



Lomond View
Getting it right for every child.



Lomond View Academy

School Handbook 2022/23



Lomond View
Getting it right for every child

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December 2021

Dear Parent

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

School Information

Lomond View Academy is a non-denominational co-educational school which is located in Greenock. The capacity of the school is 24 young people.

Lomond View Academy
Ingliston Street
Greenock
PA15 4QU
Tel No: 01475 714414

Twitter: @LomondViewAcad

Email: INLomondOffice@glowscotland.onmicrosoft.com

Web Address: <http://lomondview.inverclyde.sch.uk/>

The following are the facilities which are housed within Lomond View to help young people to learn in a purpose built and modern environment:

- 4 Classrooms
- Chill out/Nurture room
- Music room
- Kitchen area
- Rooms for group work
- Gym Hall
- Technical/Woodwork Workshop
- Outdoors games area
- Polytunnel and area for gardening projects
- School grounds with various areas suitable for Outdoor Learning

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 2020/21 Standards and Quality Report, which can be found on our website, above.

School Holidays & In-Service Days

August 2022 – June 2023

First Term

Open	Thursday 18 August 2022
September weekend	Friday 22 September 2022 Monday 26 September 2022
Close	Friday 14 October 2022
October Break	Monday 17 October 2022 to Friday 21 October 2022 inclusive
Re-Open	Tuesday 25 October 2022
Close	Friday 23 December 2022

Second Term

Re-open	Monday 9 January 2023
Close	Friday 10 February 2023
Mid Term	Monday 13 February 2023 Tuesday 14 February 2023
Re-open	Thursday 16 February 2023
Close	Thursday 1 April 2023
Spring Break	Monday 3 April 2023 to Friday 14 April 2023 (inclusive) (Good Friday 7 April 2023, Easter Monday 10 April 2023)

Third Term

Re-open	Monday 17 April 2023
May Day	Monday 1 May 2023
Close	Thursday 25 May 2023
Local Holiday	Friday 26 May 2023 Monday 29 May 2023
Close	Wednesday 28 June 2021

In-service Days

Tuesday 16 & Wednesday 17 August 2022
Monday 24 October 2022
Wednesday 15 February 2023
Tuesday 2 May 2023

Timings of the School Day

0850 – 0900 (Learners arrive/soft start)	0900-- 0930	0930- 1030	1030- 1050	1050- 1130	1130- 1215	1215- 1245	1245- 1345	1345- 1445	1445- 1500
Monday	PSE	Class	Break	Class	Class	Lunch	Class	Class	Review
Tuesday	PSE	Class	Break	Class	Class	Lunch	Class	Class	Review
Wednesday	PSE	Class	Break	Class	Class	Lunch	Class	Class	Review
Thursday	PSE	Class	Break	Class	Class	Lunch	Class	Class	Review
Friday	PSE	Class	Break	Class	Class	Lunch	Pupils go home at 12.30 after having lunch with staff		

Staff List

Education Staff:

- | | |
|----------------------|-------------------------|
| ➤ David Peden | Head Teacher |
| ➤ Katy Smith | Principal Teacher |
| ➤ Selina McLaughlin | Teacher |
| ➤ Elizabeth Docherty | Recovery Teacher |
| ➤ Iain Brown | Teacher |
| ➤ Stuart Naylor | Teacher |
| | |
| ➤ Dawn Bozzelli | Pupil Support Assistant |
| ➤ Ross McLaughlin | Pupil Support Assistant |
| ➤ Holly Quigg | Pupil Support Assistant |
| ➤ Amanda Harkins | Pupil Support Assistant |

➤ Sharon Wilson

Clerical Assistant

Social Work Staff:

➤ Kim Fowler

Youth Support Worker

➤ Maggie Heron

Youth Support Worker

Facilities Management Staff:

➤ Anne Marshall

Catering Supervisor

➤ John Pearson

Janitor

Staff Remits

Staff	Designation	Responsibility/
David Peden	Head Teacher	<ul style="list-style-type: none"> ➤ Overall responsibility and direction of the school ➤ The school budget
Vacancy	Senior Social Worker	<ul style="list-style-type: none"> ➤ Liaison with Social Work colleagues/Care/Youth Support Workers
Katy Smith	Principal Teacher	<ul style="list-style-type: none"> ➤ Curriculum development Support for Learning ➤ Self-evaluation ➤ Staff development ➤ Ordering ➤ Classroom Teaching – Class 2
Douglas Clark	Teacher	<ul style="list-style-type: none"> ➤ Class 1 Teaching ➤ RMPS ➤ PE
Selina McLaughlin	Teacher	<ul style="list-style-type: none"> ➤ Class 3 ➤ Sciences
Stuart Naylor	Teacher	<ul style="list-style-type: none"> ➤ Technology ➤ Hospitality ➤ Art
Dawn Bozzelli	Learning Assistant	<ul style="list-style-type: none"> ➤ Individual Pupils ➤ School Handbook
Ross McLaughlin	Learning Assistant	<ul style="list-style-type: none"> ➤ Peripatetic Support ➤ School Website
Holly Quigg	Learning Assistant	<ul style="list-style-type: none"> ➤ Individual Pupils ➤ Art ➤ Displays
Vacancy/ Karen Thomson	Learning Assistant	<ul style="list-style-type: none"> ➤ Individual Pupils ➤ Art ➤ Displays
Kim Fowler	Youth Support Assistant	<ul style="list-style-type: none"> ➤ Family Support ➤ Individual Caseload ➤ Curricular Activities

Maggie Heron	Youth Support Assistant	<ul style="list-style-type: none">➤ Family Support➤ Individual Caseload➤ Curricular Activities
Sharon Wilson	Clerical Assistant	<ul style="list-style-type: none">➤ All administrative duties
Anne Marshall	Catering Supervisor	
John Pearson	Janitorial Staff	

The Role of the Staff

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

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

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 including Risk Assessment, Safety Plans and Crisis Management Plans
- Attend hearings
- Organise/support Work Experience
- Maintain Case Notes
- Home Visits
- Centre staff meetings

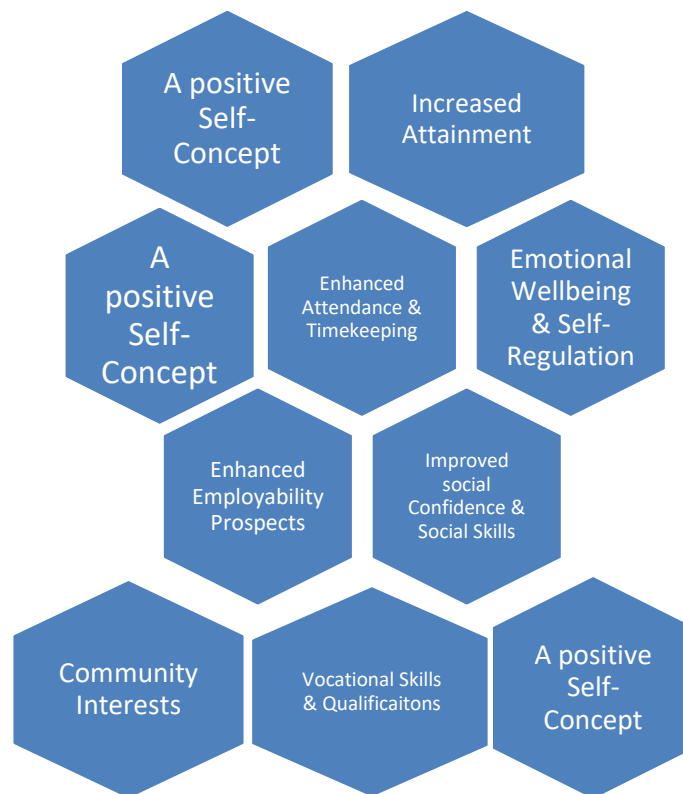
Aims & Objectives of the School

Aims:

The development process at Lomond View is designed to promote the achievement of the schools aim of:

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

Underpinning this aim is 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 or her life, namely:



Lomond View Academy is a joint Education 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 a safe environment where 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 Starting at Lomond View

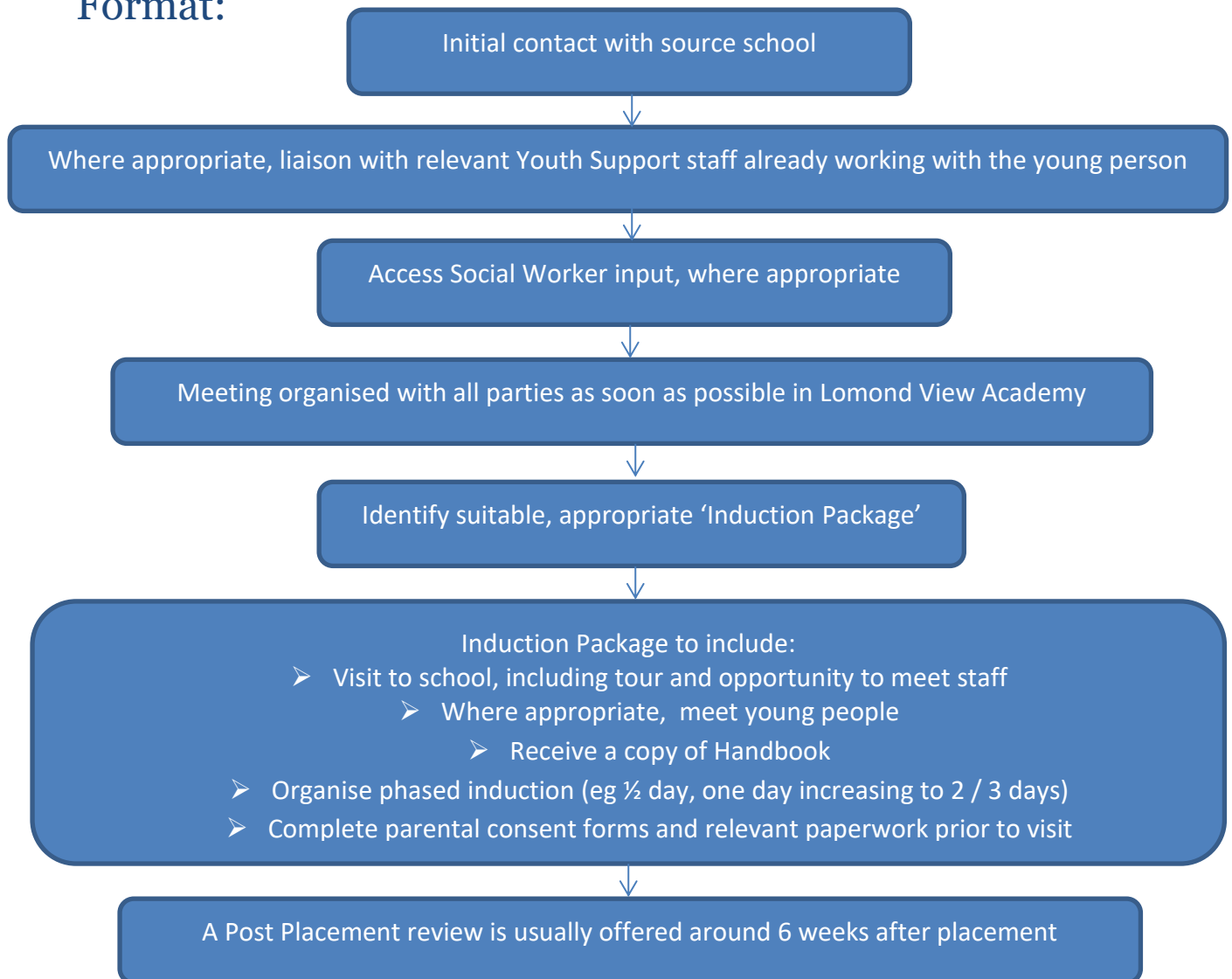
Lomond View Academy operates a consistent standard policy of induction to the school for all young people assigned to them by the Additional Support Needs Monitoring Forum.

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 the Head 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:



The Curriculum

Broad General Education:

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

- English
- Maths
- History
- Science
- Home Economics
- PE
- Technical Education
- Computing
- Art
- PSE
- RMPS
- Modern Languages
- Social Subjects
- Music

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 (National Qualifications):

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

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

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 through the Schools Vocational Offer.

SQA Awards :

For senior phase pupils we also offer:

- Safe Road User Award
- Electronic Music
- Leadership Awards
- Wellbeing Award
- Mental Health and Wellbeing Award
- E-Touch Typing Module
- Personal Development Awards
- Tenancy
- Personal Finance Award

Alongside courses that are offered through SQA, we also have a range of Awards which young people can work towards such as:

- John Muir Award
- ASDAN (Personal Development – Bronze, Silver and Gold ; Asdan Short Courses, Subject based and vocational)
- Duke of Edinburgh

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 independent of our young people. Together with our Developing the Young Workforce Co-ordinator, 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 and Hairdressers. 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 quality.

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 to six week block. Options include:

- Beginners French
- Beginners German
- Beginners Chess
- Music
- College Placements
- Saltire Awards
- Literacy
- Beginners Italian
- Chess
- ‘Taking Care of Ourselves’
- MVP
- Topic Work/Lomond View Project based work.

Pupil Equity Fund (PEF)

Pupil Equity Funding is additional money received directly from the Scottish Government to help schools provide the best possible opportunities for children's learning. In particular, it is there to help support children who experience barriers to learning and who might be falling behind or not getting the same chances in their education because their family is experiencing poverty or other financial difficulties. Allocation of PEF is based on Free School Meals allocation. Lomond View receives a small PEF budget and this is used to enhance the learning and teaching of our young people.

More detailed information on our recent PEF spending can be found on the school website, within the School Improvement Plan.

Reporting to parents

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

Staff develop very close working relationships with each young person's 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, sometimes daily, basis, about the progress of individual young people more straightforward and coherent.

Reporting to parents also takes place at review meetings where parents and 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 and Parental Involvement

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 such as review meetings and target setting, home visits and daily communication also 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 relationships with parents; 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 people's and parents voices are heard.

It is hoped that, through a shared vision, parents will become more comfortable in becoming partners in their children's learning. Our Youth Support Team facilitate a

parents group. The school encourages any parents wishing to take a more active role in the development of the school and in improving their child's learning. Anyone wishing to talk about this should contact the Headteacher, David Peden.

Inverclyde Council's Policy on Additional Support Needs

Inverclyde Council's Policy 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 people's needs are identified in a number of ways and the process of assessments 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 or a range of staff working closely with a child.

Some young people may require a Coordinated 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 coordination 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 Coordinated 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 Council's Mediation Service can be accessed by contacting:

Michael Roach
Head of Education
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 Great 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.

If you have any concerns about Child Protection or Safeguarding please contact the Headteacher, David Peden, the Principal Teacher, Katy Smith or call Inverclyde Social Work .

Inclusion & Equality

Inverclyde Education Services is committed to ensuring that no children or member 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

While Lomond View Academy does not insist on school uniform for learners, there are items of clothing which are unacceptable in the school, such items of clothing which:

1. Potentially, encourage faction (such as football colours)
2. Could cause offence (such as anti-religious symbolism or political slogans)
3. 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
4. Could cause damage to flooring
5. Carry advertising, particularly for alcohol or tobacco and,
6. 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.

Some of our learners at Lomond View Academy do choose to wear school uniform – a plain navy blue or black sweatshirt , jumper or cardigan with a white polo shirt or shirt/blouse along with black skirt/trousers are the usual choices.

Free School Meals & Clothing Grant

All pupils who attend Lomond View receive a free school meal. However, it may be that if parents are in receipt of one of the following benefits that they can receive a Clothing Grant for their child(ren). The criteria is:

- *Income Support (IS);*
- *Income-based Job Seekers Allowance (JSA);*
- *Employment and Support Allowance (Income Related) (ESA) ;*
- *Child Tax Credit, but not Working Tax Credit and where income is less than £16,105 (in 2019/20) as assessed by HMRC;*
- *Parent or Carer is in receipt of Working Tax Credit and/or Child Tax Credit with Annual Gross Earnings of no more than £11,288;*
- *Universal Credit, where your take home pay does not exceed £915, as shown on your monthly Universal Credit statement;*
- *An Asylum Seeker, receiving support under Part VI of the Immigration and Asylum Seekers Act 1999.*
- *If you currently care for a child under a formal Kinship Care arrangement with Social Work, then you may be entitled to this grant. Please contact us for more information.*

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 Council's Customer Service Centre or website. 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.

Education Maintenance Allowance (EMA)

Education 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>

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. The school may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using letters, text messages, e-mails along with announcements in the press and local radio by the Council's Communications Team. The school has an answering machine and appropriate messages will keep you informed.

Please ensure that arrangements are in place for your child to be supervised in the event of an early closure at short notice.

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

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

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

Data policy

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

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

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

For more detailed information use the link below:

<https://www2.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices>

Useful Addresses and Contacts

The Councillors who cover Lomond View Academy are:

- Councillor Colin Jackson
- Councillor Michael McCormick
- Councillor Jim McEleny

The Councillors may be contacted at the following address:

Inverclyde Council
Municipal Buildings
GREENOCK
PA15 1LY

Mrs Ruth Binks
Corporate Director of
Education, HR & Organisational
Development
Inverclyde Council
Municipal Buildings
GREENOCK
PA15 1LY

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

Skills Development Scotland
112 West Blackhall Street
GREENOCK
PA15 1XR

Community Learning and Development
Office -West Inverclyde
iYouth Zone, 32 Nicolson St
GREENOCK

Mr Jim Clocherty
Convenor of Education and Communities Committee
Inverclyde Council
Municipal Buildings
GREENOCK
PA15 1LY

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

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 Act 2018.

For further information please refer to:

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

Disclaimer

Although this information is correct at time of presenting, there could be changes affecting any of the matters dealt with in the document –

- a) Before the commencement or during the course of the school year in question
- b) In relation to subsequent years

Complaints Procedure

Parental Dissatisfaction with Lomond View Academy

Everyone in Lomond View Academy works hard to foster good and positive relationships with pupils and parents. However, on occasion, parents may feel they wish to express their dissatisfaction. In the first instance parents/carers should raise their complaints with the school. Every attempt is made to resolve the problem at this level and most complaints are satisfactorily resolved at this stage.

If resolution is not found, a link to the Council's Complaints procedure is below:

<https://www.inverclyde.gov.uk/business-and-trade/trusted-trader/information-for-consumers/resolving-complaints>