meet the learning and development needs of all children. A range of provision is available from outreach staff who work with pupils with literacy difficulties, English as an Additional Language, who have long term absence due to illness, visual or hearing impairment and pre-school pupils with additional support needs. Three Associated Team Coordinators (each one operating across two associates) can provide information, advice or support to individual schools/teachers in respect of Support for learning issues. East Lothian Inclusion Service (ELIS) offers a range of provision for children and young people with social, emotional and behavioural difficulties.

East Lothian Educational Psychology Service

Educational Psychologists are part of the Department of Services for People within East Lothian Council. They make regular visits to all nursery, primary and secondary schools in the authority.

What do Educational Psychologists do?

Educational Psychologists work collaboratively with other professionals, parents/carers and carers, to help children and young people overcome barriers to learning. They support school staff to enhance learning environments, to ensure they are effective for all children and young people, whatever their learning needs.

How does an Educational Psychologist become involved with my child?

If you have any concerns about how your child is getting on at school, the first thing to do is share them with school staff. If staff feel that an Educational Psychologist may be able to help, they will contact their link Educational Psychologist for a consultation or invite them to a Child's Planning meeting in school. If the Educational Psychologist is going to become formally involved with your child, then parental permission for this will always be sought. You are also welcome to contact the Educational Psychology Service directly if you would prefer.

You can find out more on the East Lothian Council website or you can contact on Telephone: 01620 827944 or write to East Lothian Council Educational Psychology Service, John Muir House, Haddington, East Lothian, EH41 3HA.

ASL Act 2009

A child or young person who has additional support needs, and also his/her parents/carers or carers should be involved in any decisions-making. They can have a supporter with them at meetings or have an advocate present to present their case for them. A young person's views must be taken into account for post-school transitions.

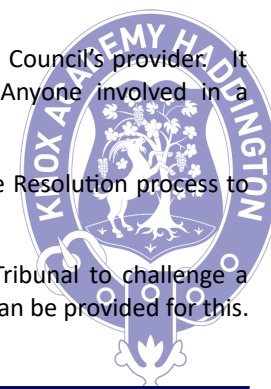
Young people and parents/carers/carers should be provided with information and advice about their own, or their child's additional support needs. They can also request, at any time, an assessment to establish additional support needs or if a Co-ordinated Support Plan (CSP) is required, or for a CSP to be reviewed.

A young person who has additional support needs or his/her parent or carer can make a placing request to another education authority or an independent school.

The local authority is required to provide free mediation. Common Ground Mediation is East Lothian Council's provider. It promotes collaboration between parents/carers, children, and school and education services. Anyone involved in a disagreement can access this service. Information is available from Inclusion & Equality.

Young people and parents/carers or carers can make an application to use the free, national Dispute Resolution process to resolve certain types of dispute. Information is available from Inclusion & Equality.

Young people and parents/carers or carers can appeal to the National Additional Support Needs Tribunal to challenge a decision about a CSP and certain other matters relating to additional support needs. Free advocacy can be provided for this. Information is available from Inclusion & Equality.



Learning Support and Additional Support Needs

Currently, the Pupil Support Team (ASN) has two teachers (including the Pupil Support Leader) and ten Pupil Support Assistants. The Pupil Support (ASN) staff support pupils with additional needs to gain access to the curriculum. They do this by working in class alongside subject teachers and by the direct teaching of individuals and small groups within the Department. To back up this support, they work closely with Pupil Support Leader (House/s) and with visiting specialists and relevant outside agencies. They also liaise with primary schools regarding pupils' individual identified learning needs so that these can be addressed when they transfer to secondary school. However, if you have any concerns that your child might require additional support, please contact Dr V Lyon (Pupil Support Leader (ASN)) so that we can further assess your child's particular needs.

Further Support

The school aims to offer support and assistance to youngsters who find the academic and social demands of life in the school and community overwhelming at times. We operate a Pupil Support Base, led by the Pupil Support Leader for Inclusion, which offers a supportive environment for pupils experiencing difficulties. The Pupil Support Base runs a number of courses including anger management and Bikeability and offers supervised spaces at break and lunchtimes.

There is a range of specialist provision available to meet the learning and development needs of all children and young people. There are various approaches used to support children and young people who have social, emotional and behavioural difficulties. These include in-school support bases, enhanced curriculum groups and input from the Children's Services.

The school may also enlist the knowledge and advice of other professionals where youngsters are exhibiting significant learning, social, emotional or behavioural difficulties.

Equality and Diversity

The Equality Act 2010 makes discrimination against disabled people unlawful. It covers employment, recruitment, education, and access to goods, facilities, services and premises.

East Lothian Council is committed to delivering high quality and inclusive services to the people living and working in East Lothian. We aim to:

- encourage a positive and proactive approach to ensuring that our services focus on the needs of individuals in the community
- promote anti-discriminatory practice in all areas of our work and employment practice

We know that people in our community experience discrimination and disadvantage because of their personal/life circumstances or because services are failing to meet their specific needs. As such, our work is focused on groups which are more likely to experience discrimination on a consistent basis due to their:

- Race
- Disability
- Gender
- Age
- Religious belief
- Sexual orientation

To help us deliver our commitment to equal opportunities there is an overarching equal opportunities policy. This is supplemented by specific equality schemes covering race, disability and gender.



Safeguarding and Child Protection

East Lothian Council is committed to ensuring that all children and young people have the right to be cared for and protected from harm and abuse; they have the right to grow up in a safe environment in which their rights are respected and their needs met. The policy to support this can be found in the [Local Authority Safeguarding and Child Protection Policy](#) (updated June 2023).

Safeguarding

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

Safeguarding means:

Protecting children from abuse and maltreatment

Preventing harm to children's health or development

Ensuring children grow up with the provision of safe and effective care

Taking action to enable all children and young people to have the best outcomes

(NSPCC)

At the school safeguarding is everything we do to promote and protect pupil welfare.

- Building positive relationships to create an ethos of care and trust
- Addressing issues of safeguarding in the curriculum from Science lab safety to the whole PSE curriculum
- Accurately recording attendance
- Encouraging pupil voice
- Helping to develop resilience in our young people
- Promoting the four capacities (Success Learners, Confident Individuals, Effective Contributors, Responsible Citizens)
- Knox 90 wellbeing scans (using the [SHANARRI](#) indicators as a guide)
- Making wellbeing referrals if we are concerned about aspects of SHANARRI
- Working with partners
- Monitoring IT use
- Monitoring and responding to incidents of bullying, racism, homophobia etc.

Safeguarding means having a 'golden thread' of wellbeing that runs through and informs all we do, meaning pupils are part of a school which prioritises their welfare.

Child Protection is part of wider safeguarding but with a very specific purpose.

Child Protection

Child protection is part of [Getting It Right For Every Child \(GIRFEC\)](#) – our national approach to improving outcomes and supporting the wellbeing of children and young people. The aim is to ensure that Scotland's child protection system puts children's wellbeing first and keeps them safe from abuse and neglect.

The East and Midlothian Child Protection Committee (EMCPC) is the key group dealing with Child Protection work in East Lothian and Midlothian. Child abuse can happen to any child and in any family background. We all have a duty to protect children, whether we are professionals or private individuals.



If you think a child is being abused or neglected there are a number of ways you can report your concerns:

You can contact the school and speak to the House Teams or Designated Member of Staff (Head Teacher or Depute Head Teachers).

You can contact the Children's Services duty social worker, during office hours, by calling 01875-824090 (Mon-Thurs 9am-5pm and Fri 9am-4pm), **or** the Emergency Social Work Service by calling 0800 7316969 at any time outside normal office hours. The contact details are Children's Wellbeing, Randall House, Macmerry, EH33 1RW, Telephone number 01875 824309, E-mail: childrenandfamilies@eastlothian.gov.uk.

You can also call the police and report it directly to them.

The Procedures in place promote a high level of inter-agency co-operation when working with children who may be in need of protection. Training is available for all staff in East Lothian Council to ensure that their skill and commitment is used effectively in identifying and protecting children who have been abused or may be at risk of abuse. The Procedures will further encourage the partnership that exists between the Resources and People Services, Health and the Police in East Lothian and will help towards building a partnership with parents in carrying out our duties and responsibilities to East Lothian children and young people. Further information can be found at: [Social care and health | East Lothian Council](#)

Health and Safety Procedures

As part of our procedures for health and safety we will have three fire drills during the school year. This is one a term. This is to ensure that in the event of a real fire young people and staff know exactly what they need to do.

We also have procedures in place for locking down the building (lockdown) should we feel the safety of our young people could be compromised. We will have a drill for this once a year and parents/carers will be notified about this shortly before we do this so as not to cause you any alarm. If we do have to go into a lockdown that is not a drill, the word 'drill' will not appear in the text or email.

In the event of us being alerted to a bomb in or near our school premises we will also follow our procedures.

The fire protocols for the school involve the sounding of the fire alarm but the other two procedures, for safety reasons, are only shared at a school level as these could be compromised if the wider community knew these.



School Improvement (SIP)

The Knox Academy School Improvement Plan for session 2026-27 will be, produced in **June 2026** and updated throughout this year and includes actions based on the following priorities which link to *How Good Is Our School 4*:

Priority One: Curriculum - Meeting the Needs of all Learners

Priority Two: Wellbeing, Equality and Inclusion

Priority Three: Leadership

* [The School Improvement Plan and Parental Summary](#) can be viewed on our school website.

Parents/Carers

Parent Forum & Parent Council

The Scottish Schools (Parental Involvement) Act 2006 encourages and supports more parents/carers/carers to become involved in their children's education.

The main aims of the Act are to:

- Help parents/carers become more involved with their child's education and learning.
- Welcome parents/carers as active participants in the life of the school.
- Provide easier ways for parents/carers to express their views and wishes.
- To help achieve these aims, all parents/carers automatically become members of the Parent Forum at their child's school and are entitled to have a say in what happens at the school.
- As members of the Parent Forum parents/carers have a say in selecting the Parent Council (the representative body) to work on behalf of all parents/carers at the school. The role of the Parent Council is to:
- Support the school in its work with pupils.
- Represent the views of all parents/carers.
- Encourage links between the school, parents/carers, pupils, pre-school groups and the wider community.
- Report back to the Parent Forum.

The new Parent Council has been recognised in law from August 2007. For more information on the Parental Involvement Act or to find out about parents/carers as partners in their children's learning please contact the school or Val McIntyre at the Department of Education & Children's Services on 01620 827228 or layton1@eastlothian.gov.uk or visit the Parentzone website www.parentzonescotland.gov.uk or East Lothian Council website www.eastlothian.gov.uk.

For further information about the Knox Academy Parent School Partnership and Parent Council go to edubuzz.org/knoxparents/carers or e-mail parentcouncil@knox.elcschool.org.uk.

Members of the Parent Council are:

- Morven Atkinson and Sarah Ramsay (Joint Chairs)
- Anne Hunter
- Laura Bates (PT Equity)
- Nick Tait (Curriculum Leader)
- Thomas Salkeld – Active Schools Coordinator



- Christmas Dances December
- Burns Supper January

East Lothian Council does not tolerate physical or verbal abuse towards staff. Such abuse is a criminal offence and may lead to prosecution.

Skills Development Scotland Support (Careers Provision)

Skills Development Scotland offers advice, Pupil Support and information to pupils on future careers plans, ranging from employment and training to further and higher education. In order to do this, the Careers Advisor works closely with the school Pupil Support staff and is available to all pupils in the school but concentrates mainly on pupils in the middle or upper school (S4-S6). Most of the work carried out in the school by the Careers Advisor is individual interviews and group work. The Careers Advisor also provides a drop-in at school when any pupil can call in to discuss careers. For those pupils who intend to seek employment and/or training, vacancy details are displayed on the Careers Service vacancy board in school. The Careers Advisor attends the Coursing days for S3, S4 and S5.

Group Engagements: All S1 in the first couple of months at school (Intro to careers service in school)
All S2 (Carer Management Skills)
All S3 (Subject Choice)
All 4th Year (Post school options)
5th and 6th Years at request of school. E.g. Interview skills with the 6th year Employability Group.



Other information:

All students have access to an online careers account on www.myworldofwork.co.uk

We have developed another site which is continually being updated for parents and careers called www.mykidscareer.com

The School Careers Advisor this session is Mr Chris Trotter who is available in school for a day and a half every week.

The Careers Advisor can also be contacted at:

Skills Development Scotland

Adam Ferguson House

Eskmills Park Station Road

Musselburgh

EH21 7PQ

Tel: 0131 665 3120

E-mail: chris.trotter@sds.co.uk



Initial Destinations – post school participation 2023 to 2025 data

Leavers' initial destinations for S4, S5 and S6 combined **to be updated post February for 2024/25**

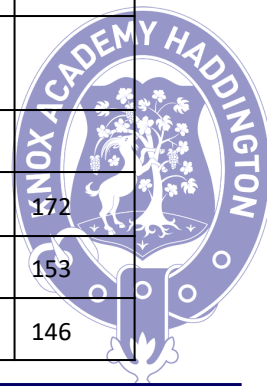
Establishment	Year	% of Schools Leavers in a Positive Destination
Knox Academy	2024/25	96.58
National		95.67
Knox Academy	2023/24	93.96
National		95.71
Knox Academy	2023/24	93.96
National		95.87

S4 Attainment Data (based on S4 cohort)

	Percentage of the S4 cohort who achieved 5 or more awards at each SCQF level in S4 (A-C grades) - using Insight Breadth and Depth					Number in cohort
Year	Level 1	Level 2	Level 3	Level 4	Level 5	
2025	79.88	78.66	76.22	71.95	56.10	164
2024	68.64	68.05	66.86	62.72	50.30	169
2023	74.84	74.84	73.55	70.97	54.84	155

S5 Attainment Data (based on S4 cohort as cumulative)

	Percentage of the S5 cohort who achieved 5 or more awards at each level by S5 (A-C grades) - cumulative						Cohort
Year	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	
2025	77.3	76.74	74.42	67.44	55.23	21.51	172
2024	79.74	79.74	79.08	75.16	59.48	28.76	153
2023	76.71	76.71	76.03	71.92	57.53	36.99	146
	Percentage of the S5 cohort who achieved 3 or more awards at each level by S5 (cumulative)						
Year	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	
2025	91.28	90.7	88.95	75.58	65.70	39.53	172
2024	91.50	91.50	91.50	88.89	72.55	46.41	153
2023	90.41	90.41	89.73	83.56	65.75	49.32	146



	Percentage of the S5 cohort who achieved 1 or more awards at each level by S5 (cumulative)						
Year	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	
2025	95.35	94.77	94.19	91.28	77.33	54.07	172
2024	96.73	96.73	96.73	95.42	84.31	60.13	153
2023	97.95	97.95	97.26	93.84	74.66	57.53	146

S6 Attainment Data (based on S4 cohort)

	Percentage of the S6 cohort who achieved 5 or more awards at each level by S6 (A-C grades) - cumulative (so based on S4 cohort)							Cohor S6/S4
Year	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	
2025	81.82	81.82	81.17	77.27	64.29	38.96	0	154
2024	78.08	77.40	76.03	71.23	57.53	43.84	0	146
2023	90.34	88.28	88.28	86.21	62.76	40.69	0	145
	Percentage of the S6 cohort who achieved 3 or more awards at each level by S6 (cumulative)							
Year	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	
2025	92.21	92.31	92.21	89.61	74.68	50.00	2.60	154
2024	90.41	89.73	89.73	82.88	67.12	52.74	6.85	146
2023	94.48	92.41	92.41	88.97	75.17	52.41	8.28	145
	Percentage of the S6 cohort who achieved 1 or more awards at each level by S6 (cumulative)							
Year	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	
2025	97.40	97.40	97.40	96.10	85.06	62.99	22.73	154
2024	97.95	97.95	97.26	94.52	74.66	58.90	31.51	146
2023	98.62	97.93	96.55	94.48	83.45	59.31	28.97	145



Meadowpark Communication Provision Handbook



School Details

Meadowpark Knox Academy
Victoria Road
Haddington
East Lothian
EH41 4DH

Telephone: 01620 824541
E-mail: meadowpark.admin@knox.elcschool.org.uk
Website: ka-net.org.uk

Deputy Headteacher: Mr Steven Johnson
E-mail: sjohnson@knox.elcschool.org.uk



School Day

The school day timings are based around seven 50 minute sessions as follows:

MONDAY TO THURSDAY		FRIDAY	
Registration	0830 – 0840	Registration	0830 – 0840
Period 1	0840 – 0930	Period 1	0840 – 0930
Period 2	0930 – 1020	Period 2	0930 – 1020
Period 3	1020 – 1110	Interval	1020 – 1035
Break	1110 – 1125	Period 3	1035 – 1125
Period 4	1125 – 1215	Period 4	1125 – 1215
Period 5	1215 – 1305	End of school	
Lunch	1305 – 1345		
Period 6	1345 – 1435		
Period 7	1435 – 1525		
End of school			

Daily Routine

Most classes operate a soft start approach where Period 1 is used to allow pupils to become regulated following their journey into school and become “ready to learn”. This involves providing access to our Breakfast Club from 8.30 to 9.00. Following this, from 9.00 to 9.30, most pupils take part in our daily walk.

Facilities

Meadowpark is based within the building of the old Haddington Infants School. It was extensively refurbished and opened as a specialist provision in 2016 and has a number of purpose designed spaces. These include:

- Sensory Room
- Calm / quiet spaces
- Nurture Room and Library
- Pupil Support Base
- Food Court
- Utility and Laundry
- Accessible bathrooms



Welcome

Meadowpark Communication Provision is East Lothian's secondary phase school for pupils with Autistic Spectrum Disorder and other complex needs. Based in the original Haddington Infant School building, the accommodation has been extensively refurbished and designed to provide a low-stimulus and accessible environment. Placements at Meadowpark are made from all over East Lothian, with pupils joining us from a variety of mainstream primary schools and additionally resourced hubs, as well as from other secondary provisions when we can best meet their needs.

As part of Knox Academy, we benefit from a variety of inclusion opportunities. Pupils who are able to manage time in the mainstream environment can access a number of courses and qualifications to suit their areas of interest and needs at any point in their time with us. This includes curriculum subjects, as well as vocational areas.

We offer specialist approaches to ensure that our young people can access a curriculum that is relevant, stimulating and challenging, and we do this by working with key partner agencies and families. We work extensively with the Educational Psychology service in East Lothian, as well as CAMHS and a wide range of visiting professionals such as Music Therapy.

We also have excellent links with a number of community organisations and we are very proud to play a role in supporting the Haddington and wider East Lothian communities.

Our Ethos, Vision and Aims

Meadowpark is a warm and welcoming provision, where all individuals are valued and respected. Our pupils have a varied and complex range of needs and previous experiences that often present a number of barriers to engagement and learning and we work hard to ensure that these barriers are broken down so that all pupils have the opportunity to flourish. Everyone involved in the Meadowpark community has a critical part to play in establishing open, positive and supportive relationships to ensure the wellbeing of all. All voices are valued, and every team member can make a profound difference in the lives of our pupils and their families.

Our vision of *"Working together to meet individual needs, remove barriers to progress and create the very best life chances for all pupils"* encapsulates very clearly what we strive to do at Meadowpark.

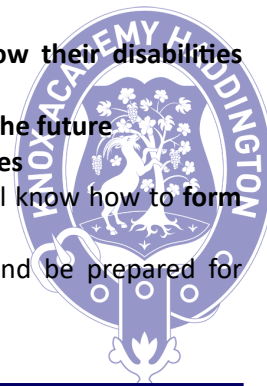
Key to this is our focus on:

- Developing positive, kind relationships where young people feel valued and nurtured
- Creating an environment that allows pupils to feel safe and calm
- Addressing individual needs and promoting developmentally based relevant learning
- Recognising and appreciating emotions, and the importance of esteem
- Understanding language and communication, and the role of behaviour in this
- Developing the skills to cope with change, and the resilience to cope with adversity
- Appreciating the young person's wider world

As part of Knox Academy, we share the values of **AMBITION, RESPECT AND COMMUNITY**.

At the end of their time at Meadowpark, it is our aim that all young people will:

- Have a **strong sense of who they are**, know their **strengths** and understand **how their disabilities challenge them**
- Have the **self-esteem and resilience** to know how to go about **meeting challenges in the future**
- Understand how they are **important in society**, and can be **valued in their communities**
- Have had a **happy and valuable experience**, based on **positive relationships** and will know how to **form positive relationships with others**.
- Have the **qualifications and skills** to move on to the next phase in their lives, and be prepared for adulthood



Our Structure

Meadowpark offers a highly individualised approach to learning, and as such, the structure differs from that of the mainstream academy.

Pupils are taught most subjects and complete most of their activities within one class base as per a primary school model. This enables teachers to develop a very detailed knowledge of the young person's social, emotional and learning needs, and to build the safe trusting relationships needed. This approach also ensures that the number of transitions faced by pupils is kept to a minimum.

We also acknowledge and appreciate that it would be counterproductive for pupils to remain with the same teacher and staff team for too long, and in order to grow and develop, carefully managed transitions are important as pupils move up the school. With this in mind, it is usual for pupils to transition to a “new” teacher every one or two years depending on their circumstances.

Classes are largely based on age groupings, but there is often a need for ages to be mixed in order to best meet individual needs, and age / class groupings create no limitations to being able to access any area / type of learning or activities.

The provision at Meadowpark is currently based around 7 classes. Wherever possible, classes are limited to 7 pupils, but this can vary very occasionally, depending upon individual needs and group dynamics. Each class teacher is supported by a minimum of 2 Learning Support Assistants, ensuring that a close level of personal support can be achieved.

Support at Meadowpark

Meadowpark Support Base

The Support Base at Meadowpark is a developing additional resource that enables us to ensure that all barriers to progress are being addressed wherever possible. Established in January 2022, consists of School and Family Support as well as Pupil Support, and offers a range of approaches.

The School and Family Support Worker

This role is to work with both pupils and families, to help ensure that we are aware of individual circumstances and the wider complexities that have an impact on a pupil's well-being, as well as providing important support for families. This may involve being the “trusted” link between home and school, where families have had negative previous experiences in the education system, signposting families and supporting the access to a range of services beyond school, as well as supporting individual pupils whose circumstances mean that a little extra input is important to their own or their family's well-being.

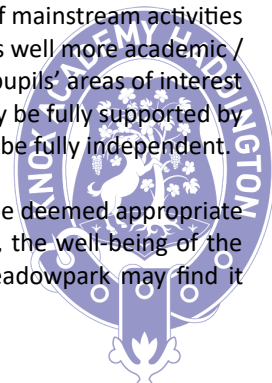
The Pupil Support Worker

This role is centred on access to the curriculum and providing focussed individual / small group support in particular areas where a specific barrier has been identified. This could be academic (for example through additional literacy support) or social / emotional (for example by using Lego Therapy to help build positive social interactions). Additionally, the Pupil Support Worker is able to work flexibly to ensure that a range of activities necessary for positive transitions to adulthood are achieved (For example, by supporting access to community groups and Travel Training).

Knox Academy Inclusion

We strive to provide an education for our pupils that is as broad and inclusive as required to meet their needs and interests. All pupils who are placed at Meadowpark are also part of Knox Academy, and have access to a range of mainstream activities to help fully meet their needs. This could be to develop the social / emotional aspects of learning, as well more academic / skills based learning. Teachers regularly talk to both pupils and parents to identify learning needs and pupils' areas of interest and from these discussions, pupils can opt to join Knox mainstream lessons. For some pupils these may be fully supported by class staff in order to ensure that it is an emotionally safe and positive experience. For others, this may be fully independent.

There is no minimum amount of inclusion that needs to take place, and for some learners, it may not be deemed appropriate at any given point. For others, it can be an extremely rewarding activity. As with everything we do, the well-being of the young person is the constant priority and we are very mindful that pupils who are placed at Meadowpark may find it extremely challenging to cope with a mainstream learning environment.



Community Based Learning

Taking part in activities in Haddington and the wider East Lothian area is extremely important at Meadowpark. We believe that to prepare young people to have the skills, confidence and resilience to thrive in the community, they need to be included in that community. Equally, life-skills need to be acquired through real life interactions and experiences in order to be truly achieved. This is achieved in a number of different ways throughout the whole curriculum.

We also have very positive relationships with a number of community groups that support the whole provision, as well as a number of individuals for very specific activities. This includes:

- Local businesses for short and extended work experience opportunities
- Haddington Library
- Oxfam
- The Upcycle Project
- The Bridges Motorcycle Project
- Haddington Community Kitchen
- Edinburgh College
- Riding For the Disabled (Muirfield)
- Karelle riding stables
- The Aubigny Sports Centre
- The Fraser Centre (Tranent)
- Amisfield Walled Garden Project
- Heavy Sound
- Lammermuir Larder Food Bank
- Venturing Out
- East Lothian Foodbank

In addition, we have strong links and receive transitions to adulthood support from East Lothian Works, Salvesson Mindroom and Bridges (Musselburgh)

Support Agencies

At Meadowpark, we are fully committed to GIRFEC and understand the need to work effectively with a number of other agencies and support groups in order to ensure that the needs of the young people and families are being fully met.

East Lothian Educational Psychology Service

All young people at Meadowpark have an allocated Educational Psychologist, who can support school and their family in developing appropriate strategies. The Educational Psychologist may also attend planning / transition meetings where appropriate. Although direct involvement for all pupils is not required, a request for assistance can be made at any time if deemed necessary.

CAMHS

CAMHS stands for Child and Adolescent Mental Health Services. These services work with children and young people (from age 5 to their 18th birthday), and their parents or carers. NHS Lothian CAMHS provides specialist assessment/intervention as part of a tiered system, which can include consultation and advice prior to referral, and assessment appointment to establish clinical need and priority status.

NHS Lothian CAMHS is made up of a number of different teams. All CAMHS teams work closely with medical staff, schools and other professionals.

More information about CAMHS can be found at: [Child and Adolescent Mental Health Services – NHS Lothian | Our Services](#)



Speech and Language Therapy (SPLT)

Speech and Language Therapists work with pupils who have communication or swallowing difficulties. They provide assessment, advice and work with staff to develop strategies, as well as working directly with young people. Speech and Language Therapists help us to enable young people to communicate to the best of their ability and to realise their full potential in society. For some pupils, this may mean helping us to develop alternative approaches to communication through symbol use and / or assistive technology.

Social Care (Children's Disability Team)

East Lothian's Children's Disability Team provides support services for young people with disabilities as well as supporting families. Services include:

- Share the Care – family based respite service
- Residential Respite Care
- Outreach service
- Befriending
- Enquiry and Response Service
- Information on Direct Payments and Self Directed Support

Where a social worker is allocated to a young person, school works closely with them to plan for their needs. However, not all young people at Meadowpark will need a Social Worker or reach the threshold for assessed needs and we can support families in requesting assistance as well as make direct referrals where appropriate.

Uniform

At Meadowpark, we understand that some pupils may experience a number of barriers to wearing formal uniform and a more personalised approach may be appropriate. Pupils are encouraged to wear the Knox Uniform as detailed above.

Mobile Phones

If pupils bring mobile phones to school these should be switched off during classes unless teachers allow pupils to use these for research/tasks during the lesson or to record home learning. Pupils may, of course, use their mobile phone before and after school, as well as at break and lunch times, but only if they are demonstrating to us that they can do this responsibly.

Communication

We pride ourselves on the positive relationships that we develop with parents. We are very committed to supporting families, and believe that open and regular communication is essential for this. Class teachers are responsible for communicating day to day with parents. This is usually in the form of a home-school book but can also be via email and telephone calls.

In addition to class teacher updates, we also hold two parent's evenings per year where teachers can share the progress that young people have made, as well as regular child's planning meetings whenever required. We are an "open" school and are happy to welcome parents and carers into school at any time.

Attendance

Good school attendance means that a pupil does not miss important work and thus is more likely to achieve his/her full potential and ultimately gain better results at the end of his/her school career.

If a pupil is absent, parents/carers are asked to telephone the school to outline the reason for the absence as soon as possible and inform us of the reason. We also ask that any appointments are communicated to the school office to enable us to plan appropriately for the absence.



Guidelines state that the majority of family holidays taken during term time should be categorised as unauthorised absence. However, it may be possible under exceptional circumstances for us to authorise a family holiday during term time.

Enrolment and Transition

Placement and Enrolment

Places at Meadowpark are awarded via the Education Resource Group (ERG). Requests for placement can be made at any point, but are most common as a young person approaches the transition from primary school to secondary. Placements can also be made after this point if it is deemed appropriate by the ERG.

Placement requests are usually made following input from a team of professionals including the pupil's current school and Education Psychology.

Parental Enquiries

We are always happy to welcome prospective parents into school to become familiar with our way of working and the environment. To arrange a visit, please contact the school office.

Transition in to Meadowpark

Once a place has been agreed by the ERG, transition into Meadowpark can begin. This is a process by which the young person can begin to become familiar with the new environment and start to build relationships with staff. Typically, for pupils transitioning at the end of primary school, the timeline will be based on the following:

January to February half term prior to the August start – Members of the Meadowpark team will visit the pupils current school / placement to conduct observations, meet the young person and meet with staff who know them best. We will provide photobooks and videos to introduce the young person to Meadowpark so that they can become familiar with it before their first in-person visits.

Between February half term and Easter – The above will continue, and school will also start to meet with parents /carers to answer questions and get to know them. Additionally, we will start to arrange short periods where the young person can visit Meadowpark to begin to become familiar with the environment. This is usually with familiar support from their current school.

During the summer term, we begin to extend the amount of time that the young person visits for, and start to introduce them to more structured classroom activities, and critically, their peers to be. We begin by keeping this limited initially to one or two other pupils, and increase this over time so that towards the end of this period, the pupils are familiar with who their class peers will be as a whole group. The amount of time is increased to ensure that our transition pupils experience both the morning and afternoon routines, including lunchtimes, before building up to whole day visits.

Transition plans are however flexible, and the needs of the individual can result in the need for a more personalised approach.

School Transport

Most pupils who attend Meadowpark may be entitled to school transport. This could be in the form of council operated buses, group taxis or individual taxis. Often, the driver is supported by an escort who acts as an additional link between home and school during those critical times of transition during the school day. During the summer term prior to transition, Meadowpark will liaise with school transport and parents/carers to ensure that transport is arranged. Any travel safety plans or risk assessments will also be completed at this point. There are often opportunities for transition pupils to become familiar with school transport during the transition period.



Curriculum and Learning: Our Approach

At Meadowpark, we want all of our young people to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

To achieve this, our young people must overcome a wide range of barriers to progress including those related to their disabilities, gaps in education due to previous school experiences, as well as those imposed by society around them.

Our curriculum is more than a list of topics to cover and levels to progress through. Most autistic young people and those with other similar complex needs do not learn in a linear way and our ethos and values influence both what and how we teach.

Our curriculum has been designed with the intent that all learners will:

- Make progress by making it relevant and accessible
- Develop the social and emotional skills and resilience needed to cope and thrive in society
- Gain the important skills and knowledge needed to experience success
- Have stimulating experiences and access a breadth of enrichment opportunities
- Achieve meaningful qualifications and accreditations

And is underpinned by the key principles of:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and Choice
- Coherence
- Relevance

The range and complexity of needs at Meadowpark means that any singular approach would be inappropriate, and unlikely to allow our young people to achieve progress in a meaningful and developmental way. Therefore, the use of personalised approaches and the consideration of those needs is central to the learning that our young people access.

We identified that we also have a duty to build an approach to learning that:

- Prepares our young people for “real-life” and build the ability to cope with adversity
- Creates opportunities to develop resilience and allows our pupils to manage setbacks by allowing them to “fail safely”
- Promotes in our pupils an understanding of their personal barriers and disabilities, and how these affect and influence them

It is from these key principles, beliefs and ambitions that we have developed our curriculum model.



Curriculum Structure and Individual Learning

Our Learning Structure:



In S1-S3 pupils follow a modified and highly personalised broad and general education, based in part on the Curriculum for Excellence. This is modified to take into consideration the learners' stage of development, individual needs and barriers to learning. We acknowledge that aiming to achieve progress along a curriculum pathway designed largely for neuro-typical learners may not be appropriate for Meadowpark learners, and promote personal progress, personal achievement and engagement in learning through individualised learning plans.

In the Senior Phase, (S4-S6) pupils have a wide range of opportunities to continue a "core" curriculum, as well as a range of options where access to National Qualifications and wider achievement awards can be accessed. The personalised approaches in this phase includes vocational opportunities and the World of Work as well as volunteering and work experience programmes. These are available to all learners irrespective of the level of support required to access these. Preparation for adulthood is further promoted through relevant and appropriate focusses on Life Skills, access to College and the Duke of Edinburgh programme.

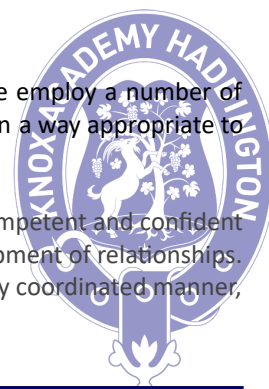
Individual Learning

All young people at Meadowpark have an Individual Education Plan (IEP) in the BGE phase or an Individual Learning Plan (ILP) in the senior phase. These documents are both designed to lay out the individual targets that the young person is working towards and are reviewed every term. The IEP differs slightly to the ILP, in that in the IEP, targets are more short term focuses that address specific barriers or gaps in learning. In the senior phase, ILP targets are designed to consider longer term outcomes, destinations and the young person's future needs.

Learning and Teaching Methodologies

At Meadowpark, in addition to the elements of pedagogy deemed to be universal good practice, we employ a number of specialist approaches to ensure that our young people can access learning at a variety of levels and in a way appropriate to their needs. These include SCERTS, and TEACCH.

SCERTS: is a programme of support that provides specific guidelines for helping a child become a competent and confident social communicator, while preventing problem behaviours that interfere with learning and the development of relationships. It also is designed to help families, educators and therapists work cooperatively as a team, in a carefully coordinated manner, to maximize progress in supporting a child.



TEACCH: The TEACCH approach responds to the needs of autistic people using the best available approaches and methods known so far, for educating and teaching autonomy. It is not a single method and can be used alongside other approaches. The TEACCH approach Priorities include:

- focusing on the person, their skills, interests and needs
- understanding the ‘culture of autism’ and identifying differences based on individualised assessments
- using visual structures to organise the environment and tasks when teaching skills
- being broad-based, i.e. support people at work, teach skills but also ensure that people are supported during leisure and/or social activities
- being flexible and teaching flexibility

Monitoring, Tracking and Reporting on Progress

Many young people with Autism and complex learning needs and disabilities make progress in some areas at a reduced rate to their neuro-typical peers. In other areas however, progress can be in line with (or surpass) those of their peers.

Pupil progress will be tracked from S1-6 through both the use of the council’s SEEMIS tracking and monitoring package, however, this does not fairly reflect the subtle but often vitally important progress made in some areas. Therefore, in addition to this, we also track in a more powerful and intelligent way through our own in-house small-step tracker.

Reporting to Parents and Carers

Reports to parents and carers are sent home at the end of the school session for all class groups. Additionally, interim reports based on progress towards Individual Education / Learning Plan targets are sent termly. These reports contain attainment / achievement details as well as “next step” details.

There are two Meadowpark specific Parent and Carer evenings. One in the Autumn Term that allows teachers to meet new parents and discuss how well the young person has settled into the new session. A second evening in the Summer Term is an opportunity to discuss the achievements of the year, see examples of the young person’s work and discuss targets for the next session.

Destination Planning and Preparation for Adulthood

Child Planning and Big Plans

Given the higher level of universal support that placements at Meadowpark bring, not all young people require an active Child’s Plan at every stage. However, there are times when for a number of reasons, it may be necessary to work with families and other professionals to meet to discuss if a Child’s Plan is required and therefore the targets (and actions required) from those involved. At Meadowpark, all young people have a complete well-being assessment which is regularly updated, as well as an Individual Education Plan or IEP (BGE phase), and an Individual Learning Plan or ILP (Senior Phase).

As pupils move into the senior phase, young people are supported to take part in a process of person centred planning known as the “Big Plan”. This is an important meeting that places the young person at the centre of a planning process where they identify what is important to them, what will be important to them in the future, the needs, aspirations and dreams. It is from this planning process that we draw smaller step targets and combine these with known learning targets for the ILP.



Leaver's Destinations and Transition Planning

Pupils moving on from Meadowpark can transition to a number of destinations / providers depending upon their individual needs, abilities and interests.

Currently, these include:

- Edinburgh College
- Teens+
- Upmo
- Edge
- Employment and apprenticeships

Planning for transition begins with referrals to the adult social care team when the young person turns 16. Although still under the remit of the Children's Disability Team until the age of 18, early engagement with the adult team allows us to begin to work with a range of professionals in order to ensure that plans for transition are in place as part of the wider senior phase pathway plan. Additionally, referrals may also be made to Bridges Project Musselburgh and East Lothian Works, for further transition support (e.g. through the allocation of a Transition Support Worker).

Transition meetings with families, social care, involved professionals, and in some cases representatives from the destination providers, typically begin around 18 months to 1 year before the projected leaving date depending upon individual needs and the likely complexity of the transition plan.

Jenn Davis (Principal Teacher) is the member of staff responsible for managing and coordinating post school transition plans and further information is available from her by contacting Meadowpark.

Preparation for Adulthood

The overarching aim of the senior phase provision is to ensure that all young people are equipped with the skills and knowledge to ensure they continue to thrive beyond Meadowpark. The curriculum, personalised pathways, planning activities and access to qualifications and other accreditations are central to this.

Many Meadowpark Leavers will have the ability to achieve both financial and personal independence with the right support in place.

The provision of careers information and advice is an important part of the preparation for adulthood, and all young people have access to a careers advisor allocated by Skills Development Scotland.

Safeguarding and Medical Needs

Child Protection and Safeguarding

The East and Midlothian Child Protection Committee (EMCPC) is the key group dealing with child protection work in East Lothian and Midlothian. Child abuse can happen to any child and in any family background. We all have a duty to protect children, whether we are professionals or private individuals.

At Meadowpark, the Designated Safeguarding Lead (DSL) is Mr Steve Johnson (DHT and provision lead).

The safeguarding of young people at Meadowpark is everyone's responsibility, and as such, all members of staff have safeguarding and child protection Training which is updated / refreshed annually. Additional training and briefings are delivered for all staff at various points in the school year.

If you have any concerns about the safety of a young person at Meadowpark, please contact Mr Johnson at s.johnson@knox.elcschool.org



Managing Medical Needs and Medication in School

Pupils with some medical needs will require an additional level of support or systems in place to manage these. Where this is the case, the young person will have a Healthcare plan, which is usually written by healthcare professionals in consultation with Meadowpark staff.

Some pupils will also require additional risk assessments in order to ensure that their access to the full curriculum and the range of activities can be managed safely. Where this is the case, the risk assessment will be written in collaboration with parents (and health professionals if appropriate).

All relevant members of staff follow the East Lothian Handbook of Procedures for the Management of Pupils with Healthcare Needs in Educational Establishments (Feb 2019).



Administrative Information - Provided By East Lothian Council for Schools

Health, Safety and Welfare:

Transport:

The Council's current policy is to provide home to school transport for those pupils attending the District School who live more than two miles from that school.

Bus passes are issued where public transport exists and contract transport is arranged where there is no suitable public transport. Where there are vacant seats on contract buses, these may be made available to pupils who are not normally entitled to free transport on a "grace and favour basis" but must be applied for each session. These can be withdrawn should the seat be required for pupils who qualify for this provision.

Travelling expenses are also met in the case of any pupil whom the Council requires to attend a school other than the district school provided the pupil meets the distance qualification. Where appropriate, free travel is provided for pupils receiving special education.

Consideration may also be given to requests for assistance with travel in exceptional circumstances, e.g. where the road between home and school is deemed dangerous by the Council (through consultation with the Police Road Safety Department) and where there is no public transport available.

Parents/carers who choose to send their children to a school other than the district school will not receive assistance in relation to travel to and from school.

Meals:

The Food Court offers a variety of food at lunchtime and pupils may purchase a meal or snack.

A [full menu for session 2024/2025](#) is available. [Pupil/staff price list](#).

Snacks are available at interval and before school. Arrangements are made to accommodate those who wish to bring a packed lunch.

Details about menus and allergy advice can be found on the ELC website under [healthy eating in schools](#).

Under the Council Committee for Education policy, people receiving the following benefits should continue to complete a [free school meal application form](#) to ensure they are not charged for school milk.

Free School Meals will be granted only to pupils attending schools under East Lothian Council's Management, whose parents/carers are in receipt of:

- Income Support
- Income Based Job Seekers Allowance
- Employment Support Allowance (income related)
- Child Tax Credit but **NOT** Working Tax Credit with an annual income less than £16,105
- Child Tax Credit **AND** Working Tax Credit with an annual income less than £6,420.
- Universal Credit where your monthly earned income does not exceed £610. **(please note that a copy of your Online Journal Statement must be provided with this application)**

Please note that you **MUST** provide your **FULL** Child Tax Credit Award Notice if you are only applying for Free School Meals, under the Child Tax Credit rule.

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can claim Free School Meals. You may also be eligible if you are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999. The person making the claim must be the person in receipt of the benefit.

East Lothian Schools operate a cashless catering system whereby pupils can load money onto their young Scot Cards.



Further information and an application form can be obtained from the school or from the Pupil Support Division, Department of Education & Children's Services, Inclusion & Equality, John Muir House, Haddington, EH41 3HA.





EAST LOTHIAN COUNCIL

Education & Children's

Services John Muir House

Handbook

(Appendix to School

Handbook) APRIL 2025

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Communication

School Communication with Parents

The definition of “parent” “includes guardian and any person who is liable to maintain or has parental responsibilities (within the meaning of section 1(3) of the Children (Scotland) Act 1995) in relation to or has care of a child or young person” (see Education (Scotland) Act 1980 - section 135(1)). Communication with parents can take many forms and has many purposes. Schools are supported by East Lothian Council to use a range of ways to ensure that all parents have the information that they need to support their own child’s learning and to help them become involved in the life of the school.

Parents Portal

Parents Portal is a new way for parents to access information on their children, interact with their schools and easily access other school services. Parents can access the Portal by using the same myaccount login (which is used for SchoolPay) to update parent and child details, report absences, access SchoolPay, and much more. Over time, more services will be available. For more information on how parents can log into the Parents Portal and “link” to their children, go to: www.eastlothian.gov.uk/parents-portal

School Ethos

Creating a Positive Ethos

Developing a positive relationships ethos in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Robust policies and procedures ensure a consistent approach to improving relationships and behaviour across the whole community. Everyone involved in the school and community has a critical part to play in establishing open, positive and supportive relationships to ensure the wellbeing of all.

Schools use a range of approaches to promote a positive school ethos such as restorative approaches, initiatives that promote the UN Convention on the Rights for the Child and broad approaches to creating a Nurturing Environment within schools.

East Lothian Council believes that inclusion, equality and accessibility are essential components for schools to achieve equity and excellence in education for all our children and young people. This policy details the actions required by all learning establishments and aspires to ensure the ongoing development of inclusive practices within the local authority.

Included Engaged & Involved: Inclusion, Equality and Accessibility for All (November 2022)

https://drive.google.com/file/d/1DeMe_HJTRZ4rBM7w5jNOOpYt_WpJXfl/view

All children, young people, staff, parents, carers and partners should feel welcomed and supported within a school which is inclusive and respectful for all. It is important that schools develop a culture of co-operation between teachers, support staff, parents, carers, children and young people, and the wider learning community. East Lothian Council's aim is to create safe and secure environments where bullying is openly acknowledged, discussed and challenged as unacceptable behaviour, resulting in the reduction of incidents. **Respect for All: A Positive Approach to Preventing Bullying (Jan 2022)**

https://drive.google.com/file/d/1LHXUablP_3bE1U75BQydOkKJkcXOQqbz/view

East Lothian is committed to creating and sustaining a safe and nurturing environment in its Education and Early Learning and Childcare settings where respect is shown to and is given by all of its children, young people, staff, and parents/carers. **Included, Engaged & Involved: Managing Distressed and Challenging Behaviour (Nov 2018)**

https://drive.google.com/file/d/19UrRPIYak6x8fEHB-sB_GqdQD851b9Eu/view

This policy will support school communities to keep learners included, engaged and involved in their education and will improve outcomes for all East Lothian children and young people by:

- Supporting schools to focus on developing positive relationships and a whole school ethos where children and young people feel included, respected, safe and secure;
- Supporting staff to deploy effective strategies which support pupils who may be exhibiting distressed or challenging behaviour;

- Clarifying the position for all staff working in schools regarding the use of approved strategies for managing challenging or distressed behaviour.

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East Lothian's anti-bullying policy ensures a consistent approach all East Lothian schools where anti-bullying interventions are embedded within a positive ethos and inclusive culture. All schools adhere to this policy in relation to anti-bullying issues. This policy is informed by Scottish Government's National Approach to Anti-Bullying for Scotland's Children and Young People.

[Respect for All – A Positive Approach to Preventing Bullying.](#)

This commitment is consistent with every child and young person's right to feel safe and to be listened to, as stated in the UN Convention on the Rights of the Child (UNCRC, 1989).

Scottish Government's National Approach to Anti-Bullying for Scotland's Children and Young People is supported by Respectme (Scotland's Anti-bullying Service.) It offers a range of support and advice on matters pertaining including the following:

- Respectme website [respectme | Scotland's anti-bullying service](#)
- Respectme videos: [Campaigns and Resources](#)
- Respectme resources including:
 - [What is Bullying?](#)
 - [Online bullying and safety](#)
 - [Raising a Concern](#)

Recognising and realising children's rights

The United Nations Convention on the rights of the child (UNCRC) is an internationally binding agreement on the rights of children. It is based on equality, dignity, respect, non-discrimination, and participation. A rights respecting school is an environment where children's rights are taught, observed, respected, protected, and promoted. Our ambition is to ensure that every child and young person in our learning communities experiences this. All of our schools are part of the [Rights Respecting Schools Award](#) programme which guides schools through a journey of recognising children's rights with levels of awards from Bronze to Gold.

The Scottish Schools (Parental Involvement) Act 2006 encourages and supports parents/carers to become involved in their children's education. The main aims of the Act are to:

- help parents/carers become more involved with their child's education and learning
- welcome parents/carers as active participants in the life of the school
- provide easier ways for parents/carers to express their views and wishes

Parental Involvement

Parent Forum and Parent Council

All parents/carers are automatically members of the Parent Forum at their child's school and will be entitled to have their views represented to the school, education authority and others, through a representative Parent Council for the school. As a member of the Parent Forum, parents/carers will have a say in selecting their Parent Council (the representative body) to work on behalf of all parents/carers at the school. The role of the Parent Council is to:

- support the school in its work with pupils
- represent the views of all parents/carers
- encourage links between the school, parents/carers, providers of nursery education and the community
- consult with and report back to the Parent Forum
- be represented on the Appointment Panel to select a new Head Teacher or Depute Head Teacher

East Lothian Council's Parental Engagement Strategy 2024-2028 aims to ensure that all parents and carers are encouraged and supported by all school staff to engage as partners in their children's learning and to become involved in the life of the school, with parents and young people being given the opportunity to influence and shape education policy. All schools are required to report on their work to promote and improve Parental Engagement as part of the National Improvement Framework annual planning and reporting cycle. Parental engagement will also be a key focus of any Education Scotland Inspection/Care Inspectorate Inspection, School Review visits and East Lothian Parental Engagement Consultation.

The Parental Engagement Strategy and further information on Parent Councils can be found at [Parental Involvement Act 2006 | Parental Involvement | East Lothian Council](#)

For more information on the Parental Involvement Act or to find out about Parents as Partners in their children's learning contact the school or e-mail parentcouncil@eastlothian.gov.uk or visit the Parentzone Scotland website [Parentzone Scotland | Parent Zone \(education.gov.scot\)](#)

Head Teachers now have a legal obligation to consult with their Parent Council to establish what they would like included in the School Handbook and ensure it is incorporated. Discussions should take place at Parent Council meetings

National Parent Forum of Scotland

Parent Councils across Scotland have nominated people to represent their local authority area as members of the National Parent Forum of Scotland (NPFS). The NPFS was set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level. The Forum works in partnership with national and local government and

other organisations involved in education and wellbeing issues to represent parents, with the aim of helping every pupil maximise his/her potential.

The Scottish Assembly of Parents and Carers (SAPC)

The SAPC was set up in 2024, hosted by Connect and funded by the Scottish Government to bring together a diverse cross-section of parents and carers from all

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over Scotland to discuss education and issues of shared interest. The views and experiences of the Assembly's parents and carers will help to shape education policy and the Scottish Government has pledged to respond to the Assembly on the issues it raises. It is open to any parent or carer of a school-age child in Scotland.

Connect

Connect is the national support organisation for parent groups in Scotland and runs an independent helpline service for all parents. You can contact Connect via their website <https://connect.scot/> or e-mail info@connect.scot. East Lothian Council takes out an annual membership with Connect for their Parent Councils and, amongst other benefits, this membership provides public liability insurance.

East Lothian Parent Council Members

The Chair of the Parent Council receives a termly update from the Head of Education to share with their Parent Council. East Lothian Council's Parental Engagement Officer regularly disseminates information from business areas, Education Scotland and other relevant communications and is available via email on

parentcouncil@eastlothian.gov.uk for advice and assistance. Parent members also use social network platforms for informal networking and sharing ideas for engaging and involving parents within the school communities.

Parentzone Scotland

Parentzone Scotland is a one-stop website for information and advice on education and learning in Scotland and ideas on how you can support your child's learning. The website continues to be updated and improved and can be accessed [here](#).

The Curriculum

Curriculum for Excellence

Schools follow the principles and practice of Curriculum for Excellence. This 3-18 curriculum aims to ensure that all pupils will be successful learners, confident individuals, responsible citizens, and effective contributors. These four main aims are referred to as the Four Capacities and underpin the work that schools do. Curriculum for Excellence comprises 8 curricular areas: Expressive Arts, Health and Wellbeing, Languages (including English, Gaelic, Classic and Modern Languages), Mathematics, Religious and Moral Education, Sciences, Social Studies, and Technologies. The curriculum is expressed in learning experiences and outcomes for learners. The principles of challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance inform the learning of all pupils. All pupils will be encouraged at all stages to think about why they are learning a particular topic and how associated skills can be used in real life and in other areas across the curriculum. All pupils are engaged with teachers in planning and assessing aspects of learning and often have the choice of topics and ways to present their learning. Whilst there are eight subject areas learning will often be linked across subject areas to help children apply their knowledge and skills in new and different situations. Further information on Curriculum for Excellence can be found at:

[Parentzone Scotland | Parent Zone \(education.gov.scot\)](https://www.parentzone.gov.scot/)

Instrumental Music Service

East Lothian Instrumental Music Service currently employs 19 highly qualified instrumental instructors and provides instrumental tuition to pupils in both primary and secondary schools across the authority. Pupils are offered the opportunity to learn brass, woodwind, strings, percussion, piano, guitar and pipes with our experienced and inspiring Instructors. As it is not possible for us to offer every instrument in every school, we have carefully balanced our provision across the authority to ensure positive destinations for our young people within our [musical ensembles](#). Approximately 1500 pupils enjoy weekly lessons with the music service. All tuition is offered from Primary 6 onwards, with the exception of string instruments from P5 and percussion from S1. The service aims to:

- > provide equal opportunities of access for all pupils to experience the expressive and creative qualities of music through learning to play an instrument
- > to help as many pupils as possible to realise their full musical potential through the playing of an instrument

For further information please visit:

[Instrumental Music Service | Instrumental Music Service | East Lothian Council](#)

Outdoor Education

Outdoor Education is provided to schools through the East Lothian Outdoor Learning Service based in Musselburgh. The Outdoor Learning Service provides high quality, motivating and sustainable outdoor learning lessons, activities and training to East Lothian Council young people, staff and volunteers. The service promotes progressive experiential learning and the benefits of healthy lifestyles. It responds to the needs of East Lothian schools and the wider community,

delivering outdoor learning in an effective, inspirational, and motivating manner. Further information can be found at: <https://sites.google.com/edubuzz.org/eloes>

Educational Excursions

Educational Excursions are designed and planned in accordance with the East Lothian Council's comprehensive guidance. School visits, Wider Achievement and Equity guidance can be found here:

https://drive.google.com/file/d/1cO14QbH4FvwWtDmXDpEAM-xWQp_P1the/view

A parent/carers guide to School visits, Wider Achievement and Equity can be found here:

<https://drive.google.com/file/d/1RGy4TBaqnkjJaJhOlzjsWo5InoKQaSrp/view>

Religious Observance

Religious Observance provides opportunities for the school community to reflect upon and develop a deeper understanding of the dignity and worth of each individual, and their contribution to the school and wider communities. There is, however, a statutory provision in section 9 of the 1980 Act for parents to withdraw their children from participation in religious observance. This right should always be made known to parents and their views respected. Parents should be provided with sufficient information on which to base a decision about exercising this right.

The Scottish Government considers that Religious Observance complements other aspects of a pupil's learning and is an important contribution to pupils' development. It has an important part to play in the development of the learner's four capacities: a successful learner, confident individual, responsible citizen, and an effective contributor. It should also have a role in promoting the ethos of a school by bringing pupils together and creating a sense of community. Schools are therefore encouraged to inform parents of this without applying pressure to change their minds. There is no equivalent statutory right to withdraw afforded to children and young people. However, schools should include children and young people in any discussions about aspects of their school experience, ensuring their views are taken into account. Doing so is in line with the Children and Young People (Scotland) Act 2014 and is especially relevant as children and young people become older and take more responsibility for their own learning. Where a parent chooses a denominational school for their child's education, they choose to opt into the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character. Where a pupil is withdrawn from religious observance, schools should make suitable arrangements for the pupil to participate in a worthwhile alternative activity. In no circumstances should a pupil be disadvantaged as a result of withdrawing from religious observance.

Read, Write, Count Programme

The Read, Write, Count Programme aims to support parental engagement in literacy and numeracy. Gift bags are distributed annually to all P2 and P3 pupils in Scotland by Scottish Book Trust. The gift bags contain essential literacy and

numeracy materials to support children's learning, as well as advice and support to parents. Studies show a direct link between a strong family learning environment and progress in reading, writing, and counting. In addition to the parent guide included in the gift bags, the Parent Club [website](#) offers a range of hints, tips and advice to help parents engage in their child's learning.

Assessment and Reporting

What is meant by assessment?

Assessment is carried out to see what children and young people know, understand and are able to do. Assessment is very important for tracking progress, planning next steps, reporting and involving parents, children and young people in learning.

Assessment covers:

- the ways teachers support and assess children's learning and monitor progress and identify next steps in learning
- reporting to parents/carers, in writing and in discussions, to help them understand their child's progress and what they can do to help their child's learning
- formal recognition of a child or young person's achievements through profiles and qualifications
- recognising our children's achievements through a range of new qualifications in the senior school, which build on everything they have accomplished throughout their schooling

What is assessed?

Assessment is a way of supporting learning. It helps teachers, learners, parents, and others to understand the depth and breadth of learning undertaken so that progress and next steps can be discussed and planned.

There are eight curriculum areas (containing a range of subjects). Each curriculum area is broken down into a set of experiences and outcomes (often referred to as Es and Os):

- the **Experience** describes the learning
- the **Outcome** represents what the learning will achieve. This is often explained, from the pupil's perspective as an 'I can....', 'I am able to....'

Teachers will assess what children know, understand and are able to do within the experiences and outcomes. Teachers will assess each learner's progress and achievements in:

- knowledge and understanding
- skills

- attributes and capabilities

There are also three key areas which are covered by all teachers/practitioners:

- literacy across learning
- numeracy across learning
- health and wellbeing across learning

Reporting across East Lothian Schools

East Lothian Council is committed to providing you with information about your child's progress and achievements, including their next steps in learning, to support your involvement in their education and learning. This information will include the latest Curriculum for Excellence level achieved in literacy and numeracy. Head Teachers and staff will include this information within the school's current arrangements for reporting on your child's progress and achievements.

How are we assessing?

Your child's progress is not only based on 'tests' but on the learning that takes place within the classroom and in different settings out with the classroom.

Evidence of children and young people's progress and achievements will come from day-to-day learning and through the things they may write, say, make or do. For example, evidence may emerge as a result of children and young people taking part in a presentation, discussion, performance, or practical investigation. Evidence could also be a drawing, report, or piece of artwork that they have produced. Evidence may be captured as a photograph, video, or audio clip as part of a particular learning experience.

Gathering evidence

Evidence of progress and achievement can be gathered by:

- Children and young people through self-assessment. They will be encouraged and supported to look at and revisit their own work, to develop a better understanding of what they have learned, and what they need to work on.
- Fellow pupils (peers) through peer assessment. Children and young people will be encouraged and supported to work together with others to assess what is good about their work and what needs to be worked on.
- Teachers, parents, and others who can help identify and support their next steps in learning.

How do teachers report on your child's progress?

Progress is now defined as "how much" and "how well" your child is learning, and not solely on "how fast" although pace is still important. The curriculum is designed to enable your child to achieve greater breadth and depth of learning whilst also securing the development of skills and knowledge.

There is a range of ways in which your child's teacher reports on his/her progress. Here are a few examples:

- "Learning Stories" build a picture of progression for your child in each curricular area.
- Reporting your child's progress in learning across the curriculum. This can be done in a variety of ways including parent/pupil consultations, short regular reports, learning journals, end of year reports.
- Portfolios are used to provide ongoing evidence of your child's progress.

All learning is a journey of progress, which is rarely linear and takes many routes and pathways. Your child may take longer to progress in some areas in order to ensure the security that will enable them to make progress confidently. Teachers will report also on your child's effort and also on the level of support given.

When do schools assess?

As part of ongoing learning - Children and young people's progress, strengths and needs are assessed as part of day-to-day learning and teaching. Teachers and others do this by, for example, watching and listening to learners carrying out tasks, by looking at what they write or make and by considering how they answer questions. Children and young people will be involved in planning their next steps in learning.

Time to time (periodically) - From time to time, teachers will assess children and young people's progress and achievements in order to be able to plan ahead and to

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record and report on progress. This will help to ensure that their progress is on track and that any necessary action is taken to support their learning.

At key points, transitions - Transitions are the moves children and young people make, from home to early learning and childcare settings, from stage to stage (and through Curriculum for Excellence levels) from primary to secondary, to further or higher education and employment. Sharing of assessment information with parents is important to ensure all learners are supported and have a positive experience. Information about a learner's progress and achievements will be passed on to make sure that their broad general education and senior phase continue uninterrupted at the correct level and at an appropriate pace for them.

Where can I find out more information about assessment and reporting?

Your child's school will be able to provide you with more information on how they carry out specific assessments and how they report on your child's progress.

National Standardised Assessment (NSA)

All our schools use National Standardised Assessments to support professional judgement about pupils' progress in literacy and numeracy. These assessments are used in conjunction with other assessment activities and the resulting data is not used in isolation to determine the pupil's knowledge, skills, and ability. These

assessments take place in P1, P4, P7 and S3.

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Transition

Enrolment

We have produced a booklet describing the procedures for enrolling children in primary and secondary schools in East Lothian.

The booklet is in four sections:

- general information (for example the law, catchment areas, Catholic Education, children with additional support needs, transport)
- enrolling your child in a school
- placing requests
- what happens when you make a placing request

The booklet can be found at:

[Enrolling your child in school | Enrolling your child in school | East Lothian Council](#)

All classes, whether composite or not, contain pupils of different abilities and levels of development. Teachers use a variety of methods, for example, small

group teaching and individualised learning to ensure that the differing abilities of all children are met. Further information can be found at:

[School enrolment information | East Lothian Council](#)

School Catchment

Every school has a catchment area; each catchment area has clear boundaries. Children living in the catchment area are given priority for places in this school. Entitlement to a place in a school is based on home address and not on attendance at an associated school or nursery class. In some areas there are separate Catholic schools available for parents wishing their child to be educated in this type of school. Children living in the catchment area and baptised in the Catholic faith are given priority for places in this school.

Each primary school in East Lothian feeds into a corresponding secondary school. The boundary lines for each primary and secondary school catchment area in East Lothian for the most remain so since circa 1980's, and were originally recorded on

printed copies of A-Z street maps and Ordnance Survey Maps. To improve accessibility of information, each school catchment area map was re-digitised for public use on the East Lothian Council's website, as approved by Education Committee in May 2011. The catchment boundary lines are available to view at: [School Catchments | School Catchments | East Lothian Council](#)

There are no catchment boundaries for nursery provision.

Placing Requests

Parents have the right to express a preference for a particular school that they want their child to attend. If this school is not within their catchment this is known as a Placing Request. This is normally done by completing a non-catchment placing request application form. Application forms are available via the East Lothian Council website: [Enrolling your child in school | Enrolling your child in school | East Lothian Council](#)

Whilst we endeavour to grant placing requests where possible, it is important to note that not all requests can be met. The reason for refusal of the placing request will be explained at that stage. Once a pupil has been offered a place, the offer will not be withdrawn unless the place was obtained on the basis of false information.

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Reserved Places/Roll Capping in Schools

The Education Service obtains information on the migration of pupils to inform where we may need to reserve places for incoming catchment pupils. Reserving places is crucial in areas where there are high levels of house build or high migration into catchment. This also informs whether it will be necessary to roll cap certain stages within a school or the whole school to a maximum number.

East Lothian Works (ELW)

East Lothian's employability hub brings together all employability, skills and training related services under one roof. We work in partnership with a number of local and national businesses and external partners including Colleges,

Universities, Training Providers, and Skills Development Scotland to deliver a vast array of courses, and experiences to young people in school, transition into post-school and all age adults. East Lothian Works offers and delivers a range of vocational and training opportunities alongside the school curriculum for young people from S3-S6, and beyond. These courses are reviewed every academic year to ensure they meet the needs and interests of young people and are also in line with labour market information to help young people stay aware of where the jobs will be when they leave education. Within East Lothian Works there is a diverse offering, which includes:

The Pre-vocational offer:

The pre-vocational offer is open to young people from S3 to S6. The offer is refreshed annually and provides a mix of engagement opportunities and vocational courses providing insight and qualifications to young people in a community setting. Current courses include:

- **Construction Skills**, delivered collaboratively with a range of partners. Pupils will undertake Construction related qualifications, SQA Level 4/5 whilst developing skills and experience to work in this sector.
- **Built Environment**, delivered in partnership with Edinburgh College for S5-S6 pupils. This SCQF Level 6 course provides a pathway for young people with prior experience in the construction sector as well as those with a keen interest in construction industry professions. The course will develop basic skills in construction methods through a focus on practical activities e.g Civil Engineering site work, construction measurement, drawing and costing for construction

Health & Social Care, delivered in partnership with Edinburgh College for S4-S6 pupils, this SCQF Level 5 course will prepare candidates for working in the health sector whilst developing employability, knowledge and skills valued by employers.

Wider School Offer:

- **Employability +**, a targeted and tailored employability focussed programme for senior phase young people (S4-S6) with diagnosed or undiagnosed Additional Support Needs (ASN). Through skills-based activities and employer engagement opportunities young people increase their knowledge and confidence about the world of work.
- **Foundation Apprenticeships**, a mix of one-and two-year delivery models which students can take in senior phase (S4-S6) that are equivalent to a Higher level qualification. Students experience a mix of classroom teaching, employer engagement, workplace visits, and work placements. Currently, Accountancy, Business Skills, Scientific Technologies, IT Software, IT Hardware (in plan for

School Leaver Programme:

The team offer a leavers programme for S5 Winter Leavers and S4 summer leavers who require additional support to progress into a positive destination beyond their school leaving date. Young people can join this course either 6 or 12 months before school leave date. In a group, they will complete vocational qualification such as Construction Skills Certification Scheme (mandatory qualification required for industry), First Aid, Food Hygiene and Personal Development Award. Sessions will work on building confidence, interview skills and creating a CV. There will be an opportunity for work experience, visits to college, employer visits to ensure all young people are supported in their next steps. We also offer support for young people moving onto college which includes, campus visits and support with applications.

College Transitions:

For those leaving school and accepting a place at Edinburgh College, This course provides support in arranging all the practicalities to make a successful transition.

The Equity & Inclusion Service

This service is led by the Quality Improvement Manager for Equity & Inclusion. The service comprises:

- Education Support Officers for Equity & Inclusion who are aligned to schools on an Associated Schools Group (ASG) basis.
- Education Support Officer for Child and Public Protection.
- Deaf Support Services.
- Young Carers' Service.
- Equity and Inclusion Education Outreach Service

Equity and Inclusion

East Lothian Council will meet the needs of children and young people who experience barriers to learning as a result of additional support needs, disability or factors impacting on their wellbeing. Our approaches to Getting it Right for Every Child (GIRFEC) is through the Child Planning Framework. Further information is accessible via this link:

<https://sites.google.com/edubuzz.org/girfecineastlothian/home>

The national legislative and policy landscape includes, but is not limited to, the following:

International Conventions and Goals

- The *United Nations Convention on the Rights of the Child (UNCRC)* was incorporated into Scots Law, effective from July 16, 2024. The rights within the Convention apply to everyone under 18 in Scotland. The UNCRC covers all aspects of children's lives, including civil, political, economic, and cultural rights.

Legislation

- The *Equality Act (2010)* simplified and strengthened previous protections for Children and Young People with 'protected characteristics' (e.g. age, race, disability and sexual orientation) from discrimination. This strengthened inclusion in education, including school trips and activities, for all Children and Young People regardless of their additional support needs or disability.
- The *Education (Disability Strategies and Educational Records) (Scotland) Act 2002* requires schools to make reasonable adjustments for the needs of disabled children and ensure they must not discriminate against disabled children. The Education Authority must prepare and implement an accessibility strategy to increase the access of its disabled pupils to the curriculum, extra curricular activities, to school buildings and to information.

- The *Children (Scotland) Act 1995* represented a fundamental shift in emphasis from parents having rights over children to the principle that parents have responsibilities towards their children. The Act also made it essential that local authorities, NHS Health Boards and all professionals and agencies work in collaboration to provide integrated services for children and families.

School Education

- The *Education (Additional Support for Learning) (Scotland) Act 2004* (and subsequent amendment in 2009) outlines the concept of additional support

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needs and the functions and duties that are placed on education authorities to identify and support those needs.

- *Early Learning and Childcare Statutory Guidance (July 2021)* issued under section 34 of the Standards in Scotland's Schools Act 2000 (the 2000 Act) which empowers Scottish Ministers to issue guidance to education authorities on the exercise of their functions in relation to the delivery of early learning and childcare.
- Under the *Education (Scotland) Act 1980* education authorities must provide adequate and efficient school education for children of school age within their area. The *Standards in Scotland's Schools etc. (Scotland) Act 2000* requires education authorities to provide education for all children in mainstream schools, except under certain circumstances. In addition, it placed a new duty: to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential and to involve them in decisions, which will affect them significantly.
- *The Education (Scotland) Act 2016*. The Act extends certain rights to certain children (referred to as "eligible children" in this Code), in relation to any support needs they may have in order to make the most of their learning while at school. The 2016 Act also amends section 70 of the Education (Scotland) Act 1980 to ensure that there is a clear process for parents to make complaints to the Scottish Ministers. Parents, under the 1980 Act, must ensure that their children of school age receive adequate education.
- *The Scottish Schools (Parental Involvement) Act 2006* places duties on Scottish Ministers, local authorities and head teachers in relation to the provision of information to, and the involvement of, parents in their child's education

Other Legislation

- “The *Children and Young People Act (2014)* is a key part of the Scottish Government’s strategy for making Scotland the best place in the world for children to grow up. It made several changes to the law covering lots of different areas. These include changes to early learning and childcare, free school meals for children in P1-3, and extra support for looked after children and care leavers. It also puts responsibilities on Scottish Ministers and public bodies to consider how they can promote children’s rights.”¹
- The *Carers (Scotland) Act 2016* (implemented in April 2018) states that each Local Authority has a duty to prepare an overarching young carer statement plus prepare for each young carer an individual statement which identifies personal outcomes, identified needs and any support to be provided to meet those needs.
- *Health and Social Care Standards (2017)* The Standards direct attention to the child’s experience.

¹ <https://enquire.org.uk/links/children-young-people-scotland-act-2014/>

Policy and Practice Guidelines

- *Supporting Children’s Learning: Code of Practice (third edition) 2017* explains the duties placed on Education Authorities and other agencies to support Children and Young People’s learning. It provides guidance on the ASL Act’s provisions as well as on the supporting framework of secondary legislation.
- *Curriculum for Excellence* aims to provide a coherent, flexible curriculum for all Children and Young People aged 3-18 years. The curriculum comprises of the totality of experiences which are planned for Children and Young People wherever they are being educated. Entitlement includes: a coherent curriculum from 3-18 years; a broad general education until S3; a senior phase after S3 and personal support to enable them to gain as much as possible from the curriculum and support in moving into a positive and sustained destination beyond school.
- *Realising the Ambition: Being Me–National practice guidance for early years in Scotland (February 2020)* This guidance increases expectations of high quality but still provides the necessary support for all who work within the sector and beyond.
- The *National Improvement Framework* for Scottish Education sets out the

Scottish Government's vision and priorities for our children's progress in learning. The Framework, part of the Education (Scotland) Act 2016, is key in driving work to continually improve Scottish education and close the attainment gap, delivering both excellence and equity.²

Taken together these frameworks require Education Authorities to consider a wide range of issues facing children and young people and put in place processes and supports to:

- Identify and provide support to allow children and young people to overcome any barriers to learning and reach their full potential.
- Prevent discrimination of pupils with disabilities/ protected characteristics and provide reasonable adjustments to ensure equality of opportunity in learning.
- Plan for accessibility of the curriculum, school information and physical access.
- Consider the wellbeing of children and young people.

East Lothian Council has a range of policies and guidance documents which outline the way in which national policy and processes are implemented. These are accessible via this link:

<https://sites.google.com/edubuzz.org/eastlothianeduhub/caring-relationships/policy-process-and-guidance>

Further information can be found at:

[Schools and learning | East Lothian Council](#)
[Children and Young People's Support Services](#)

² References to Legislation, Policy and Practice Guidelines adapted from 'Supporting Children's Learning: Statutory Guidance on the Education (Additional Support for Learning) Scotland Act 2004 (as amended) Code of Practice (Third Edition) 2017'

Child Protection

A child protection referral is the process by which anyone who knows or suspects that a child has suffered, is suffering or is at risk of abuse, notifies one or more of the core agencies (Social Work, Police or Health). It is the role of these agencies to assess the

situation, investigate where necessary and ensure the help the child needs is provided, when they need it. Every person who knows or suspects that a child has suffered, is suffering or is at risk of abuse must make a child protection referral without delay. No child should be exposed to danger where someone knew of that danger, and it is everyone's responsibility to ensure that agencies responsible for the protection of children are informed without delay. Child Protection is a critical feature of GIRFEC and as such our schools follow the national Child Protection Guidance, as well as adhering to our local Child Protection and Safeguarding policy. [Included Engaged & Involved: Child Protection and Safeguarding \(June](#)

[2023\)](#)

East Lothian Deaf Support Service

The Deaf Support Service is part of the Equity and Inclusion service. The team work across the local authority in homes, day-care provisions, nurseries, school nurseries, primary and secondary settings. Referrals normally come directly from Paediatric Audiology once a child/young person has been diagnosed as deaf whether temporary or permanent and are to be given hearing aids. However, if a child or young person moves into the local authority area who has hearing aids or cochlear implants then schools can refer directly to the service.

Support for Care Experienced Learners

Children and Young People who are Care Experienced can be:

- Looked after at home on a Compulsory Supervision Order (CSO). ➤
Looked after away from home in a kinship placement, foster care placement, residential placement, or children's house.
- Adopted.
- Unaccompanied Asylum-Seeking Children (UASC). Also known as Young Asylum Seeker (YAS).

Looked After is statutory. For these children/young people there are legislative requirements around their safeguarding. Looked after children & young people include those who are.

- Looked after at home.
- Looked after away from home.

Looked After young people are assumed to have additional support needs, unless assessed as not having such needs as set out in the Education (Additional Support for Learning Act) (Scotland) 2004 (amended 2009).

The Depute Head Teacher (DHT) of Equity & Inclusion has strategic oversight for all children and young people with care experience. One of the key goals of this role is to support Care Experienced children and young people to thrive in environments where they feel most settled, motivated, and resilient, to ensure a better experience at school. This, in turn, will help to improve attendance, attainment, and sustainable positive destinations. The DHT has oversight of equity tracking and monitoring data for children and young people who are looked after by East Lothian. This data is discussed with Care Experience Designated Managers in each school who work directly with the children and young people.

The Designated Manager for Care Experience is a senior staff member in each school who is aware of the care experienced young people are in their setting, the supports and strategies which may be required to meet their needs and is the lead for the team around the child. Further information is available via <https://sites.google.com/edubuzz.org/eastlothianeduhub/caring-relationships/care>

[experienced](#)

Support for Armed Forces Families

East Lothian Council has made a pledge to support His Majesties Armed Forces. East Lothian Council are aware of the unique educational needs of Armed Forces Children and Young People. The information on our Eduhub site seeks to provide additional support to schools in their role of working with children and young people from this group. [To access our Eduhub site please click here](#)

[For further details on East Lothian Council's supports for veterans please click here to access our Armed Forces Community page](#)

The DHT of Equity & Inclusion acts as a key contact for schools as required and the strategic lead for Armed Forces Families in Education in East Lothian Council. As part of this role the DHT also attends regular networking forums with the Armed Forces Strategic Leads from across Scotland.

Young Carers Service

The Young Carers Service is part of Inclusion and Wellbeing Service. Staff work closely with schools and other children's services in to meet the requirements of the on the Carers Act (Scotland) 2016. This Act aims to ensure that Young Carers are supported to manage their caring responsibilities with confidence and in good health, and that they can have a life of their own. It sets out the rights all Carers are entitled to, including right to support, right to information and a right to an Adult Carer Support Plan/Young Carer Statement.

The Act also requires local authorities to involve all carers in individual and strategic decision making. As a Young Carers is defined as anyone under 18yrs or 18yrs and still in school most East Lothian's young carers will be in our schools. Current estimates suggest we could have approximately 1500 young carers in East Lothian (based on Scottish Government figures). However, the latest studies carried out by Carers Trust (UK) suggests this figure could be as many as 3000. The Team, made up of a Coordinator and 3 Young Carer Youth Workers will;

- Raise awareness of Young Carers across all organisations in East Lothian including Council Services, NHS, Police, Third Sector and Private Sectors. Encourage school staff to take on the role of Young Carer Champion within their school.
- Raise awareness of young carers with pupils through presentations/workshops to students at assemblies/PSE lessons/publicity on news feed screens/posters and encourage young carers to complete an identification questionnaire in order that the service can engage with them.
- Support the completion of YC statements for all identified Young Carers who would like one and offer to review these annually or when circumstances change significantly.
- Offer drop-in sessions for YCs needing info/advice, set up young carers focus group, supporting young carers set up their own support group if they wish, encourage YCs to become YC Ambassadors, plan for the

annual Scottish YC Action Day in March, help YC apply for Young Scot Carers Package/Carers Grants/Local Break from Caring Fund.

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- Offer regular Break from Caring activities, particularly during school holiday periods, to Young Carers.
- Establish and consult with a Young Carers Advisory Group in order that local young carers can be involved in decision making and the further development of the Service.

More information can be found at:

[East Lothian EduHub - Young Carers \(google.com\)](#)

<https://www.eastlothian.gov.uk/young-carers>

Or contact youngcarers@eastlothian.gov.uk

East Lothian Educational Psychology Service

Educational Psychologists (EP) are part of the Inclusion and Wellbeing Service within the Education Department. EPs have a postgraduate qualification in Educational Psychology, either a Masters or a Doctorate. They follow professional standards determined by the [Practitioner psychologists | \(hcpc-uk.org\)](http://hcpc-uk.org). They use their knowledge of psychology, child development, learning and educational systems to remove barriers to learning and wellbeing for children and young people. The service fulfils its statutory function of giving advice to parents, schools and the local authority regarding children with additional support needs through the delivery of 5 core functions: ➤ consultation

- assessment
- intervention
- training
- research

Key activities include:

- Contributing to assessment and intervention for individual children and young people
- Supporting school staff to enhance learning environments, to ensure they are effective for all children and young people
- Working collaboratively with parents/carers and other professionals to help children and young people overcome barriers to learning
- Building capacity to meet children and young people's needs, raise attainment and reduce the poverty related gap
- Supporting key authority and national initiatives to contribute to positive outcomes for children and young people

East Lothian Council schools and nurseries have a link EP who supports them in meeting the needs of a wide range of learners through the provision of our 5 core functions. Our service delivery model is based on the key principle of equity, and our vision for all children and young people to live and learn in East Lothian. It takes into account our Child Planning Framework and builds in time for key education service priorities. Time is allocated to associated school groups and determined by a range of factors including school rolls, Scottish Index of Multiple Deprivation (SIMD), Free School Meals entitlement (FME), and the numbers of children and young people who have additional support needs and are care experienced.

Casework

Requests for Assistance (RfA) for casework are screened and allocated through a centralised process. Where there are concerns about a child or young person that have been formally recorded through the Child Planning Framework, and

measures have been put in place by the school at the universal level that have not sufficiently addressed the concerns, a RfA can be made to our service. Consent is required from parents/ carers and young people aged 12 years with capacity.

Documentation from the Child Planning Framework should be attached to the RfA, in the form of one of the following:

- Universal Wellbeing Form
- Child/Young Persons Plan
- Looked After Care Plan

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The form is available on the GIRFEC in East Lothian website [GIRFEC in East Lothian - Support Services \(google.com\)](#)

All new RfAs should be sent to the EPS mailbox:
educationalpsychologyservice@eastlothian.gov.uk

RfA are processed centrally, on a regular basis, through the RFA panel. Letters are issued when a RfA is accepted letters which will advise on the allocated EP and the timeframe for picking the case up. The EP will contact the relevant member of staff, parent/carers and where appropriate the young person, to offer an initial consultation to explore concerns and agree on immediate strategies to help improve things for the child or young person. If direct work is required (such as observation in class, assessment of learning, or attendance at a meeting e.g. child planning meeting), this will be agreed as an outcome of the consultation process.

Development Work

Requests for development work from schools and early years settings should be directed to the link EP who will gather relevant information around the nature, scale and scope of the request. The response will be considered at a team level, ensuring the best match is achieved in terms of skills, knowledge, and availability within the team. Equity within and across clusters will be monitored. This approach will enable larger scale, longer term, and cross school projects to be supported effectively. We aim to provide schools with a highly professional service based on the principles of continuous improvement, accountability, ownership, and transparency. In order to better adhere to these principles, the Educational Psychology Service has an overarching Service Level Agreement for all education establishments with whom we work, which is outlined at the top of the school's visit record. We aim to increase efficiency and improve our effectiveness by specifying what schools can expect of us as well as what we need from schools to achieve these aims. Schools and early years setting should direct communication to their link EP. The service can be contacted at: educationalpsychologyservice@eastlothian.gov.uk

Further information can be found at: [The role of an educational psychologist | Educational Psychology Service | East Lothian Council](#)

Support for Mental Health and Wellbeing

Support for mental health and wellbeing can be accessed through the **Single Point of Access (SPA)**. This is an additional level of support and intervention for children and young people, where specific need has been identified, usually through the Child Planning Process. The SPA and the Mental Health and Wellbeing Team is managed by the **Coordinator for Mental Health and Wellbeing**. Referrals to SPA are made through a **Request for Assistance**. Any professional involved with a young person can make a referral. All referrals are considered by a multi-disciplinary group of professionals, who meets regularly. The group can give advice and will match the young person with the most appropriate support. There is an expectation that universal supports through school should be put in place before referral for additional support is made.

The Mental Health and Wellbeing Team comprises a Team Coordinator and Mental Health Youth Workers. The team is able to offer flexible support to children and young people, using a range of approaches. The team is also available for consultation and

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can offer training for school staff. There is a Mental Health Youth Worker based in each of the secondary schools across the authority and they are the link worker for their school cluster.

Additional services available through Single Point of Access

(SPA) • Bereavement Support.

- School Counselling Service.
- Creative Therapies.
- Referral to linked third sector organisation, for services such as social support, befriending and outdoor activities.
- Signposting to Appropriate Supports out with East Lothian Council.
- Mental Health and Wellbeing Resources.

The Mental Health and Wellbeing Team have developed an excellent website which provides information and links to support for children, young people and families. We would suggest that schools use this as an initial form of advice and guidance. Please use this link:

<https://sites.google.com/edubuzz.org/mhwb-information-point/home>

Additional Support available

Sometimes a young person may require some help or support from staff out with the school environment. Schools can call on professionals from a number of different agencies/services for help and advice to meet the needs of individuals. This can be from within East Lothian Council or wider, and can include Educational Psychologists, Officers with the Education Services, School Nursing Service, Skills Development Scotland careers advisers, Children and Family workers (social workers or Family Support workers), Third Sector agencies or NHS allied health professionals.

Information sharing with these services is necessary in certain circumstances in order for East Lothian Council to carry out duties related to its Public Task. In any circumstances where information sharing does not fall within the “Public Task” requirement, consent will be sought from parents/carers and the young person in

compliance with procedures outlined in the Data Protection Act. If a young person is over the age of 12 and has the capacity to do so, they may give their consent without that of their parents. Where appropriate, the consent to share should be recorded by the professional. Additionally, there are situations where if consent to share has not been given and the professional believes that in not sharing the child could be at risk or further risk of harm, then information can be shared. The reason for sharing should be discussed with the parent/carer and child or young person and be recorded with the reasons for sharing. If parents are concerned about this, they should contact the school for further information.

School Improvement

The Standards in Scotland's Schools Act (2000) requires that every local authority aims to secure improvement in the quality of school education which is provided in the schools managed by them. As part of East Lothian Council's legislative duty to ensure that schools are supported in improving standards for pupils, a rolling programme of school reviews are carried out each year. These visits involve staff from across the service including Quality Improvement Officers, Head Teachers, Early Years Officers and Educational Psychologists. By focusing on improvements in performance during these visits, schools are supported in ensuring high standards are achieved and maintained.

The Role of Quality Improvement Service

At present three Quality Improvement Officers have responsibility for support and challenge across all East Lothian schools. Responsibilities to individual schools include:

- Provide support pre, during and post Education Scotland Inspection ➤
Support and monitor development planning ensuring links to How Good Is Our School? How good is our Early Learning and Childcare, The National Standard for Early Learning and Childcare Providers and Service Improvement Framework outcomes
- Provide advice on staffing/finance/resources issues
- Support development/progression of Curriculum for Excellence
- Analyse and use data to challenge schools to raise attainment

and achievement

- Participate in the appointment of senior members of school-based staff
- Provide support in the resolution of school-based issues.
- Devise and promote strategies to address areas where performance should be improved; monitor and report on progress
- Undertake review visits to schools and provide reports as

appropriate. The Quality Improvement Manager has responsibility for Equity and Inclusion.

Other important elements within the Quality Improvement Service role

- include:
- Freedom of Information Requests
 - Reporting to Scottish Government and Education Scotland
 - Managing Local Authority educational developments, e.g., Leadership Development, Assessment & Moderation, Equity and Closing the Poverty Related Attainment Gap, Service Strategies.
 - Supporting the Head of Education with the recruitment process of senior school leaders.

Local Authority Policies and Practical Information

Early Learning and Childcare

East Lothian Council is committed to providing high quality, flexible early learning and childcare that is accessible and affordable to all families. We have a range of providers who offer places to 3 and 4 year olds when they become [eligible](#) for nursery. Your child can receive their funded hours entitlement in a [school nursery](#) or with one of our funded providers ([private nursery](#), [childminder](#) or [community group](#)). Some two year olds are also eligible for early learning and childcare funding. Further information can be found at: <https://www.eastlothian.gov.uk/earlylearning>

Composite Classes

Composite classes are formed in the majority of East Lothian primary schools. A composite class is one in which pupils from 2 or more-year groups are taught together. The number of pupils in a composite class should be no more than 25. In the formation of composite classes, the Head Teacher takes in to account a range of criteria, including:

- Meeting learners needs
- Age (stage appropriate)
- Social inclusion
- Gender balance - includes children who identify with another gender and children who identify as nonbinary.
- Numbers of children per stage - where possible schools will try to have a minimum of 4 pupils at a stage within a composite class.
- Exceptional circumstances

Further information can be found at: [School enrolment information | East Lothian Council](#)

Absence and Attendance

East Lothian Council recognises the cumulative impact that low attendance has on a child or young person's learning and wellbeing. Low attendance has been linked to lower levels of attainment; peer relationships; emotional and behavioural difficulties and reduced employment opportunities. Low levels of attendance can also be linked to how connected children and young people feel to their school community. Absenteeism can cause children and young people to feel a greater sense of isolation from their peers, teachers and schools which may result in being more socially withdrawn when returning to school. East Lothian Council ensures early intervention and support when there are concerns about a child or young person's school attendance. The East Lothian Council Policy *A Positive Approach to Promoting School Attendance* outlines the way in which the above legislative requirements are met. [Included Engaged & Involved: A Positive Approach to Promoting School Attendance \(Jan 2022\)](#)

The Children and Young People (Scotland) Act 2014

The Children and Young People (Scotland) Act 2014 is aimed at making sure every child and young person is able to access appropriate support in order ensure their wellbeing allows them to develop into healthy young adults. The principles and values of Getting It Right for Every Child are underpinned by the United Nations Convention on the Rights of the Child ensuring each child is safe, healthy, active, nurtured, achieving, respected, responsible and included ensures that a holistic approach is taken to ensure the wellbeing of all children and young people. The Act also

introduced increased provision of early learning and childcare and a range of corporate parenting responsibilities to promote the wellbeing of children and

young people in care.

East Lothian Council's use of Pupil Data

The personal information East Lothian Council needs to collect on your child/children is required to secure the safety and welfare of every child of school age and ensure that their education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential. The information is stored and processed electronically. The data is processed because we have a legal obligation to do so and is done so in accordance with the GDPR and the Data Protection Act 2018. For more information about how and why we use personal data, please visit [Education Privacy Notice - Education Management Information Data | East Lothian Council](#)

Scottish Government Statutory Returns

The Scottish Government has legal powers to request data with regards all children and young people being educated in Scotland's schools which schools, local authorities, awarding bodies (such as the Scottish Qualifications Authority) and other public bodies (such as Skills Development Scotland) hold for their own purposes.

The Scottish Government need this information in order to:

- plan and deliver better policies for the benefit of all pupils, or specific groups.
- better understand some of the factors which influence pupil attainment and achievement.
- share good practice.
- conduct teacher workforce planning.
- target resources better.
- enhance the quality of research to improve the lives of people in Scotland.
- provide a window on society, the economy and on the work and performance of government by publishing statistical publications and additional tables about School Education and providing school level information.

For more information on the collection and processing of your child's/children's personal data by the Scottish Government, please visit [Scottish Exchange of Data: privacy Information - gov.scot \(www.gov.scot\)](#) and select the Privacy Notice titled "EAS Learning Analysis Unit - Privacy Notice for parents".

Consulting with pupils

Under the Children (Scotland) Act 1995 the views of children should be taken into account when major decisions are being made which will affect their lives.

Generally, children over 12 are presumed in law to have a view but younger children may also be mature enough to have a view and should be given the opportunity to express it. Children over 12 should be asked for consent to share confidential information. While the Local Authority and schools may not be bound by this they do consult with pupils and the methods used will be included in the school's handbook. This could include formal consultation through Pupil Councils, pupils co-opted to Parent Councils, questionnaires, suggestion boxes, review and

planning meetings, as well as arrangements to consult with individual pupils at appropriate times subject choice, exclusions etc.

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Exclusion of pupils

Exclusion from school is used on occasions when the safety of the pupil concerned, or others is at risk if the pupil remains in school. Exclusion should be the last resort, it should be as short as possible and always have a positive, purposeful intention for the learning and wellbeing of the child or young person and should not be viewed as punitive. Schools will follow the *Included Engaged – A positive approach to preventing and managing school exclusions policy*.

[Included Engaged & Involved – Positive Approach to Preventing and Managing School Exclusions \(2023\)](#)

Assistance with provision of School Clothing

East Lothian Council operates a scheme of provision to ensure that a pupil is sufficiently and suitably clad to take full advantage of the education provided. Families in receipt of Income Support or Income-based Jobseekers Allowance or Income based Employment and Support Allowance or Universal Credits with a monthly take home pay below £850 will qualify for such a scheme. Other cases may be considered in the case of exceptional circumstances, such as your immigration status means you cannot get help from the government, or you are still waiting on your first Universal Credit Payment. Parents who wish to apply for the scheme should complete an online application form and further information is available at [Free School Meals and School Clothing Grants | East Lothian Council](#)

Free School Meals and School Clothing Grants

School Clothing Grants are currently £130 for Primary pupils and £160 for Secondary pupils. School Clothing Grants are processed annually throughout the year. We can also provide free school meals to ensure that children receive a free, balanced and healthy meal during the school day. This service is delivered discreetly so that it is not obvious to other children that your child is receiving this benefit. As at April 2024, if you receive one of the following benefits you are entitled to apply for Free School Meals and a School Clothing Grant:

- Income Support,
- Income Based Job Seekers Allowance,
- Any Income Related Element of Employment and Support Allowance, ➤ Child Tax Credit but **NOT** Working Tax Credit with an annual income less than £19,995.
- Child Tax Credit **AND** Working Tax Credit with an annual income of up to £9552,
- Universal Credit with a monthly earned income of not more than £796.

Further details and an online application form are available at [Free School Meals and School Clothing Grants | East Lothian Council](#)

Universal Free School Meals (Primary 1, 2, 3, 4 and 5)

All pupils in Primary 1, 2, 3, 4 and 5 are entitled to a free school meal (but not free school milk or a clothing grant). People receiving the above benefits should continue to complete a Free School Meal Application Form to ensure they can apply for the School Clothing Grant and are not charged for school milk.

Asylum seekers

Asylum seekers will be eligible to free school meals if they are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 199. The person in receipt of the benefit must make the claim.

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Exceptional Circumstances

If you do not receive any of the qualifying benefits above, you may still qualify under exceptional circumstances. This could be because:

- Your immigration status means you cannot get help from the government
- You are waiting for your first Universal Credit payment.

Scottish Child Payment P6 and P7 pupils

From February 2025, the Scottish Government has made a commitment to extend the offer of free school lunch (but not clothing grant, holiday payments or free school milk) to pupils in P6 and P7 who receive the Scottish Child Payment but are not currently in receipt of Free School Meals. For further information or to apply please email a clear

photo of your Scottish Child Payment award letter to scottishchildpayment@eastlothian.gov.uk along with the

following: ➤ Your child's name

➤ Your child's date of birth

➤ Your child's school

➤ Your child's year group (P6 or P7).

Education Maintenance Allowance (EMA)

Education Maintenance Allowance (EMA) is available for young people aged between 16 and 19 who are considering remaining in education. It is a weekly payment of £30.00 per week paid directly to the young person, where the pupil's household income meets the qualifying criteria. Further guidance is available at https://www.eastlothian.gov.uk/info/210557/schools_nurseries_and_learning/11902/education_maintenance_allowance or by emailing emas@eastlothian.gov.uk For further information see the [EMA Scotland website](#).

Free Period Products

Free period products are available throughout East Lothian, not just in school buildings. Home educating families can find the venue nearest to them [from our website](#) and collect the supplies that they need.

iPay (referred to as "SchoolPay")

East Lothian Council use an online payments system called iPay, but which is referred to as “SchoolPay”. This provides parents/carers with the opportunity to make all school related payments online, including paying for school meals. This system also provides reports for parents/carers which can show outstanding balances for any school trips, and multiple payments can be made in one transaction, for more than one child. This system will enable you to: -

- Create your own personal account and see at any time what your balance information is.
- Pre-order meals for your child in advance, giving you options for their lunch (for primary schools)
- Make and track instalments payments for larger items such as school trips.
- Manage costs for all of your children – across nursery, primary and secondary schools - from the same account, making things easier and faster for you.

Further information, including how we are protecting your data, can be found at:- www.eastlothian.gov.uk/schoolpay. The Online School Payments Team is available by emailing: - onlineschoolpayments@eastlothian.gov.uk

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Employment of Children

Children under the statutory school leaving age can only be employed within the terms of the byelaws on the Employment of Children. These regulations do not permit the employment of children under 13 years of age, and for those over the age there are limits on the hours and type of employment which are allowed. Parents and employers **must** both complete an application form for an employment permit before the employment begins. Forms and information are available from the school office.

Home Education and Flexi Schooling

In accordance with East Lothian Council's policy *Included, Engaged, and Involved: A Positive Approach to Promoting Attendance* all requests for withdrawal from school are considered by a multiagency panel. This is consistent with our commitment to Getting in Right for Every Child as enshrined in The Children and Young People Act (2014). It is also consistent with Article 28 of the *United Nations Convention on the Rights of the Child* which states that every child has the right to an education. Further information can be found at: <https://www.eastlothian.gov.uk/homeeducation> *Included Engaged & Involved: A Positive Approach to Promoting School Attendance* (Jan 2022)

Home to School Transport

Local authorities must ensure that children and young people of school age (5-16) do not have to walk more than the defined walking distances appropriate to their age between their home and their catchment school. “Walking distance” means, for a child under the age of eight, more than two miles from their catchment

school, and for children and young people aged eight to sixteen, more than three miles from their catchment school. Where transport is awarded, the Council will confirm the specific arrangements which will be put in place. Arrangements can include:

- Scottish Government funded Young Persons' (Under 22s) Free Bus Travel passes
- local authority season tickets on public service routes.

Contract buses may be arranged, with taxis used only in exceptional circumstances. There is no duty on local authorities to provide transport if the child or young person is attending a non-catchment school (including a specialist provision) as a result of a Placing Request made by a parent, or the child or young person. Section 51 of The Education (Scotland) Act 1980 places a duty on local authorities when meeting the transport requirements of eligible children and young people to allow any Vacant Places in vehicles used for transport to be used by other children and young people. This duty applies when a space in a vehicle is available and there will be no additional cost incurred by the Council. Parents must apply for home to school transport through their school office. Applications will be reviewed by Transport Services based on the eligibility criteria. Eligibility for transport assistance will be reviewed annually. Parents must report any changes in circumstances that might affect eligibility. Further information can be found at: [Home to school transport | Home to school transport | East Lothian Council](#)

Road Safety

Improved road safety has and will continue to be one of the main objectives for East Lothian Council. People travel every day in East Lothian for business, education or leisure using our roads, footways, and cycleways. Road safety involves everyone and the Council, along with Police Scotland, the Scottish Fire and Rescue Service and other partners are committed to providing a safer road network for all. The Council

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and its partners, have identified a number of important initiatives in the Road Safety Plan to help reduce road casualty, these initiatives include:

- Encourage children to walk or cycle to school, thereby improving the safety for the pupil on the journey to school.
- Provide pupils and parents with appropriate training to allow them and their children to journey to and from school safely.
- Improve pedestrian safety in and around school.
- Raise awareness amongst pupils, parents, and staff of the wider health and environmental problems associated with increase car use.
- Improve the local environment for everyone by reducing pollution, congestion and addressing safety issues around the school.

Parents and carers should always be reviewing their current or intended mode

of travel to and from school and consider whether or not it should be changed or modified to help the school, pupils, staff and other parents to reduce the number of child casualties.

Health and Safety

The Health & Safety service have prepared statements of safety policy for all areas of its responsibility in accordance with the Health and Safety at Work Act 1974. School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents and carers in promoting good practice in health and safety matters is of great importance to the school.

Medical Care

Throughout their years at primary and secondary school, pupils will be seen from time to time by a team of specialists from the School Health Service to make sure they benefit as much as possible from all that school has to offer, and to help them prepare for life after leaving school. The School Health Service is part of the Community Child Health Service and has direct links with those who carry out health checks on children before they start school.

Administration of Medical Procedures

Apart from a few exceptions, all areas of the school curriculum, including school camps should be accessible to pupils with healthcare needs. Forward planning may be required to accommodate needs. Advice can be sought from the Head Teacher and the School Health Service. All members of staff should follow the East Lothian Handbook of Procedures for the Management of Pupils with Healthcare Needs in Educational Establishments and in doing so will be covered by East Lothian Council's Public Liability Policy.

[Guidelines for the Management of Pupils with Healthcare Needs \(March 2024\)](#)

School Session Dates

School session dates are available on the Council's website [East Lothian Council Homepage](#)

Emergency Closure of Schools

The first priority of the Head Teacher must be to keep the school open if at all possible. However, the early closure (or part closure) of a school in an emergency may be required because of fire, flood, loss of building services, extreme weather

conditions or some other event. When children have to return from school at a time earlier than normal, parents may not be able to arrange for them to be received at home by themselves or by an adult who will look after them. Head Teachers must be reasonably satisfied that there will be a responsible adult available to receive the child and must be prepared to make arrangements for the supervision of certain children in school, until the normal closing time of the school. In these circumstances, the Head Teacher should consult with the Head of Education. The Head of Education will use all of the information available both centrally and locally to decide whether the school should be closed and whether this would be for

pupils only or for the whole school community. It should be noted that close contact will be maintained with the Transport Officer at East Lothian Council.

The Head Teacher will prepare and send to the Head of Education the relevant information for notifying the media, through the Corporate Communications Team of East Lothian Council. This information should include the name of the school, which is closing, whether it is a partial or whole school closure, i.e., to pupils; pupils and staff; community groups and the reason why the school is closing. Information will also be required on how long the closure will be and how the media, parents, carers, and pupils will be informed when the school will be reopening. Once approval has been granted to close a school, the Corporate Communications Team will inform the media and upload messages to the Council's communications channels, such as its Twitter, the Council's Facebook page, and the Council's website [East Lothian Council Homepage](#). Whenever possible, schools will update their own school website with information.

Complaints Procedures

Most complaints can and should be resolved at school level. If you have cause for concern, the first person to approach will normally be the Head Teacher. If a meeting is required with the Class or Guidance Teacher, Head Teacher, or another senior member of staff then this should be arranged as quickly as possible. If you still remain dissatisfied then the procedures contained within "How to make a comment, compliment or complaint about a Council service" should be followed. Further information can be obtained at: [Comments, complaints and compliments | East Lothian Council](#)

Unacceptable Behaviour

East Lothian Council does not tolerate aggressive or abusive behaviour towards staff.

Schools within East Lothian

A list of all primary and secondary schools can be found at: [Schools and learning | East Lothian Council](#)

School Term Dates

Can be found at <https://www.eastlothian.gov.uk/>

Useful email addresses

Executive Director Education & Children's Services	Lesley Brown	cward5@eastlothian.gov.uk
Head of Education	Nicola McDowell	cward5@eastlothian.gov.uk

Quality Improvement Manger (Equity & Inclusion)	Jennifer Boyle	jboyle@eastlothian.gov.uk
Education Service Manager (Strategy & Operations)	Bev Skirrow	bskirrow@eastlothian.gov.uk
Education Service Manager (Early Years)	Alison Cameron	acameron2@eastlothian.gov.uk
Parental Involvement Act (Parent Councils/Forums)	Leanne Ayton	parentcouncil@eastlothian.gov.uk
Free School Meals, Clothing Grants, Education Maintenance Allowance, Pupil Placement & Home-to-School Transport Policy	Leanne Ayton	freeschoolmeals@eastlothian.gov.uk emas@eastlothian.gov.uk schoolplacements@eastlothian.gov.uk hometoschool@eastlothian.gov.uk

Scottish Government can be contacted at:

Scottish Government Education Department

Victoria Quay

EDINBURGH, EH6 6QQ

[The Scottish Government - gov.scot \(www.gov.scot\)](http://www.gov.scot)***Accuracy of Information***

The information contained in this booklet was accurate as at April

2025. April 2025