



LOMOND VIEW ACADEMY



Lomond View
Getting it right for every child

HANDBOOK
2019- 20

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Lomond View
Getting it right for every child.

Dear Parent/ Carer

Welcome to Lomond View Academy. I hope that this handbook will provide you with helpful information about our school. It will give you some insight into the aims of Lomond View Academy and how we go about turning these aims into practice for all of our pupils.

Your son/ daughter may be with us for only a short period of time or they may continue their education with us here at Lomond View Academy on a full-time basis. Whether it is part-time or full-time, for a few weeks or a number of years, it is important that we work together with you to allow our pupils to access a full and individualised curriculum, one which is individually tailored for your child.

We invite you to work with us in building an environment where we can celebrate achievement of your child, for your family and for Lomond View Academy.

Yours faithfully

David Peden
Head Teacher
Lomond View Academy

GENERAL INFORMATION



The full postal code of Lomond View Academy is:

Lomond View Academy

Ingleston Street

Greenock PA15 4QU

Telephone: 01475 714414

E-mail: INLomondOffice@glowscotland.onmicrosoft.com

Website: <http://lomondview.inverclyde.sch.uk/parents/?textsize=3>

Lomond View Academy is non-denominational and caters for both boys and girls

The capacity of the school at Lomond View Academy is 24 young people

Our facilities include:

- 4 classrooms
- a Chill out/Nurture room,
 - music room
 - kitchen area
- rooms for group work
 - gym hall
- technical/woodwork workshop
- An outdoors games area,
 - a polytunnel and area for
 - gardening projects

Lomond View Academy also houses the Corporate Parenting Education Team (LAAC Teachers) and a number of Social Work Teams

The school's main achievements over the past year can be found in our Standards and Quality Report which can be found below:

<..\Desktop\Inspection evidence 2098\Standards and Quality 2017-2018 LVA.NWM.201812101801.docx>

STAFF LIST



Education Staff

David Peden	-	Head Teacher
Roslyn Friel	-	Principal Teacher (L.A.A.C)
Katy Smith	-	Principal Teacher
Vacancy	-	Class Teacher
Stuart Naylor	-	Class Teacher
Bill Crossan	-	Class Teacher
Selina Crerar	-	Class Teacher
Ross McLaughlin	-	Learning Assistant
Dawn Bozzelli	-	Learning Assistant
Gaynor Wylie	-	Learning Assistant
Holly Quigg	-	Learning Assistant
Karen Thomson	-	Clerical Assistant
Sharon Wilson	-	Clerical Assistant

Social Work Staff

Vacancy	-	Senior Social Worker
Kim Fowler	-	Youth Support Worker
Maggie Heron	-	Youth Support Worker

STAFF REMITS



Staff	Designation	Responsibility/ Remit
David Peden	Head Teacher	Overall responsibility and direction of school. Budget.
Vacancy	Senior Social Worker	Liaison with SW Colleagues/Care/Youth Support Workers
Katy Smith	Principal Teacher	Curriculum development SfL. Self-Evaluation. Staff Development. Ordering. Classroom Teaching Class 2.
Vacancy	Class Teacher	
Bill Crossan	Class Teacher	Class 1 Teaching / RMPS. PE
Stuart Naylor	Class Teacher	Technology, Hospitality, Art
Selina Crerar	Class Teacher	Class 3 – Sciences
Ross McLaughlin	Learning Assistant	Peripatetic Support/ School website.
Dawn Bozzelli	Learning Assistant	Individual Pupils/ School Handbook.
Gaynor Wylie	Learning Assistant	Individual pupils/ Art/ Displays.
Holly Quigg	Learning Assistant	Individual pupils/ Art/ Displays.
Kim Fowler	Youth Support Assistant	Family Support/ Individual Caseload/ Curricular Activities.
Maggie Heron	Youth Support Assistant	Family Support/ Individual Caseload/ Curricular Activities.
John Pearson	Janitorial Staff	
Karen Thomson	Clerical Assistant	Part Time
Sharon Wilson	Clerical Assistant	Part Time
Anne Marshall	Catering Supervisor	

STAFF ROLES



Education

- Prepare work/ lessons
- Teach young people
- Assess young people in accordance with SQA guidelines
- Prepare young people for external examinations
- Maintain records of work
 - Key Teacher
- Responsibility for coordinating
- Individual support for young people with Social and Emotional needs as well as learning difficulties.
- Monitor learning and teaching
 - Track pupil attainment

Shared Responsibilities (Social Work and Education Staff)

- Attend review meetings
- Prepare reports for Children's Hearings
 - Reports to parents
- Participate in break/ lunch rota
- Liaise with external agencies
 - Liaise with parents/ carers
- Shared planning for an individual package for each young person
 - Attend Hearings
- Organise/ support work experience
 - Maintain Case Notes
 - Home Visits
 - Centre staff meetings

Social Work

- Prepare group work sessions
- Evaluate group work sessions
 - Participate in group work
- Individual support for young people experiencing difficulties in the classroom
 - Provide support for families
 - Key Worker
 - Facilitate Careers programme
 - Daily recordings
- Individual support for young people
 - Contribute to IEP's



This developmental process is designed to promote the achievement of the specified Aim of:

Reintegration to school, or integration into the community, college or work.

Underpinning this aim are a series of Goals, the attainment of which ensures that each young person possesses the qualities, values, knowledge and skills to move into the next phase of his/ her life namely:

Enhanced Attendance
and Timekeeping

Increased Educational
Attainment

Improved Social
Confidence
And Social
Skills

A Positive Self-
Concept

Emotional Well-Being
and Self-Regulation

Vocational Skills
and Qualifications

Community Interests

Enhanced Employability
Prospects

OBJECTIVES



Lomond View Academy is a joint Educational and Social Work Resource which provides an alternative to mainstream education and care services for young people who are experiencing social, emotional and behavioural difficulties. It seeks to keep young people in both their community and school in the hope of avoiding the need to access residential care and education.

Objectives

- Curriculum:** To offer a broad and balanced curriculum which provides opportunities for every young person to progress and develop.
- Attainment:** To provide learning experiences and activities which develop young people's individual talents and abilities to the full.
- Teaching & Learning:** To provide high quality educational input which meets the individual needs of the young people and promotes effective learning. This may involve collaboration with our mainstream colleagues, colleges and work placements.
- Support for Young People:** To provide social, educational and personal support for young people in an safe environment which everyone feels happy, confident, and secure. Promote active citizenships, encourage positive family relationship roles and to promote social inclusion and responsibility.
- Ethos:** To develop a partnership with young people, parents, staff and external agencies which promote a positive ethos within the provision and a positive image of the school and the service it provides in the community. To encourage a sense of ownership and belonging to the school.
- Resources:** To manage all resources in a way to maximise effective learning and social responsibility to address young people's needs.
- Management Leadership & Quality Awareness** To provide management of the highest quality through partnership between Education and Social Work Services.



INDUCTION PROGRAMME FOR PUPILS

Lomond View Academy operates a consistent, standard policy of induction to the school for all young people assigned to them by the ASNMF.

(Additional Support Needs Monitoring Forum)

This process is designed to minimise the trauma experienced by each young person and is coordinated initially by the Head Teacher once the “Recommendation” has been accepted by Heads of Service (Education and Social Work)

At the earliest opportunity a Key Worker/ Key Teacher are allocated to each pupil. The Key Worker and Key Teacher monitor and attend to the needs of the pupils’ assigned to them:

- Plan Pupil IEP
- Agree shared targets
- Identify appropriate strategies

Format

- Initial contact with source school
- Where appropriate, liaison with relevant Youth Support staff already working with the young person
- Access Social Worker input, where appropriate
- Meeting organised with all parties as soon as possible (in Lomond View Academy)
- Identify suitable, appropriate “Induction Package”
- Induction Package to include:
 - Visit to school*
 - Tour of school*
 - Meet staff*
 - Where appropriate, meet young people.*
 - Receive a copy of Handbook*
 - Organise phased induction (e.g. ½ day, 1 day increasing to 2/3 days)*
 - Complete parental consent forms and relevant paperwork prior to visit*
- A Post Placement review is usually offered around six weeks after placement



SCHOOL DAY

Pupils arrive at 8.50am and finish at 3pm (Monday – Thursday). The school closes to pupils at 12.30pm on Friday to allow for staff training

A typical day

Day	8.50 – 9.30	9.30 – 10.00	10.00 - 10.10	10.10 – 11.00	11.00 – 11.10	11.10 – 12.15	12.15 – 12.45	12.45 – 3.00
Monday	PE/ Breakfast	Class	Break	Class	Break	Class	Lunch	2 Class slots (with break)
Tuesday	PE/ Breakfast	Class	Break	Class	Break	Class	Lunch	2 Class slots (with break)
Wednesday	PE/ Breakfast	Class	Break	Class	Break	Class	Lunch	2 Class slots (with break)
Thursday	PE/ Breakfast	Class	Break	Class	Break	Class	Lunch	Activity
Friday	PE/ Breakfast	Class	Break	Class	Break	Class	Pupils go home at 12.30 after having lunch with staff	



The Curriculum

All pupils, from S1 – S3, follow the Broad General Education programme of work. Lomond View Academy offers:

- English
- Maths
- History
- Science
- Home Economics

- Computing
 - Art
 - PSE
 - RME
 - French

Pupils accessing part-time, mainstream placements follow either specific subjects or the normal programme of study for their year group. Lomond View staff also support young people in their mainstream placements.

Senior Phase

In the senior phase the following subjects are offered at National 3 ,4,5:

- English/Literacy
- Maths/Numeracy (including Financial Education and Applications of Maths)
 - History/Geography/Modern Studies
 - Computing
 - Physics/Biology
 - Hospitality
 - Physical Education
 - PSE
 - Business Management (Nat 4 and 5)
- Technical Education (Practical Craft Woodworking, Metalworking and Design and Manufacture)

Some students undertake external exams at National 5. This can be offered at, either Lomond View or within a local Secondary School. Many of our Senior Phase Students complete courses at West College Scotland.



THE CURRICULUM

SQA

For Senior phase pupils we also offer:

- Safe Road User Award
- E-Touch Typing Module
 - Electronic Music
- Personal Development Awards

Awards

- John Muir Award
- Duke of Edinburgh
 - ASDAN

Work Experience

Some of our young people work best in a practical way and we strive to combine, both a robust curriculum with practical, life experiences that will enhance the employability and independence of our young people. Together with More Choices, More Chances we have links with many local employers that offer our young people experience of employment in a highly supportive environment.

Such partners include Ardgowan Hospice, Auchmountain Catering, Parklea Garden Centre and local barbers. Pupils can commence these placements from S3, increasing in frequency in the senior phase.

Pupils are given recognition via the Saltire award or through SQA certification should their placement qualify.

In order to enhance curricular provision and give pupils the maximum possible chance to undertake a programme of study/ activity of their personal choice electives are offered, usually for a four-six week block. Options include:

- Beginners French
- Beginners Italian
- Beginners German
 - Chess

- Beginners Chess
- "Taking Care of Ourselves"
 - Music
 - MVP
- College Placements
- Topic Work/ Lomond View Project/ Car Washing
 - Saltire Awards
 - Literacy



REPORTING TO PARENTS

Lomond View Academy operates an 'open door' policy. Parents are fully aware and encouraged to avail themselves to this facility, and most do.

Staff develop very close working relationships with each young persons parents/ carer through the key worker/ key teacher system.

Clearly, this close professional relationship provides scope for liaising with school and home on a two-way basis. This makes 'reporting to parents' on a regular basis... sometimes daily.... About the progress on individual young people more straightforward and coherent.

Reporting to parents also takes place at review meeting where parents/ carers, school staff, young people and where appropriate Social Workers are party to evaluating and monitoring the progress of a young person. Review meetings take place twice per year.

Support for Parents/ Carers

For some of the parents and carers of young people who arrive at Lomond View Academy, their experience to date of visiting schools can be negative and their only contact with the school is when issues arise.

We place great emphasis on achieving the best possible outcomes for our young people through positive relationships with the whole family. Although contact with our parents and carers normally has taken place within formal settings like review meetings, target setting and home visits, daily communication takes place between staff and parents. This may be to reassure or support parents, not simply when issues arise. Staff at Lomond View Academy aim to build on the relationship with families; provide support to parents and provide information on the development taking place within Lomond View Academy.

Our Youth Support team, assisted by our Learning Assistants, facilitate a successful Parents' Group. This undertakes activities ranging from advice, information and discussions to help support parents and young people, through involvement in school activities to participating in training , self-evaluation and quality assurance to ensure that young peoples' and parents' voice is heard.

It is hoped that, through a shared vision, parents will become more at ease in becoming partners in their children's learning.

Inverclyde Council's Policy on Additional Support Needs states:

A child or young person's needs are identified at the earliest possible stage and can be met in a number of ways, for example by adaptations to the curriculum or learning environment, as well as input from the Support for Learning Teacher and on occasion support from visiting specialists. The appropriateness of the support is determined through a process of assessment, planning and monitoring, working jointly with parents and carers, and is regularly reviewed.

We ensure the provision is appropriate by ensuring that:

Learning outcomes for children and young people with additional support needs are set out in a plan and all educational establishments hold regular review meetings with parents and carers to determine needs and the most appropriate supports. Everyone's views are equally important in order to consider what is currently working and how to determine next steps

Sometimes we have help from partners and colleagues

Children and young person's needs are identified in a number of ways, and the process of assessment is an ongoing, shared process with partnerships with parents and carers at the forefront. On some occasions health service staff or other partner agencies make children known to Education Services. Other additional support needs may be notified to Education Services by parents themselves or identified by one of a range of staff working closely with the child.

Some Young People may require a Co-ordinated Support Plan

Some children and young people will have additional and complex support needs arising from complex or multiple factors which require a high degree of co-ordination of support from both education and other agencies in order that their needs can be met. In these cases, the school will hold a meeting to decide whether the child or young person meets the criteria for a co-ordinated support plan. The coordinated support plan is a statutory document which ensures regular monitoring and review for those children and young people who have one.

What is the role of children, young people, parents and carers ?

You have the right to ask the education authority to establish whether your child needs a coordinated support plan. Your child can make this request themselves, if they are aged 16 or over. You and your child, if they want to, will attend a meeting with staff at their school. Other professionals from different agencies who may be involved in providing support for your child will also attend. If your child does not want to attend meetings or feels unable to, their views must still be sought and considered.

What if you don't agree?

Inverclyde's mediation service can be accessed by contacting:

Grant McGovern
Head of Inclusive Education, Culture and Communities
Education Services
Wallace Place
GREENOCK PA15 1JB
Telephone: 01475 712850

You can find further advice by following the links below:

www.enquire.org.uk
www.siaa.org.uk
www.sclc.org.uk/

Child Protection

Inverclyde Council Education Services has Child Protection Guidelines and Procedures which all schools and establishments are required to follow. Education Services work very closely with other agencies namely Police, Social Work Services, NHS Greater Glasgow and Clyde and the Children's Reporter to support children. Common responsibilities of all staff are to protect children from abuse and exploitation, to respond appropriately when abuse is identified and to ensure whenever possible that all children are able to exercise their right to be raised in a warm, stimulating and safe environment with the support of staff, their families and carers.

Equalities

Inverclyde Education Service is committed to ensuring that no children or members of staff or service users receive less favourable treatment on any ground including gender, race, disability, age sexual orientation, religion or belief. We have a moral, social and legal obligation to mainstream and put equality at the heart of everything we do. We aim to promote a culture in which equality of opportunity exists for all. We are opposed to all forms of discrimination, direct or indirect, and aim to eliminate all discriminatory practices. We will ensure that, in our schools and other educational establishments, equality permeates the curriculum and underpins all our policies and practices in terms of access to education. We must ensure that all our children achieve their full potential to develop physically, emotionally and academically. Finally, we believe that equality and inclusion should be given right, where everyone is valued and treated with respect.

Clothing

There are items of clothing which are unacceptable in the school, such as items of clothing which:

- a) Potentially, encourage faction (such as football colours)
- b) Could cause offence (such as anti-religious symbolism or political slogans)
- c) Could cause health and safety difficulties such as loose fitting clothing, dangling earrings or clothing made from flammable material for example, shell suits in practical classes
- d) Could cause damage to flooring
- e) Carry advertising, particularly for alcohol or tobacco and,
- f) Could be used to inflict damage on other pupils or be used to do so

The Council is concerned at the level of claims being received regarding the loss of children's clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to the establishment. Parents should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

Parents should note that the activities the young people may become involved in may be restricted because health and safety requirements state that jewellery of any kind must not be worn where they are undertaking physical activities. This includes jewellery worn as a result of body piercing.

CLOTHING GRANT

Parents of children receiving one of the following benefits will normally be entitled to Free School Meals and a Clothing Grant for their children if they are in receipt of one of the following:

- Income Support (IS);*
- Income-based Job Seeker's Allowance (JSA);*
- Child Tax Credit, but not Working Tax Credit, and where income is less than £16,105 (in 2018/19) as assessed by the Inland Revenue;*
- An asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999;*
- Employment and Support Allowance (Income Related) (ESA);*
- Parent or Carer is in receipt of maximum Child Tax Credit and Working Tax Credit with an income under £6,420;*
- Universal Credit - where your maximum monthly income from employment does not exceed £610, as shown on your monthly Universal Credit statement.*

The above criteria and income levels are revised by the Scottish Government in April and may be subject to change.

Forms are available from the school office or Inverclyde Customer Service Centre. Pupils are eligible for a Clothing Grant in their own right if they are aged 16 – 18 and fall into any of the above categories.

Full information is available on: <http://www.inverclyde.gov.uk/education-and-learning/schools/clothing-grant-and-free-school-meals>

We will be working with the Education Authority and the School Meals Service towards making the school a 'health promoting school' by encouraging a healthy diet. 18

EDUCATION MAINTENANCE ALLOWANCE (EMA)

The Educational Maintenance Allowance (EMA) is a grant provided by the Scottish Government to encourage students to stay on at school beyond their statutory leaving date. It is available to S5 and S6 students if:

- They have completed fourth year at school
- *They have reached the legal date at which they could have left school, and have opted to return*
- *They started a fifth year course of study in the school session following their statutory leaving date*

The grant is a means-tested allowance, based on household income, but paid directly to the student. The award is £30 a week, payable during term time. The payment of allowances is dependent upon students maintaining 100% attendance, adhering to the school's code of conduct and making good progress in their studies.

Full details are available on: <http://www.inverclyde.gov.uk/education-and-learning/schools/education-maintenance-allowance>

IMPORTANT ADDRESSES:

Mrs Ruth Binks
Corporate Director of Education, Communities and Organisational Development
Inverclyde Council
Municipal Buildings
Clyde Square
GREENOCK
PA15 1LY

General enquiries about education, free meals/clothing grants, EMA

Inverclyde Customer Service Centre
Municipal Buildings
GREENOCK
PA15 1LY
Tel: 01475 717171

Skills Development Scotland
112 West Blackhall Street Office -West Inverclyde
GREENOCK 32 Nicolson St
PA15 1XR GREENOCK

Community Learning and Development
iYouth Zone
32 Nicolson Street
GREENOCK

Community Facilities

Facilities for the community may be available in the school and will require a Let.

Contact the Booking Office for more details – 01475 715559

Elected Members

Councillors Colin Jackson, Michael McCormick and Jim McEleny
Inverclyde Council
Municipal Buildings
GREENOCK
PA15 1LY

Lomond View Academy and Inverclyde Council care about your data and information:

General Data Protection Regulations and Data Protection Act 2018 - Information on children, parents and guardian is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. In processing personal information, Inverclyde Council must comply with the General Data Protection Regulation and Data Protection Act 2018.

For further information please refer to :

<https://www.inverclyde.gov.uk/site-basics/privacy>

Inverclyde Council ~ Education Services

2019-2020 School Calendar

August 2019						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
					12	

September 2019						
Su	M	Tu	W	Th	F	S
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22	23	24	25	26	27	28
29	30					
					20	

October 2019						
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20	21	22	23	24	25	26
27	28	29	30	31		
					18	

November 2019						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
					21	

December 2019						
Su	M	Tu	W	Th	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
					15	

January 2020						
Su	M	Tu	W	Th	F	S
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					20	

February 2020						
Su	M	Tu	W	Th	F	S
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23	24	25	26	27	28	29
					18	

March 2020						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
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29	30	31				
					22	

April 2020						
Su	M	Tu	W	Th	F	S
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26	27	28	29	30		
					11	

May 2020						
Su	M	Tu	W	Th	F	S
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31					18	

June 2020						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
					20	

July 2020						
Su	M	Tu	W	Th	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



School Closed/ Holidays



Teacher in-Service Day (no school for students)



School Open

In-service days – 5
 Teacher days – 195
 Pupil days – 190