



Dear Parents,

This general information booklet has been produced to familiarise parents with school procedures. It is divided into sections, Mission Statement, Starting out, General Information, Routines, Individualised Education Plans, Curriculum, Behaviour Support, School Rules and some policies information. It is important that you are familiar with the content and, consequently, the booklet should be retained for the duration of your child's enrolment at the school. Additions and revisions are issued from time to time.

The content of this booklet has been formulated, taking into account:

- i. Guidelines issued by the Department of Education & Skills.
- ii. Input based on the professional expertise of the Principal and staff and on their experience of the day to day organisation of the school.
- iii. Input by the Board of Management includes two members elected by the parents of students attending the school.
- iv. The various opinions and attitudes towards procedures expressed by parents over the period of the school's existence.

In order to ensure the efficient and orderly operation of the school, we ask parents to abide by the School's Policies and Procedures. The aims and ethos of the school are outlined in this booklet and in our Policy Statements on Code of Behaviour and Anti-Bullying, Child Safeguarding Statement and Social, Personal and Health Education (S.P.H.E.). The Board of Management, Principal and Staff are always aware of the importance of positive parental attitudes towards the work of the school. We have, in common with parents, the same aim – the well-being of all the children in our care.

Yours Sincerely,

Louise Caraher,
School Principal

John Whelan,
Chairperson Board of Management

Email: grainne.grace@saplings.org

Website: www.saplingskildare.ie

Telephone No: 045 - 878760

Mission Statement

To support individuals with a diagnosis of autism and their families; assisting them to achieve their full potential and participate in their family and community life, through the provision of holistic evidence based services, celebrating each individuals dignity, uniqueness and right to an optimal education. Our aims are:

- ❖ To provide an optimum learning environment for children with autism to promote educational, social, personal and life development.
- ❖ To provide high quality, individualised, evidenced based education
- ❖ To promote a policy of inclusion that allows each child to participate in society to their maximum capability.

Starting out

Starting a new school is a huge milestone in the life of every child or young person. As well as being very exciting it can often be a time of anxiety. To ensure your child transitions at ease, our Behaviour Analyst, Wendi O'Donoghue, will schedule a home visit and/or visit to the child's previous educational setting. This visit will help ensure that the school can adequately meet the needs of your child and will inform a transition plan for your child into the school.

A transition plan will typically include:

- ❖ Details of assessments and reports
- ❖ Medical information
- ❖ Dietary requirements
- ❖ Child's likes/dislikes
- ❖ Child's strengths and areas of need
- ❖ Proposed time frame for transition

General Information and Routines

School begins at 9.20 a.m. Junior Classes go home at 2pm. All other students go home at 3.00pm. The Board of Management, Principal, and Staff, do not accept any responsibility for your children before 9.20 a.m. or after the students have been dismissed at the above times.

THIS MAY HAVE CHANGED DUE TO CURRENT COVID-19 RESTRICTIONS. PLEASE REFER TO THE LATEST ADVICE AVAILABLE FROM THE SCHOOL OR CHECK WITH THE SECRETARY ON 045-878760 IF YOU ARE UNSURE.

Security

This school has always strived to operate an open and welcoming policy, however, changing situations in society dictate that schools need to review security policies. The main outside doors are fitted with an electronic fob system. These will be in operation between daily. All visitors must report to the Secretary's office, identify themselves and state the purpose of their visit.

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Dismissal of Children

- i. Children will be escorted to their bus by their teacher/SNA. For those students who are collected by their parents/guardian, the child's teacher/SNA will bring them to the designated contact point to meet you. **When parents/guardians fail to collect children at the appropriate time children are brought to the foyer area by their teacher where supervision is provided.**
- ii. When it is necessary to collect a student during school hours, the parent/guardian should phone the Secretary's office. Each child must be signed out by the person collecting them and signed back in if returning to school. Any person collecting a child, on behalf of the parent/guardian, must present written authorisation with telephone contact number. Without this permission, children will not be released.
- iii. Where legal situations with regard to custody, access rights etc. exist, clear and unambiguous instructions should be presented in writing at the school office and parents should advise the Principal immediately on enrolment. It is necessary for a copy of the relevant legal documentation to be provided.

Emergency Contact

It is very important that the school have on file: **the name, address and telephone number of a person or persons who may be contacted**, should the parents be unavailable, to take responsibility for your child in the event of an emergency closing, sickness, accident etc. Should this emergency contact change at any time, **it is essential** that you notify the school immediately in writing.

Information/Communication

All written information/communication forwarded to the school should be in an envelope showing the student's name, teacher and room number with some reference on enclosed material. All communication with your child's class teacher should be through the classroom email. If you wish to discuss a matter with your child's class teacher, a note requesting a discussion time should be sent to the teacher in advance. The class teacher will then set up an appointment time that will aim to suit both parents and teachers alike.

If, in exceptional circumstances, it is necessary to seek a discussion during class time, we ask that the interruption would be kept to the minimum time required to discuss the matter.

Formal Parent – Teacher meetings are held once yearly – usually approximately six months after the IEP meeting to discuss IEP progress. Meetings with the school Behaviour Analyst should be organised through the secretary, or by emailing Wendi directly.

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Confidentiality

It is very important to the Board of Management, as representatives of all parties in Saplings that the confidentiality of each child, family and all staff members is respected at all times. In order to ensure this, Saplings asks parents and staff to consider a number of items:

- All pupils' programmes are confidential so parents are asked to refrain from enquiring about the specifics of any other pupil's programme or progress.
- All staff are subject to a confidentiality agreement and should not be asked questions regarding other pupils in the school. This is to protect your child, and other children, within the school.

With respect to each pupil's right to confidentiality, Saplings will seek parental permission before:

- Their child's image to be used in any published or televised material.
- Videotaped programme material collected on their child is sent home for information purposes e.g. food programme/life skills tasks.
- CCTV footage is shared with parents of another child in the same classroom.

Parents have the right to refuse permission for any of the above.

Appointments with Principal

In general, all communications should be in the first instance with the class teacher for issues of an educational nature or the Behaviour Analyst for issues of a behavioural nature. It is necessary to **make an appointment** with the Principal through the school secretary.

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Staff Meetings

Staff meetings and Continual Professional Development will be held outside school hours. Professional Development provided by the Department of Education & Skills may necessitate full or half day closures. Advance notice will be given in these instances.

Immunisation/Infectious Diseases

An effective immunisation programme can greatly reduce time lost through absences and we suggest that you consult your doctor concerning protection against the more common childhood diseases. If your child contracts an infection or disease, you should have the condition treated immediately and exclude the child from school as advised by your G.P. In the case of highly infectious diseases, a phone call to the school office would be appreciated to enable us to inform parents of other children in your child's class.

Gastroenteritis is highly infectious and can spread rapidly across the school. We ask that children are kept at home until **48 hours** after the last episode of vomiting/diarrhoea.

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Medical Conditions/Allergies

If your child has or develops a serious medical condition or allergy, please inform the school secretary, where details of the condition will be recorded and necessary personnel will be informed. Practices and procedures will then be put in place in the best interest of your child.

Prescribed Medication

A *Medication Request Form* must be completed prior to the administration of any prescribed medication. This form must be accompanied by a signed medical instruction form from your child's GP/Psychiatrist. Medication cannot be administered to any child without the appropriate documentation available. The Principal has the right to refuse to administer any medication if s/he has concerns and will seek advice from medical professionals.

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Head Lice

We would ask you to be vigilant in checking your child's hair regularly for outbreaks of head lice. This is a common problem among children and can be caught by anyone where people work and play together. If your child has head lice take immediate action to treat infestation. The child should be excluded from school for the duration of the period recommended for treatment. Please inform the school office if your child has been infected by head lice.

HSE Forms – Hearing/Sight/Immunisation/Dentist etc.

Every year the school facilitates the HSE by distributing forms for completion. It is important that these forms are completed and sent back to the school immediately.

Child Safeguarding

Our intention is to provide a safe secure environment for all children in this school. The Board of Management of Saplings Special School for Children with Autism and Complex Needs, Kill, has fully adopted and will implement without modification the Department of Education & Skills *Child Protection Procedures for Primary and Post-Primary Schools 2017*. The mandatory **Stay Safe Programme** has also been implemented. It is school policy to report alleged incidents of child neglect or abuse to **Tusla**. Parents will usually be informed if such a report is being made. The school does not investigate such allegations.

Anti-Bullying

As per circular 0045/2014 and *Anti-Bullying Procedures for Primary and Post-Primary Schools*, Saplings Special School for Children with Autism and Complex Needs, Kill, has developed and formally adopted an Anti-Bullying Policy.

School Website

Please check the school website, www.saplingskildare.ie, for regular updates and information and the school calendar.

Emergency Closures/Information

In the event of school being closed due to emergency situations or unusual event you will receive an email and information will also be posted on our website www.saplingskildare.ie. Please make sure we have an up to date contact number and email address.

Absences

All absences should be explained by a phone call to the secretary. For brief absences, students may bring a note on return. For anticipated longer absences, please contact the school office.

Education Welfare Act 2000

Please note that each child is obliged to attend school every day on which the school is in operation, unless there is a valid reason for not doing so. The school is obliged to notify the Attendance Officer:

1. when there is a pattern of irregular attendance,
2. a combined total absence of 20 days.

School Uniform

Saplings Special School for Children with Autism and Complex Needs, Kill, does not enforce a school uniform policy. However, if parents choose to avail of the school uniform children are required to wear a navy jumper with the Saplings school crest and navy trousers/tracksuit bottoms. The Parents Association will be able to provide more information regarding school uniforms.

Homework

Saplings Special School for Children with Autism and Complex Needs, Kill, does not enforce a homework policy as the current evidence base worldwide does not support the practice. Individual homework arrangements may be put in place where necessary and appropriate.

Lunch Breaks

We ask parents to encourage your child to eat a variety of healthy snacks. Please note that if your child requires a hot meal, food must be cooked at home as the school can only facilitate reheating lunches.

Individualised Education Plans and Curriculum

The provision of education plans for individual students is mandated by the EPSEN Act, 2004. The purpose of this Act is to:

- i. provide that the education of people with special educational needs shall, wherever possible, take place in an inclusive environment with those who do not have such needs;
- ii. provide that people with special needs shall have the same right to avail of and benefit from appropriate education as do their peers who do not have such needs;
- iii. assist children with special needs to leave school with the skills necessary to participate to the level of their capacity in an inclusive way in the social and economic activities of society and to live independent and fulfilled lives;
- iv. and provide for the greater involvement of parents of children with special educational needs in the education of their children.

The strategy set out in the Act to achieve these objectives includes provision for the assessment of children who it is considered may have special needs and drawing up of an education plan for each student who is assessed as having such needs. These plans are referred to in these guidelines as Individual Education Plans (IEPs).

The Individual Education Plan is developed through a collaborative process involving the school, parents, the student (where appropriate) and other relevant personnel or agencies.

An IEP should be:

- ❖ a detailed plan of action
- ❖ a tool for communication and collaboration
- ❖ a record of progress
- ❖ a framework for decision making

An IEP should:

- ❖ have a learning element
- ❖ be built on the curriculum the pupil is following
- ❖ make use of programmes, activities and materials which are available
- ❖ be implemented as far as possible in the normal classroom setting

- ❖ set targets to be achieved in a given time
- ❖ contain monitoring and assessment arrangements
- ❖ contain review arrangements and date

Students in Saplings Special School for Children with Autism and Complex Needs, Kill, benefit from multiple curricular programmes including The Primary School Curriculum, ABLLS-R, AFLS, Essentials For Living and Junior Cycle Level 1 and Level 2.

Community Inclusion

Saplings Special School for Children with Autism and Complex Needs, Kill, values community inclusion and recognises the importance for our students to have opportunities to actively participate in the local community. As our students progress through the school their IEPs will have appropriate community inclusion goals for their particular needs and stage of development.

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Behaviour Support

Saplings Special School for Children with Autism and Complex Needs, Kill, has a progressive and proactive approach to supporting students who may exhibit behaviour that challenges. The school employs a full time board certified Behaviour Analyst who oversees all work pertaining to behaviour support planning. The approach of school staff in Saplings is to decrease challenging behaviour by teaching and reinforcing appropriate replacement behaviours that serve the same function (e.g. teaching the student an appropriate means of asking for a break from a demanding task without resorting to challenging behaviour). Any student who requires one, will have a multi-element behavior support plan based on functional assessment findings. Data is recorded daily and all behavior plans are continuously reviewed and updated. More information on the schools approach to behavior support can be found in the Code of Behaviour Policy. To learn more about our evidence based approaches to education and behaviour support please arrange a meeting with our Behaviour Analyst, Wendi.

School Rules

The Saplings community comprises parents, students, staff and others. All have a responsibility to contribute appropriately to the total educational process. The following school rules are based on personal respect and their goal is the wellbeing of all.

- 1 USE THE HANDOVER POINT - Parents are asked to leave their children at the designated handover point and to wait at this point at home time.
- 2 BE ON TIME — We ask that parents be on time when dropping off and collecting their children from school. All children should be in school by 9:30am, and are to be offsite by their stated collection time. All pupils must be off the premises by 3.10pm. Parents must be aware that failure to adhere to drop off and collection has a severe impact upon the educational process for all pupils. If your child is not attending school on a given day due to illness etc. we ask that you contact the school via the secretary/ answering machine, or email the Principal before 9am to allow us to organise staffing arrangements.
- 3 DO OUR BEST - Saplings will endeavour to inform parents in advance of any long term change in tutors. It should be recognised that on some occasions this will not be feasible.

- 4 DO YOUR BEST - If a parent will not be collecting their own child for any reason the school will need prior written notice of who is collecting the child. If you are running late in respect of either drop off or pick up, please ring the school secretary/ Principal to inform us.

- 5 BE RESPONSIBLE - Any pupil needing to take medication in school must have a written note from the parents indicating the level of dosage and how it is to be administered. Any pupil noticeably sick or ill should not be sent to school (and any child who vomits or has diarrhea in school will have to remain out of school until they are 48 symptom free.)

- 6 BE COMMUNICATIVE - We will be grateful if parents would inform the school of any changes in:
 - a. Medication, dietary supplementation or diet generally.
 - b. The home situation, e.g. parent on holidays, visitors etc.

- 7 BE RESPECTFUL -
 - a. Parents are asked to refrain from going into the staff canteen at all times, as this is the only area where staff can have some down time.
 - b. Parents should not enter the classrooms, or external school buildings without the prior permission of the School Principal/ Behaviour Analyst.
 - c. Saplings request that parents use a respectful and professional manner in all their dealings with Saplings staff. Saplings request that parents refrain from the use of profanity or from use of physical contact or force when meeting with school personnel. Meetings will be terminated if parents are not behaving respectfully. Repeated incidents of disrespect may require investigation and sanction from the Board of Management.
 - d. Saplings staff will endeavour to always behave to parents in a respectful and professional manner during all school-parent interactions.

8. USE GOOD JUDGEMENT- All programmes are confidential and therefore it is inappropriate to ask staff about another pupil's progress in any way other than a comment about general well-being. It is also inappropriate to ask about absent staff members to speculate on possible reasons for absences or to contact absent staff members.

9. USE SCHOOL STRUCTURES —
 - Parents should seek permission from the School Principal/Behaviour Analyst before accessing any area of the school or external buildings other than the reception area.
 - Any concerns regarding your child's educational programme should be directed through the classroom teacher for educational matters, and through the Behaviour Analyst for behavioural matters, and confidentiality must be maintained at all times.

- Any questions you wish to ask regarding the general running of the classroom, meal times, day to day events etc should be sent to the relevant classroom email address. It is not appropriate to contact school staff on their personal mobile phones or via social media and staff are informed not to respond to such contact. *The only exception to this is letting bus escorts know (by text or whatsapp) if a child will not be on the bus for any reason, or letting the Principal know (by phonecall/ text or whatsapp) that a student will not be in school on a particular day.*
 - Any concerns regarding staff should be directed through the Principal, and confidentiality must be maintained at all times.
 - Whilst in the classroom, or on community outings, it should be noted that Saplings staff have full responsibility for the pupil.
 - Parents should use the school structures for communication regarding educational/ behavioural programmes.

10. BE CONCISE — To facilitate a smooth transition of children between home and school handover, time and noise level in the reception area should be kept to a minimum. Again, Parents must be aware that failure to keep handover times short has a severe impact upon the educational process for all pupils.

Communication Routes and Frequencies

The Saplings School aims to keep parents informed of their child's progress in a variety of ways. The mode and frequency of formal communication varies however, and it is helpful for parents to be aware of the types of communication that exist and at what frequency they can be expected. Parents should note that informal contact between themselves and Saplings occurs on a regular basis as people come and go in the school.

Daily Summaries/Communication Books

The tutor completes a daily summary/communication book at the end of a child's day in school. This includes information about a child's behaviour over the day including; general demeanour, whether or not the child ate lunch, toileting and group activities. These sheets should be expected daily – **now completed via email from the class teacher due to Covid-19 restrictions.**

Fortnightly Summaries

A fortnightly summary is a tick sheet that details the IEP based tasks your child has been working on for the past fortnight in school and also contains a feedback section on their progress in those activities over the week. Teachers complete the Fortnightly Summaries and parents should expect these sheets every second Friday.

Parent-Teacher/Senior Behaviour Analyst Meetings

A Class Teacher/ Behaviour Analyst or a parent may request these meetings in situations where an important issue needs to be raised or explored. These meetings may occur as needed and requested by either Class Teacher/ Behaviour Analyst or a parent. Access to your child's data can be made available during these meetings. Parents can use these meetings to take the opportunity to ask questions regarding current programmes or plans, to acquire information or advice and to raise any concerns they may have regarding any aspect of a child's programme or progress. **These meetings are currently being held via phone call or Zoom due to Covid-19 restrictions.**

Parent-Principal Meetings

Any of the above parties may request a meeting in situations where they would like to explore an issue that has not been resolved by the first meeting. These meetings may occur as needed and requested by the Principal or a parent.

IEP Meetings

Individualised Educational Programme meetings are held between the Behaviour Analyst, Principal, Class Teacher and parent and will occur once Saplings have conducted a number of skill assessments and once parents have completed a questionnaire. The first IEP meeting will occur shortly after a new pupil has been entered onto the Saplings role book. Subsequent IEP meetings will take place yearly, or when all target goals have been achieved.

Pupil Sickness and Accident Policy:

All children will experience some level of sickness from time to time. Sickness in settings where there is a group of people together can be problematic as it can result in the sickness being passed from person to person. Such situations can often mean the sickness lingers within a setting for much longer than it should. While sickness is a part of growing up it can create special concerns for parents of children and for the staff that work with them. In order to attempt to control sickness, among both pupils and staff within Saplings, the school has drawn up the following policy for sickness among pupils.

Health/Illness

Please notify the school secretary/Principal at The Saplings School if your child is unwell and unable to attend if possible before 9:00am.

If you are in doubt whether your child is well enough to attend, please let him/her have a day at home. Saplings is not equipped to cope with sick children.

Please follow all current public health advice in relation to Covid-19 and do not send your child to school if they are displaying any of the common symptoms (fever, new cough, shortness or breath/ breathing difficulties or a loss or change to their sense of taste or smell). Do not send your child to school if any member

of the household is displaying symptoms, if any member of your household is awaiting a test, if any member of your household tests positive, or if your child has been identified as a close contact of a confirmed case.

The School seeks to promote and encourage good health and hygiene for all the children in our care. This includes monitoring the children for signs and symptoms of communicable illnesses, for example, diarrhea, vomiting, eye infections, chickenpox and measles etc. If your child has an infectious illness please inform us. Exclusion periods for childhood illnesses vary and this information is available from your GP. However if there is an outbreak of an illness that is highly contagious the exclusion periods will be extended.

In the School setting, there is always the possibility of cross infection between children, from children to staff, and from staff to children. Should a child become ill while in our care, and if the school feels there is cause for concern, the parents will be notified. If the school feels the child should be sent home parents will be asked to collect their child. In the case of severe illness or accident and where a first-aid individual recommends, the school will ring an ambulance and inform parents of this course of action.

Symptoms to be Aware of: In the case that your child presents with any of the following symptoms please do not bring them to school.

Sticky Eye - This is an infectious condition. Close contact between children necessitates rapid treatment. If your child possibly has sticky eye the school will request parents to seek treatment. If it is confirmed, the child can return 24 hours after treatment is commenced. Parents should ask their doctor to prescribe drops rather than ointment for continued use on return to the School.

Diarrhea and/or Vomiting – in the case of vomiting and/or diarrhea, parents will be phoned and the child must immediately be picked up from school. Parents must have a designated emergency contact in the event that they cannot collect their child from school. The child should not be returned for at least 48 hours after diarrhea and/or vomiting have completely stopped. Returning earlier than this may spread infection to other children, which could re-infect your child.

Rash - in the absence of a temperature, a rash may be nothing to worry about. Where a rash exists in an ill child, medical help should be sought immediately and the rash should be confirmed in writing as non-contagious or non-infectious before the child is brought into school.

Chicken pox - once the lesions have scabbed over, it is all right for the child to return. This is usually between 7 and 10 days from the commencement of the illness.

Anyone who is pregnant or who thinks they may be pregnant should see their doctor if contact with chicken pox or rubella was possible.

High Temperature - Frequently the result of a simple viral infection. When a child develops a temperature of between 37.5 and 37.9 degrees while in our care, as long as the child is not significantly ill, first aid measures will be taken to cool the child such as removing excess clothing, tepid sponging, and giving cool drinks. If a child's temperature goes to 38 degrees or above he/ she will have to be immediately taken home from school.

Infected colds –as evidenced through infected (green) mucus discharged through a phlegmy cough or runny nose. In the case of severe infected colds, medical advice should be sought and child should not return to school until the discharge is clear.

Medication - Where a child is taking a prescribed medicine as treatment from their doctor, the medication will be administered at the School, only with written permission from parents and with directions for administration. Parents must supply said medications in labeled containers with instructions for delivery clearly printed on them.

The guidelines apply to all the children at the School.

Accidents - in the case of a minor accident, a member of staff will inform parents of the incident when they are collected. Accidents may occur despite the close monitoring of a staff member. In the case of a head injury, no matter how minor, parents will be contacted by phone.

Only when there is cause for concern, is an ambulance called or the child taken to Accident and Emergency. If a serious accident or illness occurs the parent is contacted immediately and the appropriate action taken. In the event of the parent not being available a senior member of staff will take any necessary action, which may include taking the child to hospital along with all the relevant details. All accidents are recorded.

Fire Policy

The fire alarm signal is a loud ringing bell. Upon hearing the fire alarm staff members should immediately, and calmly, go through the following step:

1. Upon hearing the fire alarm each teacher/tutor will take the pupil they are working with out to the assembly point. Staff and children will exit the building by their nearest safe exit which is not necessarily the main entrance/exit, but may be the fire escape door adjacent to their classroom.
2. All staff members without a child will proceed immediately to the assembly point, again through the nearest safe exit.
3. The school secretary will ring the fire brigade immediately upon hearing the fire alarm sound.
4. The school secretary will collect the pupil roll book and staff sign in sheet from the reception.
5. Principal and senior behaviour analyst will check the school building to ensure it is completely evacuated.
6. The school secretary will call the pupil and staff role at the assembly point.
7. If any person is found missing, a check will be made by the Principal, senior behaviour analyst, or member of the fire brigade only.
8. No other person may leave the assembly points until directed by a member of the fire brigade or, in the case of a drill, by the School Principal. **DO NOT RE-ENTER THE BUILDING UNTIL TOLD TO DO SO.**

These instructions are not intended to preclude an immediate attack on the fire with the available fire appliances where this can be done without personal risk.

Please Remember

1. Do not rush, push or try to overtake when exiting the building on the way to the assembly point.
2. Do not pause to put coats/shoes etc on pupils.
3. Do not pause to put coats etc on yourselves
4. Do not pause to go to lockers or to collect personal items.

Separated/Divorced Parents Policy

The Staff of The Saplings School encourages parents experiencing separation to come and speak confidentially to the School Principal. It is our aim to handle such matters with sensitivity and compassion, and ultimately, our primary concern is for the well being and overall development of the child.

1. When a child spends time in two homes, it is requested that the school be provided with both sets of emergency/contact numbers.
2. Regarding the collection of children from school, it is requested that the school be informed of any changes in collection arrangements by note.
3. It is not assumed that when we wish to communicate with parents that they will communicate to each other. As such we will copy all communication to both parents.
4. Given the nature of the school (in terms of demand for services/waiting list etc.) all changes to a pupil's enrolment will need to be agreed by both parents.

Regarding notes/weekly summaries etc. it is assumed that the parent with whom the child normally resides will keep the other parent informed.

6. With regard to IEP meetings with school staff, it is assumed that both parents can participate in such meetings together.
7. In the absence of a custody arrangement, both parents will be treated as equal partners in terms of rights and responsibilities.
8. The school cannot be asked to withhold a child from either parent in the absence of a custody arrangement.
9. The staff of Saplings will endeavour at all times to deal sensitively and caringly with children experiencing separation.