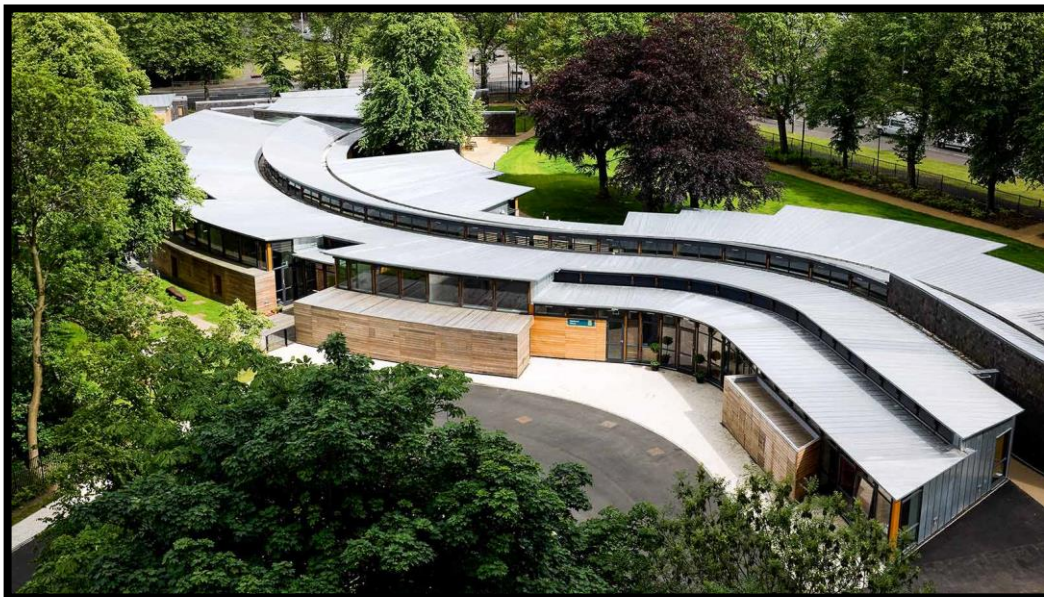




# Hazelwood School and Nursery



**Last updated on - October 2024**



**Glasgow City Council**

**Education Services**

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## **WELCOME TO HAZELWOOD SCHOOL**

I would like to welcome you and your child to Hazelwood School. I hope that this handbook provides you with key information about our school and gives you a sense of the positive, caring ethos we have in Hazelwood.

We provide all of our children and young people with engaging and fun learning opportunities in a variety of contexts. All children and young people are valued, respected and celebrated for the unique contribution they bring and we aim to make sure they live and learn to their full potential.

As a school, we work with our families to support children's learning and development. I hope that our handbook gives you a glimpse of life in Hazelwood School. We look forward to working with you and your child.

Please do not hesitate to contact the school for more information and please have a look at our website, Facebook page and Twitter feed for updates on what's happening in school.

Julie Steel  
Headteacher

**Updated: October 2024**

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### **HAZELWOOD SCHOOL: OVERVIEW**

Hazelwood is a purpose built school specially designed to meet the requirements of children and young people with sensory and dual sensory impairment and additional complex needs. It is situated in a beautiful wooded setting adjacent to Bellahouston Park, and opened in summer 2007.

Hazelwood is a co-educational, inter-denominational school for children and young people aged from 2-18 years. Our school has a current roll of 74. Parents/Carers should note that the working capacity of the school may vary depending upon the number of children and young people at each stage and the way in which classes are organised.

The design of the school is the product of a high degree of collaboration between parents, staff, associated agencies and architects. The interior of the school has been aimed at maximising independence and providing the optimum learning environment. This attention to the needs of children and young people in the design process has resulted in a secure and highly stimulating educational environment for all.

Hazelwood School aims to provide a safe and secure learning environment for all children and young people with a particular emphasis on developing life skills and promoting independence. Our curriculum is personalised to meet the specific needs of all our children and young people. Educational programmes are devised in collaboration with other specialists including physiotherapists, speech and language therapists, occupational therapists, educational psychologists, children's community school nurse, sensory support service, Early Years Support Service and ASL schools.

Within our nurturing school environment we foster an atmosphere of love, trust and mutual respect.

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## HAZELWOOD SCHOOL: VISION, VALUES AND AIMS

### ***Our vision***

Our children and young people are at the heart of Hazelwood, rooted in our community, thriving now and, in the future

### ***We value***

- Communication
- Child-led
- Nurture
- Inclusivity
- Respect
- Understanding
- Choice
- Celebration
- Meaningful engagement

### ***Our purpose***

- Know all of our children, young people and their families well so their learning is personalised and the curriculum is relevant
- Deliver the highest standard of teaching and learning through creative, fun, engaging and stimulating experiences
- Support the wellbeing of our children, families and staff making sure they are well cared for through trusting and compassionate relationships
- Raise attainment and achievement so our children and young people are confident and included in their community
- Work together to make the school is a happy and fun place to learn and work

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### SCHOOL INFORMATION

**NAME**

Hazelwood School

**ADDRESS**

50 Dumbreck Court  
Glasgow  
G41 5DQ

**TEL NO**

0141 427 9334

**FAX NO**

0141 427 2859

**E-MAIL**

[headteacher@hazelwood.glasgow.sch.uk](mailto:headteacher@hazelwood.glasgow.sch.uk)

**WEB SITE**

<https://blogs.glowscotland.org.uk/gc/hazelwoodschool/>

**FACEBOOK**

<https://www.facebook.com/groups/HazelwoodSchoolGlasgow/>

**X**

[@HazelwoodGlas](#)



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There are a range of educators in Hazelwood School who all contribute to ensuring our children and young people receive a high quality education and support: Teachers, Child Development Officers, Lead Practitioners, Support for Learning Practitioners, Support for Learning Workers, Health and Wellbeing Workers and the Senior Leadership Team all work collaboratively to plan and deliver individualised educational programmes. The leadership team is as follows:

**Headteacher:** Julie Steel

**Head of school:** Collette Gowing (Head of School) (Secondary and Senior Phase)

**Depute Headteacher:** Karen Boyd (Nursery and Primary)

**Principal Teacher:** Raisah Goheer (Nursery and BGE Secondary)

**Principal Teacher:** Dianne Latto (Primary phase)

**Principal Teacher:** Marie McGovern (Senior phase)

## ENROLMENT

Children are referred to Hazelwood School by the Area Inclusion Group. Once a placement is confirmed, parents/carers are welcome to visit the school and should contact the school office. Please see our website for more details on our enrolment process.

You will be able to read our School Handbook, our Staff Handbook and Pupil Handbook by visiting our website on

<https://blogs.glowscotland.org.uk/gc/hazelwoodschool/2019/05/21/welcome/>. Also available on our website is a record of our School Calendar where you can view a list of events planned for the current year. If any parents would like to get involved in any of these events we would like to hear from you!

## PUPIL ABSENCE

Within Hazelwood School, good attendance is encouraged at all times. Parents are asked to inform the school if their child is going to be absent. This should be done before 9.30am on the first day of absence. If the child is going to be absent for some time, it would be helpful to know at the earliest opportunity. The school will phone parents to gain information on their child's absence if no contact is made. Parents/Carers should also cancel their child's school transport during absence and reinstate this when they return to nursery/school. All unexplained absence is investigated by the school and appropriate action is taken.

**Safeguarding and Child Protection**

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In Hazelwood nursery and school we create and maintain a positive ethos and climate which actively promotes child welfare and a safe environment by:

- *ensuring that children are respected and listened to;*
- **ensuring that programmes of health and wellbeing are central to the curriculum;**
- **ensuring that staff are aware of child protection issues and procedures;**
- **establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children.**

The Child Protection co-ordinator is Karen Boyd (DHT) and Depute Child Protection co-ordinator is Julie Steel (HT).

## MEDICAL AND HEALTHCARE

Yorkhill Trust provides a registered nurse who trains our health and wellbeing workers and monitors pupil health and wellbeing e.g. height, weight etc. She works in partnership with families to enable them to care for their child with any health and wellbeing concerns. Parents should phone the school office, if they wish to contact the school nurse.

## EMERGENCIES

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties with fuel supply.

In such cases, we shall do all we can to let you know about the details of our closure or re-opening by using letters, texts, X and the local media etc.

## SCHOOL UNIFORM

Our school uniform promotes a real sense of school identity, shared values, self-confidence and a shared sense of community. The uniform is actively supported by our pupils, parents and the Parent Council and is of great benefit to our young people. School uniforms can be purchased from 'Schoolwear made easy'.

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The school uniform is:

### Primary

Red sweatshirt or cardigan  
White polo shirt  
Black trousers  
Black skirt  
Appropriate school footwear

### Secondary

Maroon sweatshirt or cardigan  
White polo shirt  
Black trousers  
Black skirt  
Appropriate school footwear

## PE KIT

It is important that pupils come prepared to learn and for PE this requires appropriate clothing and footwear. All jewellery should be removed. Children and young people will have the opportunities to participate in PE lessons in the gym hall and outdoors. We also benefit from other specialists including Active schools and Determined to Dance.

There are forms of dress that are unacceptable in school, such as items of clothing which:

- Potentially encourage factions (such as football colours)
- Could cause offence (such as anti-religious symbolism or political slogans)
- Could cause health and safety difficulties (such as loose fitting clothing, jewellery)
- Could cause damage to flooring
- Carry advertising particularly for alcohol or tobacco
- Could be used to inflict damage on another pupil

## CLOTHING AND FOOTWEAR GRANTS

Parents/Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (see link below for thresholds), Housing Benefit, or Council Tax Benefit or Universal Credit (see link below for thresholds) will normally be entitled to monetary grants for footwear and clothing for their children. Information and application forms may be obtained from schools and at

<https://glasgow.gov.uk/login?returnurl=https%3a%2f%2fglasgow.gov.uk%2farticle%2f9429%2fClothing-Grant-and-Free-School-Meals-Application>

## SCHOOL MEALS

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Our school provides a lunch service which offers a variety of meals and snacks. A mid-morning service is also available. Medical diets and allergies can be catered for. Please inform the head teacher if there are any specific dietary requirements for your child/young person. Fuel zone menus are sent home to families and can be accessed:

[https://glasgow.gov.uk/media/6813/Primary-ASL-Menu-2024-25/pdf/Primary ASF Menu - April 2024.pdf?m=1712315848163](https://glasgow.gov.uk/media/6813/Primary-ASL-Menu-2024-25/pdf/Primary_ASF_Menu_-_April_2024.pdf?m=1712315848163)

Young people who prefer to bring packed lunches are accommodated.

Children and young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (see link below for thresholds), Child Tax Credit only (see link below for thresholds), Universal Credit (see link below for thresholds) and income-related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and at:

<https://glasgow.gov.uk/login?returnurl=https%3a%2f%2fglasgow.gov.uk%2farticle%2f9429%2fClothing-Grant-and-Free-School-Meals-Application>

## TRANSPORT

The education authority will normally provide free transport to all pupils who attend an Additional Support for Learning (ASL) school. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time.

Where free transport is provided, it may be necessary for children to walk to the vehicle pick-up point. It is the parent/carer's responsibility to ensure that their child arrives at the pick-up point on time. It is also the parent /carer's responsibility to ensure that the child behaves in a safe and acceptable manner whilst using school transport. It is expected that no child/young person with additional support needs will be on transport for more than one hour. If a child or young person is absent from school. Parents should contact transport to cancel their taxi/bus and then reinstate this when they return to school. All details of transport are issued during enrolment.

Parents/Carers can choose to bring their child/young person to school and can claim mileage for this. All details can be issued from our school office.

## TRANSFER FROM PRIMARY TO SECONDARY SCHOOL

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Children and young people normally transfer between the ages of 11 ½ and 12 ½, so that they will have the opportunity to complete at least 4 years of secondary education. Various options will be explored to ensure that children attend an establishment that best meets their educational needs. Options may include a placement at a Secondary School for children with Additional Learning Needs, continue at Hazelwood School, a mainstream Secondary School or a supported provision within a mainstream school. Parents and carers will meet with school staff and professionals from relevant agencies in Primary 6 to discuss the best possible placement for each individual pupil and make an application to the Area Inclusion Group where appropriate.

## COMMUNICATION WITH PARENTS

At Hazelwood School we use a variety of ways to keep in touch.

### ***Open Door Policy –***

The senior leadership team are available to meet with parents throughout the year. Meetings are arranged at a mutually convenient time. Please pop in to the school office or phone for an appointment.

### ***Home/school communication –***

We communicate with parents/carers daily to provide an update with regards to your child/young person's learning. Through our BSquared Connecting Steps Software, we use a platform called Evisense.com to upload and share examples of your children and young peoples' work and photographs of their learning experiences. Via email, a link including instructions, will enable you to create a user name and password to login to Evisense.com where you will be able to enjoy viewing photographs/video clips of what your child has been engaging in at Hazelwood. There will also be the opportunity for you to like photographs, post comments and even upload photographs of learning from home. Evisense.com is GDPR compliant and you will only be able to view your own child's data. This is an effective method of communication and we encourage all parents to engage with this. We use SEESAW platform for communication for all new entrants.

### ***Newsletters –***

Will be sent out on a regular basis to keep parents informed about the work of the school.

### ***Letters –***

Further information which requires a response may be sent out in letter form

### ***School website/X/Facebook –***

These formats help to increase the amount of information we can share about the school. These are updated regularly.

### ***Text messaging –***

You may receive text reminders about events/school closures etc.

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**Meetings** – An annual review will take place for every children and young person in order for parents, staff and other specialists to discuss progress and agree on educational outcomes.

Parents will be notified in writing at least 1 week prior to the date of the review meeting. There will be other opportunities for parents/carers to discuss their child's progress with staff through home school liaison.

Parents are also welcome to telephone or email the school to discuss any issues or concerns.

### **Parents portal:**

Parents portal provides instant online access to a range of school related administration services for Parents/Carers. Information can be found

Parents Portal Page <http://www.goglasgow.org.uk/Pages/View/61>

Information for Parents/Carers - <https://glasgow.gov.uk/article/5521/Parents-Portal>

## EMERGENCY CONTACT INFORMATION

At the start of each school session, parents and carers will be issued with the annual data check form. Please ensure that this is completed and returned to the school. It is also important that you let us know if there are changes to your telephone number(s) or to those of your emergency contacts throughout the year.

## APPOINTMENTS

During School Hours, if your child has an unavoidable appointment, please inform school by letter or telephone call to ensure that they have permission be absent from class.

### **DATA PROTECTION ACT - use of information about children and parents/carers**

We collect information about children attending school (and also about parents/carers, emergency contacts etc. provided in the annual data check) to allow us to carry out the Council's functions as the education authority for the City of Glasgow. This may sometimes involve releasing personal information to other agencies and other parts of the Council, particularly in relation to child protection issues or criminal investigations, and it may also be used for research purposes (see the link below for more details regarding this). Information held by the school is, in legal terms, processed by Glasgow City Council. The Council is registered as a data controller

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under the Data Protection Act 2018 and all personal data is treated as confidential and used only in accordance with the Data Protection Act, the General Data Protection Regulations and the Information Use and Privacy Policy approved by the City Council. For more information on how we use personal information, or to see a copy of the Information Use and Privacy Policy, see below:

<https://www.glasgow.gov.uk/index.aspx?articleid=22069>

Education specific privacy statements can be accessed at:

<https://www.glasgow.gov.uk/index.aspx?articleid=22069>

## COMMENTS & COMPLAINTS

In Hazelwood School we aim to have positive relationships across our school community. However, if you have a comment or complaint about any aspect of school life, please contact the Headteacher in the first instance.

Glasgow City Council complaints procedures are available :

<https://www.glasgow.gov.uk/index.aspx?articleid=16133>

Customer Care Team  
Customer & Business Services  
Glasgow City Council  
City Chambers  
Glasgow G2 1DU

Tel: 0141 287 0900

e-mail: [customercare@glasgow.gov.uk](mailto:customercare@glasgow.gov.uk)

The above website also includes information on data protection and freedom of information.

Parents of Nursery children may also contact:

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

Tel: 0345 600 9527

e-mail: [www.careinspectorate.com](http://www.careinspectorate.com)

## CURRICULUM

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In Hazelwood school, children and young people are provided with high quality learning experiences informed by Curriculum for Excellence (CfE) across the Four Contexts for Learning:

- Personal Achievement
- Interdisciplinary Learning
- Ethos and Life of the School
- Curriculum Areas and Subjects

Methodologies consist of a range of active learning, holistic approaches and sensory based learning, all of which can be enriched through the effective use of Digital Technologies. Learning experiences encompass the eight CfE areas: Expressive Arts, Health and Wellbeing, Languages, Mathematics, Religious and Moral Education, Sciences, Social Studies and Technology.

### **Remote/Blended learning**

Where appropriate, Digital Learning and Teaching will be facilitated via Google Classroom. Opportunities to facilitate real time learning experiences will be provided via Microsoft Teams and Showbie Video Chat.

For children and young people working at a Pre-Early Level, we use the CfE Foundation Milestones to support learners with Complex Additional Support Needs. We use the Foundation Milestones to identify important points in children and young peoples' development and to track progress.

### Nursery

Children in nursery follow the pre-birth to three guidance, Realising the Ambition and Curriculum for Excellence. Their learning outcomes are incorporated into their learner journeys which are shared with parents/carers during annual reviews and parent's evenings.

| Foundation Milestones |                       |
|-----------------------|-----------------------|
| Communication         | Attention Skills      |
|                       | Preference and Choice |
|                       | Interaction           |
| Making Connections    | Cognitive             |
| Self and Emotions     | Awareness             |
|                       | Regulation            |
| Functional Movement   | Gross Motor Skills    |
|                       | Fine Motor Skills     |
|                       | Coordination          |

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For children and young people working at Pre-early level Milestones, teachers refer to the Pre-early level Literacy & English and Numeracy & Mathematics Milestones to help inform their judgements and support tracking of learner progress across Hazelwood School and Nursery.

| Pre-early level Milestones |   |
|----------------------------|---|
| Literacy & English         | Listening and Talking<br>Reading<br>Writing                                     |
| Numeracy & Mathematics     | Number. Money & Measure<br>Shape, Position and Movement<br>Information Handling |

In terms of support and engagement, for some milestones, learner progress is tracked by practitioners assessing the levels of support within each learning context:

| Type of Support |  |
|-----------------|--|
| Physical        | Hand over hand, use of equipment                 |
| Gestural        | Simple signs or gesture, pointing, demonstrating |
| Visual          | Use objects, photos, pictures, symbols           |
| Verbal          | Prompting and cues, expectant pause              |
| Technology      | Use of switches, apps, communication aids        |
| Independent     | Can work independently. No support required      |

Consulting the level of engagement within The Continuum of Engagement helps to recognise progression within the milestones:

| The Continuum of Engagement |                       |   |
|-----------------------------|-----------------------|---|
| Stage                       | Level                 | Description   |
| Experiences                 | Encounters            | Learner is present during an activity or experience   |
|                             | Notices               | Learner appears to be aware of what is happening around them.   |
|                             | Shows Interest        | Learner demonstrates some interest in people, events or objects.  |
| Actively Engages            | Responds              | Learner attends and begins to give reactions to show that he/she can tell the difference between people, events or objects.           |
|                             | Focuses Attention     | Learner demonstrates more consistent attention and shows a clear distinction between specific people, events or objects.              |
|                             | Participates Actively | Learner begins to be proactive in their interactions with people, events and objects. He/she anticipates familiar sequence of events. |

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|                     |                            |  |
|---------------------|----------------------------|--|
|                     | Initiates                  | Learner initiates activities and interactions more regularly and responds to options and choices.        |
| Applies and Extends | Demonstrates Understanding | Learner demonstrates their understanding and skills in a specific learning setting.                      |
|                     | Consolidates               | Learner recalls previous learning and can use it in familiar situations.                                 |
|                     | Extends                    | Learner becomes more confident in their learning and can apply skills in a range of unfamiliar settings. |

It is recognised that learner progress will not always be linear and at Hazelwood we recognise the importance of celebrating all achievements, including each small step made in learning.

For children and young people who progress to working at Early Level and beyond, the CfE Educational Benchmarks support the professional judgement of progress within or across levels of a CfE.

For learners working at differing stages across CfE, there is a commonality in approaches across Hazelwood as the 7 Curriculum Design Principles are incorporated within a range of creative planning and approaches in delivering learning experiences to children and young people, across the Four Contexts for Learning.

| Stage              | Approach                |   |
|--------------------|-------------------------|---|
| Nursery            | Broad General Education | Developing the Young Workforce                  |
| Primary P1 - P7    | Broad General Education | Developing the Young Workforce                  |
| Secondary S1 - S3  | Broad General Education | Developing the Young Workforce<br>World of Work |
| Senior phase S4-S6 | Scottish Qualifications | Developing the Young Workforce<br>World of Work |

The pathway through secondary education at Hazelwood School offers various different activities and experiences suited to each year group and pupil. In collaboration with the Scottish Qualifications Agency (SQA), we will assess National 1 and Personal Achievement Award qualifications. Individual courses at National 1 and Personal Achievement Award levels will not be graded but marked overall.

From S3-S6, children and young people are preparing for life after school as they engage in the Senior Phase. In line with their Curriculum for Excellence entitlement, pupils learn in all 8 curricular areas until the end of S3; Expressive Arts, Health and Wellbeing, Languages, Mathematics, Religious and Moral Education, Sciences, Social Studies and Technologies. There is also a focus on developing literacy and numeracy skills across every subject area as well as Skills for Learning, Life and Work as young people prepare for their adult lives.

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As an inclusive school, we aim to meet the needs of all pupils in the Senior Phase. We have strong partnerships with local colleges and employers to ensure a senior phase pathway to meet our young people's individual needs. The Senior Phase in particular offers senior pupils a range of opportunities to build leadership, communication and to transfer and generalise skills learned in school in a range of bespoke partnerships to meet their individual needs. Opportunities for personal development continue within and beyond the taught curriculum. Encouraging excellence is central to our aspirations and expectations for all young people.

In Hazelwood, we support children and young people develop their knowledge, skills and attitudes across the Four Contexts for Learning. Throughout each learners' journey, Hazelwood endeavours to support all children and young people fulfil their potential and succeed in becoming:

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

## **DEVELOPING YOUNG WORKFORCE**

All of our children and young people will experience a wide range of opportunities alongside staff, families and partners within and beyond the school building. Hazelwood school is a centre point in the community with opportunities for our learners to develop daily life skills, take part in enterprise activities, run workshops and develop business skills through the running of a shop and cafe. Our pupils have class jobs and responsibilities. For Senior phase pupils for whom it is appropriate, there is a meaningful programme of supported work experience as part of developing our young work force. Pupils are also involved in various work experience placements. This is an important part of the curriculum as it allows pupils to experience a range of work environments options as well as building confidence and self-esteem. Throughout the curriculum young people are developing skills for learning, life and work. The ultimate aim being that the young person will move into a positive and sustained destination beyond school.

## **RELIGIOUS OBSERVANCE**

Our school has established a link with the local church. Parents have the right to withdraw their child from religious observance and should inform the school in writing. In addition, parents and carers from religions other than Christianity may request that their children may be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on up to 3 occasions in any 1 school session.

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### ASSESSMENT AND REPORTING

All young people are assessed both formally and informally throughout the school year. This allows young people and their teachers to identify their strengths and areas for improvement. A variety of assessment methods are used to enable staff to pass on information to parents and carers about the progress of their child. Assessment records are kept by teachers and form the basis of discussion at parents' meetings throughout the year.

Dates of all parents' meetings and the schedule for issuing review reports is communicated to parents via letter/email.

If you have any concerns about your child's progress do not hesitate to contact their class teacher or key adult at any time.

### SUPPORT FOR PUPILS

The school has a duty to ensure that all pupils have equal access to the curriculum, with appropriate support for their needs if required. This applies to the content of lessons, teaching strategies and minor adaptations to the school environment. There are a wide range of factors which may act as a barrier to learning. We are committed to working closely with parents and carers to ensure that they are fully involved in any decisions about support for their children's needs. Any parent or carer seeking further advice regarding this policy should contact the Headteacher in the first instance. Further information relating to additional support needs is available on the Glasgow City Council website.

Information on the Glasgow City Councils' Parental Involvement Strategy can also be found at [https://citizen.glascc1-prd.gosshosted.com/media/4934/Parental-Involvement-and-Engagement-Strategy/pdf/Parental\\_Involvement\\_Engagement\\_Strategy\\_002.pdf?m=1684149112427](https://citizen.glascc1-prd.gosshosted.com/media/4934/Parental-Involvement-and-Engagement-Strategy/pdf/Parental_Involvement_Engagement_Strategy_002.pdf?m=1684149112427)

### GIRFEC

GIRFEC stands for 'Getting It Right For Every Child'. This is the Scottish Government-led approach to making sure that all our children and young people – and their parents or carers – can get help and support when needed from birth through to age 18 (or beyond if still in school). The vast majority of Scotland's children and young people get the love and support they need from within their families and their wider, local communities. But even the most loving and caring families can sometimes need extra support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents/carers) to get that help or support when they need

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it. Promoting Positive Behaviour and Children's rights, as underlined in the UNCRC (United Nations Convention on the Rights of the Child) are fundamental to a good school ethos. Adults in our school will work with young people to ensure that they are fully aware of their rights and fully respect the rights of others. Therefore, the approach within Hazelwood School is to build a positive ethos that demonstrates care and respect for all. Positive behaviour is recognised and celebrated throughout the school. Where procedures for promoting positive behaviour and support prove necessary we will work in partnership with the parent/carer. Their co-operation is important to achieve success. In accordance with Glasgow City Council's Policy on Promoting Positive Behaviour, Hazelwood School uses 'All behaviour is communication' and focusses on relationships and nurture. This is a whole school approach in which all staff are engaged.

## **NURTURING CITY**

The Glasgow City Council vision 'towards the nurturing city', puts building positive, trusting relationships at the core of our work. We ensure children, young people and families feel they belong, they are listened to and they are valued by embedding the principles of nurture across our early years, primary and secondary establishments. Staff are trained in attachment and nurture which deepens understanding of child development and enhances effective practice by responding to the needs of all children and young people in a consistent and caring way. Nurture is a universal approach which builds resilience, helping to reduce the impact of adversity. Effective communication and collaboration with parents and carers builds an ethos of partnership working putting the child at the centre, fostering high quality learning contexts. Our nurturing establishment contributes to the development of Glasgow as a nurturing city, creating a safe environment which allow our children and young people to flourish by raising attainment and promoting positive mental health and wellbeing.

## **SCHOOL IMPROVEMENT**

On an annual basis, you will receive a copy of our Standards and Quality report. Copies from previous years will be made available on the school website. The Standards and Quality report highlights progress in key curricular areas such as literacy, numeracy and health & wellbeing. Our priorities for improvement are detailed in our School Improvement Plan which is discussed with our Parent Council. Any parent or carer seeking a copy of the plan can contact the school office or access this on our website.

## **PROMOTING POSITIVE BEHAVIOUR**

Children's Rights as outlined in the UNCRC (United Nations Convention on the Rights of the Child) are fundamental to a good school ethos. Adults in our school will work with children to ensure

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they are aware of their rights and fully respect the rights of others. They build positive relationships with children/young people and a culture of trust and respect. Therefore, the approach within Hazelwood school is to build a positive ethos that demonstrates care and respect for all. Positive behaviour is recognised and celebrated.

## **HOME LEARNING**

Please check your child's Seesaw account, Evisense and Google Classroom for communication about home learning and specific tasks. A copy of our home learning policy is available on the website and on request from the school office.

## **PARENT COUNCIL**

We have a very active Parent Council that represents the views of all parents/carers. All parents are welcome to attend Parent Council meetings and can become members at the AGM in May 2025. Parent Council minutes are available on the Parent Council page of the school website and on request from the school office. If you would like to be part of the parent council please contact the Headteacher.

## **PUPIL VOICE**

Our Hazelwood Young Leaders Group is made up of 2 representatives from each year group. This is an important group which ensures that the views of pupils are heard. The school also has a Senior Pupil Leadership Team to further promote pupil voice.

## **PARTNER AGENCIES**

Some children who attend Hazelwood School require medical intervention and support. For the administration of medicines and to support children and young people in managing their medical needs, we have ten full time Health & Wellbeing staff. Children and young people also require a high level of support from other agencies. With this additional support from partner agencies, we can offer a collaborative approach to meeting physical, health and communication needs. The following NHS Staff work closely with staff in the school:

## **SUPPORT SERVICES**

Our Hearing Impairment Inclusion Support service (HISS), Visual Impairment Inclusion Support Service (VISS) (Sensory support service) and Early Years Support Service (EYSS) are based at Hazelwood school. They provide outreach to children and young people across the city.

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### **OUR SCHOOL DAY**

Educational programmes begin at 9.00am each day. Children and young people have a social break each morning where a range of healthy snacks are available. We view the lunchtime period as an excellent opportunity to teach skills associated with communication, social skills and eating and drinking. With this in mind, staff work collaboratively with children and young people at this time. Lunchtimes vary depending on class stage. It can take place between 11.30am and 1pm. Our afternoon session runs from 1.00pm-3.00pm.

### **ORGANISATION OF CLASSES**

Classes are arranged taking into account the age and stage of the children as well as their additional support needs. We endeavour to provide each child and young person with at least one familiar staff member to ensure continuity and reduced changes as much as possible to ease the transition from class to class each session.

### **HAZELWOOD NURSERY**

While most of the information in our handbook is relevant to both our Nursery and School, we have included in this section some information which is particularly relevant for our Nursery.

In Hazelwood Nursery, we provide a balance of play based approaches to learning within a clear and consistent structure. We plan interactions, experiences and spaces with both of our play rooms which is suited each child's individual learning needs. We use intentional and responsive planning in relation to children's interests. Children can explore, experiment and discover for themselves in a range of different contexts and use a wide variety of materials and resources. Providing a clear, consistent structure supports children to develop their memory and sequencing skills. Also, this increases their sense of security as the routine becomes familiar to them, raising their self-confidence and self-esteem and providing a solid base for future learning. Our children develop their social interactions and curiosity when playing alongside others during their play experiences.

Young children who come to Hazelwood nursery may move on to different provision for primary one. Early, focused intervention can provide the support children require to make a successful transition to the mainstream primary setting or to a provision closer to their local community. Our assessment processes will help us to determine the most suitable school placement for each child as they approach school age.

#### **Learning Experiences**

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We plan learning experiences to ensure we meet the individual needs of all of our children, taking into account the child's developmental progress and interests. We use the Pre- Birth to Three guidance, Realising the Ambition, Nurturing my potential, A Curriculum for Excellence and the Milestones for Complex Learners to plan learning and assessment.

Your child will be encouraged to participate in a number of learning experiences within a range of learning environments. This includes the outdoors, sensory room, gym hall and home economics as well as our wider local environment. We plan educational outings to support learning and use a variety of locations such as shops, museums and parks.

We understand the importance of using a range of assessment approaches to support planned learning. In partnership with parents/carers, we use our Hazelwood framework, communication pathway and wellbeing assessment planning to support us in assessing strengths and needs of every child to plan their personalised learning journey.

### 'Childsmile'

We are a registered 'Childsmile' nursery and promote good oral hygiene habits by encouraging our children to brush their teeth every day (with adult assistance) in nursery after lunch.

As with all other Nurseries, Hazelwood is regulated through annual inspection by the Care Inspectorate. We value the input from Care Inspectorate and welcome their visit as an opportunity to self-evaluate and improve the service we offer. Our most recent report can be viewed at: <http://www.careinspectorate.com>

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### **THERAPIES**

Children and young people benefit from a range of additional therapeutic experiences to support aspects of their development. These can support children to relax and learn in a very supportive environment.

#### **Rebound Therapy**

This is a type of therapy which involves using a trampoline and a trained rebound therapist. The aim of these sessions will vary from children and young people to children and young people. Benefits include improved muscle tone, development of communication skills and better mobility.

#### **Massage Therapy**

Massage can assist children and young people who experience physical disabilities and can also assist children and young peoples who experience difficulty using their sense of touch. In addition, parents have commented on how it improves sleeping patterns and toileting issues.

#### **Music Therapy**

Music therapy can provide children and young people a means of communication, self expression and interaction through the use of music. It can help to increase motivation, empower our children and young people by offering choices and encourage and stimulate physical movement and co-ordination.

#### **Creative Therapy**

Creative therapy is a form of therapy involving art, sounds and light which provides children and young people with a means of communication. Through responses to sound and light it can encourage children/young people to interact, respond, communicate and express themselves through movements, gestures and eye pointing.

#### **Equine Therapy**

Our children and young people access Riding for the Disabled Centre and take part in activities related to riding. The experience can help children to listen and focus. Some studies have shown that the sensory input provided by equine therapy can be beneficial for children and young people with additional support needs. We also have access to Fenwick stables where the children and young people groom and take care of horses.

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### USEFUL NAMES AND ADDRESSES

**SENSE SCOTLAND**

43 Middlesex Street  
Kinning Park  
Glasgow G41 1EE

**NATIONAL DEAF CHILDRENS SOCIETY**

Suites 293-295  
Central Chambers  
93 Hope St  
Glasgow

**CENTRE FOR SENSORY IMPAIRED PEOPLE**

17 Gullane Street  
Glasgow G11 6AH

**RNIB SCOTLAND**

RNIB Edinburgh & Lothians  
12-14 Hillside Crescent  
Edinburgh  
EH7 5EA

### USEFUL WEBSITES

ACTION ON HEARING LOSS (FORMERLY KNOWN AS RNID)

<http://www.actiononhearingloss.org.uk/community/in-your-area/scotland.aspx>

ENQUIRE

<http://www.enquire.com>

RNIB

<http://www.rnib.org.uk>

CARE INSPECTORATE

<http://www.careinspectorate.com>

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland and practical advice and ideas to support children's learning at home in literacy,

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numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels. Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.

**Connect** - is a national organisation that provides advice and resources for parents and carers. [www.connect.scot](http://www.connect.scot)

**Enquire Scotland** - is a national advice service for families with additional support needs. [www.enquire.org.uk](http://www.enquire.org.uk)

### Education Scotland

<https://education.gov.scot/improvement/learning-resources/milestones-to-support-learners-with-complex-additional-support-needs-literacy-and-english/>

### Useful websites

[www.curriculumforexcellencescotland.gov.uk](http://www.curriculumforexcellencescotland.gov.uk)  
[www.educationscotland.gov.uk/parentzone/index.asp](http://www.educationscotland.gov.uk/parentzone/index.asp)

### SQA

[www.sqa.org.uk/cfeforparents](http://www.sqa.org.uk/cfeforparents)

### Glasgow City Council

Education Services  
City Chambers East  
40 John Street  
Glasgow G1 1JL

Tel: 0141 287 2000

[www.glasgow.gov.uk](http://www.glasgow.gov.uk)

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