

Beatlie School



Information for Parents

Session 2018/2019



Welcome to Beatlie School

I sincerely hope that the following information will be useful to you before and during your child's attendance at Beatlie School. We would like to work in partnership with you to ensure your child's well-being and steady progress. The staff at Beatlie endeavour to treat each child individually and work extremely hard to provide a meaningful broad-based education to motivate and involve them all. An open-door policy is in operation and you are invited to discuss any concerns you might have with me, at any time.

Carol Robbie, Head Teacher

Where is the school?

In 1999 Beatlie School was re-located to the old Almondbank Primary School in the Craigshill area of Livingston. For the first time for over 12 years the primary and secondary departments were under the same roof within The Beatlie School Campus.

The Campus comprises of the following agencies; Beatlie School, Beatlie School Early Years and Childcare, First Steps Playgroup, West Lothian NHS Trust Child Development Centre, The Pre-school Home Teaching Service (Special Needs) and Signpost Information Centre.

Beatlie School provides co-educational and non-denominational education primarily for pupils with profound, severe and complex learning difficulties aged between 3 and 18 years of age. The usual catchment area is West Lothian, although a placing request may be made if a child lives outwith this area. The school has a nursery department with a roll of 36. The school has a present roll of 33. There is a primary department where the age range is 5 - 11 years approximately, and a secondary department where the age range is approximately 12 - 18 years.

School Address

Beatlie School Campus

The Mall

Craigshill

Livingston

EH54 5EJ

Tel: 01506 777598

Fax: 01506 777594

Email: wbeatlie@westlothian.org.uk

The school blog can be accessed by googling 'Beatlie blog'.

What are the school hours?

Nursery Pupils	Morning session	Monday - Thursday	8:26 – 11:30
		Friday	8:26 – 12:00
	Afternoon session	Monday - Thursday	12:10 – 16:07
Primary Pupils:	9:00 - 15:00 Monday - Thursday		
	9:00 - 12:30 Friday		
Secondary pupils:	9:00 - 15:30 Monday – Thursday		
	9:00 - 12:30 Friday		

Please note: the best time to contact the class teacher is before 9:00 in the morning and the half hour after the pupils leave.

Does the school have the same holidays as other schools?

The school operates a 38 week year for the pupils and follows the same holidays as other local authority schools in West Lothian. A calendar of holidays is issued to parents/carers in June for the start of the new school session in August, however, if you require this earlier please visit <http://www.westlothian.gov.uk/schoolholidays>.

How is Beatlie school staffed?

Provided by West Lothian Council

Head Teacher

Depute Head Teacher

Principal Teacher

9 (FTE) Class Teachers

Music – days per week

Visiting Teacher for the Visually Impaired – days/times arranged with class teacher

Visiting Teacher for the Hearing Impaired – days/times arranged with class teacher

3 Nursery Nurses (FTE)

33 Advanced Pupil Support Workers mixed full and part time

1.5 Admin Assistants

0.5 Clerical Assistant

1 Maintenance Officer

2 Kitchen Assistants

4 Cleaners

Educational psychologists, Lily McGhee and Lillian Snowden - based at the Civic Centre, Livingston and have responsibility for all Beatlie pupils who live in West Lothian

Provided by West Lothian Trust Health Board

2 Nurses (FTE)

Physiotherapy

Speech and Language Therapy

Occupational Therapy

Consultant Paediatrician (Community Child Health)

Child Smile

Our school values, vision and aims –

2018/19

Beatlie is a Rights Respecting School



Vision Statement

Our vision in Beatlie is to create a nurturing, inclusive, innovative and stimulating learning environment and a respectful and positive ethos by working closely with everyone in our school community. Promoting independence and pupil voice are at the heart of all that is planned for our children and young people throughout their education (United Nations Convention on the Rights of the Child - Article 23).

School Aims

In Beatlie we aim to create a happy, nurturing environment which addresses the very specific physical, medical, sensory, social and educational needs of our pupils by:

- Providing a stimulating, relevant and accessible curriculum with high quality learning experiences within a caring and supportive environment (UNCRC – Article 31).
- Preparing our pupils for life by fostering independence, developing communication skills and providing support to move into positive, sustained destinations beyond school (UNCRC – Article 29).
- Working closely with parents in a supportive and collaborative way to ensure a positive relationship between home and school (UNCRC – Article 18).
- Working closely with a wide range of partners to ensure appropriate strategies and experiences are in place for every child (UNCRC – Article 3).
- Ensuring that staff receive on-going professional development opportunities through high quality training and supportive quality assurance (UNCRC - Article 3).
- Ensuring a culture of on-going self-evaluation, shared ownership, collegiate working and developing leadership at all levels (UNCRC - Article 3).
- Recognising, valuing and celebrating achievements at all levels (UNCRC - Article 29).
- Maintaining a climate where everyone is treated with respect and where every pupil is enabled to reach their full potential (UNCRC - Article 23).

In Beatlie we are:

Safe Healthy Achieving Nurtured Active Respected Responsible Included

How would my child get to school?

Free transport is provided to and from school. All the pupils travel to school either by minibus or taxi. Each vehicle has an escort who is responsible for the pupils. As he/she cannot leave pupils unattended, parents are responsible for handing over/collecting their child from the vehicle at the prearranged time. All pupils must travel in appropriate seating. All pupils must be securely fastened in the seat before the bus moves off.

Please inform the school and the contractor of any known absences.

Should your child need to be picked up or taken to a different address, again please inform the contractor (not just the escort), giving notice of the change. Please be aware that they are often unable to help in this way as the buses are usually on a tight schedule.

Please let the school know immediately of any concerns you may have regarding your child's transport.

What about meals?

Snacks

All pupils have a snack during the morning. The aims of snack are;

- to encourage eating, drinking and swallowing skills,
- to encourage the children to try a variety of tastes and textures,
- to encourage each child to participate as a member of a group,
- to encourage choice making, and
- to encourage communication skills.

Milk

All pupils of nursery schools and classes, P1-3 pupils, P4-7 pupils, whose parents are in receipt of a qualifying benefit, plus pupils at Beatlie and Pinewood Schools (where consumption of milk is part of the educational programme as agreed with Psychological Services) are entitled to 0.25 litres of milk daily free of charge.

Lunch

As the skills involved with eating and drinking are an important aspect of their education, free school meals and milk are provided for all pupils. Two course meals are provided from a local primary school kitchen and offer a wide range of taste and textures. Pupils have choice of main course and of a drink. Special diets can usually be catered for on receipt of a letter to the Head Teacher. Parents who wish to do so may send in a packed lunch for their child.

What if there is an emergency?

Every effort is made to maintain the normal school hours. Parents will be notified in advance of any planned change in these hours. Occasionally, however, schools may be affected by emergencies, which necessitates sending children home early for example severe weather, transport problems, power failures etc. Should such a case occur we do all we can to keep parents, or their emergency contact, informed. Be reassured no pupil would be sent home unless we were sure an appropriate adult would be there to meet them. **Please ensure you inform the school if you change your contact numbers.**

What if I am unavailable?

Parents are required to provide the name, address and telephone number of a friend or relative whom we could contact if parents are not available in an emergency.

It is essential we have an up-to-date emergency contact number.

What if my child is ill?

NB: In Beatlie we do not use Groupcall for absences, we telephone directly instead.

Council Statement

The school enters pupil absence electronically using codes for particular reasons for absence. To ensure an accurate record is kept it is important that, should your child be absent, you provide an explanation for that absence either by letter or by telephone. A Group Call System which sends out an automated text message to a mobile telephone in cases of unexplained absence has been introduced in all schools. The call is repeated regularly until answered. Parents/carers and schools must work in partnership in order to benefit from early notification of unexplained absence from school. Parents are urged to opt into this system. Please avoid keeping your child absent for reasons other than illness. Work missed is not easily made up and allowing casual absences encourages a casual attitude towards work, and this applies equally in the case of frequent late-coming. Please help us develop in your child a regular habit of good time keeping. If circumstances arise when your child will be unavoidably late please provide a note of explanation. The Scottish government has issued a directive informing local authorities that, due to the impact absences during term-time have on children's learning, any such absences will be recorded as unauthorised. Family holidays should therefore be taken out-with term times. If, in exceptional circumstances, you wish to take your children out of school, you must make your request to the Head Teacher in writing. Parents or carers are responsible for ensuring that their child attends school regularly. In cases of unsatisfactory attendance, the Head Teacher will ask a Family Support Worker to visit the home and discuss the problem with the parent or carer. If such unsatisfactory attendance persists, the Head Teacher, following discussion with the Family Support Worker and other agencies, will decide whether the case should be referred to the Local Area Attendance Advisory Group. This group has been formed to make recommendations to the Director on the statutory responsibilities of the Authority with regard to defaulting parents. If you become aware that your child may be absent from school for a considerable length of time, due to illness or admission to hospital, you are requested to inform the school as soon as possible. Notification from the hospital will also be sent to the school.

Illness

If a child becomes ill at school but does not require urgent medical attention, the school nurse/staff may contact the parents (or their emergency contact) requesting that the child be taken home for his/her comfort and wellbeing. If a pupil suffers from Epilepsy there must be an agreed procedure for dealing with any seizures.

Should your child require medical attention the school nurse or a member of staff will phone home. If there is no contact from home the school will phone the emergency contact.

Should a child have an accident and require urgent hospital attention, an ambulance will be called or they will be transported there directly by a member of staff acting in loco parentis. This action will only be taken in an extreme emergency and every effort will be made to contact the parents as quickly as possible.

You must advise the Head Teacher in writing about any strong views you may have on life saving decisions (e.g. blood transfusions), so that if an emergency arises and parents cannot be contacted, medical staff can be made aware of these.

Regular medication

If a pupil requires medication of any kind to be administered at school, the school nurses must receive a signed, dated note from the parent giving details of the name of the drug, the dosage and times to be given. The school must be informed in writing of any change in the child's medication.

Emergency information forms

These forms will routinely be sent home at the beginning of each session. Please note it is very important that the forms are kept up to date and contain details of ALL medication a child is on, whether they receive it at home or in school. This ensures that in an emergency the correct information can be passed to the relevant medical staff in attendance.

Medical care

Dr Jill Yates, Consultant Community Paediatrician, Community Child Health, (or a colleague) keeps medical aspects of pupils' progress under review and initiates appropriate medical action when required.

Each pupil has a routine medical examination around age five and at regular intervals throughout their school career. Parents are invited to all medical inspections and it is helpful if they attend. The usual immunisations such as BCG, Rubella etc are offered at the appropriate age.

Dr Jill Yates holds regular paediatric clinics in Beatlie School Campus.

What should my child wear?

Parents are requested to dress their child in clothes that allow for ease of movement and enable him/her to help with dressing where appropriate. Jogging suits are ideal.

Football colours are banned from all West Lothian schools and the Council encourages schools to adopt a dress and colour code. Jogging trousers and matching sweatshirts etc, printed with the school name and logo (a 'Beatlie Bee') are available from our on-line supplier (Border Embroideries) details can be obtained through the school.

A spare set of clothes is requested. It is often unavoidable that a pupil will get wet for example during water play or washing dishes as well as the chance of an occasional accident.

If a pupil requires nappies/incontinence pads, a supply should be sent in regularly.

A swimsuit or bathing trunks and a towel are required for swimming. These will be sent home for washing. Please contact the school for information on where to purchase larger size swim nappies if these are required.

It is helpful if all garments are clearly named.

School Clothing Grants

The Authority operates a scheme of provision to ensure that pupils are sufficiently and suitably clothed to take full advantage of the education provided. Parents who wish to apply for assistance, should complete an application form which is available from the school. Applications can also be made online from the Council's website at www.westlothian.gov.uk

What kind of resources does Beatlie have?

Beatlie School's main resource is its enthusiastic and highly motivated staff. The School has, in addition to the classrooms, soft play areas, multi-sensory rooms, general purpose rooms, a multi-purpose hall and a pupil kitchen. All classes have their own multi-sensory area and in the secondary department Duntarvie class has its own multi-sensory room.

The school benefits from a beautiful sensory garden and an enclosed courtyard where pupils are encouraged to look after a variety of plants. This area also provides a pleasant seating area for pupils and staff. There is a small outdoor play area.

Specialised equipment and aids are available to meet the very special needs of our pupils and there is an extensive range of toys, educational equipment, special seating, standing frames and technology with a wide range of switches available.

What can we expect from Beatlie?

Beatlie School has set standards for the service we offer to pupils, parents, other professionals and agencies.

Pupils can expect to have an appropriate curriculum, to work towards achievable targets, to receive high quality learning and teaching opportunities, to have a safe and supportive environment, to have a voice.

Parents can expect to be kept up-to-date with their child's progress, to be kept up-to-date with the work of the school, to have regular opportunities to discuss/enquire about any aspect of the school, to feel welcome, respected and valued as a partner in their child's education, to be a member of the multi-disciplinary team working for the benefit of their child, to be aware of our complaints procedure and to be invited to give feedback on the level of service we provide.

Class organisation

At present, there are three nursery classes and six school classes in the school... three in the primary department and three in the secondary department. Uniquely, all classes are known by their own special name.

Nursery Department

Lammermuir

Campsie

Harburn

Primary Department

Hopetoun P1 - 2

Lomond P2 - 4

Pentland P3 - 7

Secondary Department

Ochiltree S1 – S7

Glendevon S1 – S6

Duntarvie S5 – S6

The maximum numbers of pupils in each class is 6. Pupil/staff ratios are very high, almost 1:1. This allows for a very high standard of support for every child's education and care needs. Extra adults may be required in particular classes due to the range and/or complexity of the needs of the pupils.

What about discipline?

In Beatlie, we celebrate every child as unique and strive to create a learning environment where our pupils feel secure, valued and nurtured. We recognise that every child's needs are individual and that the development of positive relationships with each of our pupils is crucial to establishing positive interactions and developing effective communication.

In order to support children and young people effectively we have a policy in place to support all our staff when managing behaviour within school. This policy is available to view on our Glow Blog. Our Positive Behaviour Support approach ensures a safe

and secure learning environment for our pupils and highlights the importance of working in partnership with parents and other professionals. Parents will be informed of any concerns that staff have so that they can work together to best support the child.

Multi-disciplinary teamworking

Due to the complexity of difficulties our pupil's experience, a team of people with a variety of expertise is often required to meet all their needs. The composition of such a team working with a particular pupil will depend upon that pupil's needs.

The core multi-disciplinary team is made up from the following; parents, class staff, specialist teachers such as the visiting teachers for the visually impaired and hearing impaired, school nurse, physiotherapist, speech and language therapist and occupational therapist. At times other professionals may become involved in the pupil's life, for example an educational psychologist, social worker, community nurse and they will join the core team for as long as they are involved with the child and/or family.

For effective multi-disciplinary team working, communication and mutual respect are essential. Each member of the team brings his/her own experience, skills and expertise. The class teacher is responsible for ensuring joint decisions are implemented within the timetable, and advice is incorporated into the pupil's educational programme wherever possible.

The curriculum

The curriculum at Beatlie is child-centred and aims to look at the whole child, taking into account the individual's needs, personality and age. We provide a broad balanced curriculum within the National Framework for Curriculum for Excellence. Multi-sensory and interactive methods ensure the curriculum is dynamic and meaningful for each pupil. The curriculum is at a level appropriate to the young person.

The following is taken from the Curriculum for Excellence website and explains the curriculum as a whole.

What is Curriculum for Excellence?

Aim

Curriculum for Excellence is intended to help children and young people gain the knowledge, skills and attributes needed for life in the 21st century, including skills for learning, life and work.

Purpose

Its purpose is often summed up as helping children and young people to become:

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

These are referred to as the four capacities.

What is the curriculum and what does it include?

Curriculum for Excellence is designed to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. The term curriculum is understood to mean - everything that is planned for children and young people throughout their education, not just what happens in the classroom.

Curriculum for Excellence includes four contexts for learning:

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement

Key elements

Curriculum levels and stages

The curriculum has two stages: the **broad general education** (from the early years to the end of S3) and the **senior phase** (S4 to S6).

The broad general education has five levels (early, first, second, third and fourth). The senior phase is designed to build on the experiences and outcomes of the broad general education, and to allow young people to take qualifications and courses that suit their abilities and interests.

Curriculum areas

There are eight curriculum areas:

- Expressive arts
- Health and wellbeing
- Languages (including English, Gaidhlig, Gaelic learners and modern languages)
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies

Literacy, numeracy and health and wellbeing are recognised as being particularly important – these areas are seen as being the ‘responsibility of all’ staff.

Principles of curriculum design

There are seven broad principles that practitioners should take into consideration when planning children’s learning:

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

At 16, the curriculum focuses on the Senior Phase which aims to prepare young people for life after Beatlie, providing a highly personalised programme of experiences both in school and in the wider community.

Further information can be obtained at www.education.gov.scot

Assessment

This is an on-going process, which is carried out soon after admission and at regular intervals throughout the pupil's school life. Parents are involved at all stages along with everyone else who works with the child e.g. class teacher, Head Teacher, physiotherapists, speech therapist etc.

The pupil is assessed in each area of the curriculum using staff observations and experience. The purpose of the assessment is to record what the child has achieved in the core areas of the curriculum and to look at what the next steps might be. The class teacher compiles an individualised educational programme (IEP) based on this assessment.

Annual review/planning meeting

We have a rolling programme of annual review/planning meetings at Beatlie. Parents will get advance notice of the date of their child's meeting at the beginning of the session and a reminder approximately one month before.

Prior to the meeting parents will receive a copy of the Class Report together with reports received from the relevant therapists and visiting specialists. The main purpose of the meeting is for the multidisciplinary team to discuss the pupil's progress, how we will proceed and agree educational priorities for the coming year. A minute of the meeting is circulated.

Target setting within Individualised Educational Programmes (IEP)

In common with all other special schools in Scotland, our pupils will be set achievable targets within their IEP. The class teacher will write long term targets in consultation with therapists and parents (these should be achievable within one year). Each long-term target will be broken down into termly short-term targets. Short-term targets are small steps which will enable the youngster to achieve the long-term target. Progress towards meeting the targets is assessed continuously by class and therapy staff.

Co-ordinated support plan (CSP)

A CSP is a personalised document which includes a profile of the child's abilities and a statement of his/her very special educational and other (eg medical, social) needs. The information is usually supplied by the parents, school/nursery, educational psychologist and community medical officer. The CSP is reviewed and updated regularly (usually at the pupil's annual review and planning meeting). The procedure has been laid down by the Education Department.

Senior phase transitions

As a pupil approaches school leaving age (approx. 16 yrs) the school organises a Person Centred Planning Meeting involving people who are important to the young person. This first meeting focuses on the young person now and where they want to be. Subsequent transition meetings focus on supporting the young person to get

there. Information from the meetings is circulated to all participants and relevant agencies to ensure the young person is supported throughout this process. Meetings will continue until the young person leaves school and is settled in their new destination.

For more detailed information about the transition process, see the school's transition procedure document which is available as hard copy or on our website.

When does my child have to leave school?

In common with pupils who attend a mainstream school, our pupils may leave at age 16. However, many choose to spend 6 years in secondary education.

Health and safety

Within the general policy laid down by West Lothian Council, the Department of Education has prepared a series of statements of safety policy for all areas of its responsibility in accordance with the Health and safety at Work Act 1974. School staff is fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both in and out of the premises. Pupils will be encouraged to behave responsibly and comply with all safety requirements. The support of parents in promoting good practice in health and safety matters is of great importance to the school.

Outdoor Education and residential trips are always organised with this in mind and forms EE1 and EE2 are completed. The EE2 must be completed by parents and returned before any outings can take place.

First Aid and Accidents

Minor accidents receive attention on the spot while in more serious cases the pupil is taken to Accident and Emergency at St John's Hospital. Parents are notified immediately if a pupil has to be taken to the hospital. A member of staff will accompany the child and wait at the hospital until the parent arrives.

Fire drill

Fire precautions and procedures are reviewed regularly and are on display in all areas of the school. Regular fire drills are carried out.

Links with Parents

Only by creating and maintaining strong links between school and home can teaching programmes be fully effective. Parents are invited to take part in all reviews and formal assessments. They are also encouraged to make informal visits to the school at any time to observe, participate in or discuss their child's education. Prior notice is preferred so that there are not too many adults in the classroom at any one time, as this can be disruptive. We welcome involvement in whatever way parents wish and offer support and information where possible.

Partnership with Parents

The need to maintain a positive partnership with parents/carers is well recognised. Your help and support are vital if discipline is to be effective. You will always be contacted to share success within the school and also, at the earliest possible stage, when there are concerns.

Home/school diary/communication switches

The most frequently used link between home and school is the pupil's daily diary. A number of pupils also use home/school communication switches. These provide a means of exchanging information and news of mutual interest. It also ensures that staff can talk about something which has happened the night before with the child and similarly parents can talk about the day's activities at school.

Progress Report and Review and Planning Meeting

The pupil's progress report is sent home a few days before their annual review and planning meeting. Parents are requested to read the report before the meeting and note down any points for discussion. At the meeting, the parents and members of the multidisciplinary team discuss the pupil's progress, strengths and areas for development.

Parents' evenings/afternoons

Parents are invited to meet with the class teacher to discuss in detail their child's IEP and how it is implemented. These meetings are invaluable as they provide an opportunity for an exchange of information on how the pupil is responding/behaving at home and school. Throughout the year, parents with any concerns about the wellbeing or progress of their child are encouraged to contact the Head Teacher at any time.

Several events are organised throughout the school session where parents and staff can meet informally e.g. coffee mornings, fund raising events, end of term activities, sports day. These are identified in The Calendar of Events which is circulated at the beginning of term to all parents/carers,

Beatlie school Parent Council

All parents are members of the Parent Forum but can become a member of the Parent Council if they wish to be a bit more involved, even if your child only attends the nursery for a short time. The Parent Council is properly constituted and is recognised as a charity by the Inland Revenue. The aims of the Parent Council include:

- To provide a voice for parents and capture the unique and varied skills, interests, knowledge and experience that parents can offer.
- Fundraising. This is usually ongoing and the money is used to provide equipment, special chairs etc or for a special project. All parents are asked to help with these ventures.
- To support the work of the school and help develop strong home/school partnerships.

The Parent Council consists of elected parents/carers with at least one of the Head Teacher and Deputy Head Teacher attending each meeting. All members of the Parent Forum can attend. The current Chairperson is Donna Craig. New members are elected at the AGM which is held early in the new session. Please contact Carol Robbie, Head Teacher, if you wish to be involved.

Links with the community

Outings

Education does not only take place within the school building, and we firmly believe our pupils benefit from carefully planned outings into the community. Each class has regular outings. The choice of venue is usually influenced by the class theme.

The pupils from all departments are regularly seen in the shopping mall next to the school and are made welcome everywhere. Pupils go shopping to buy items for snack or a baking session. Some pupils visit the local café and others visit the local library. The Senior Phase pupils are out and about as much as possible in the local and wider community.

Swimming

Some pupils go swimming to the Bathgate Xcite pool and one group uses the pool at Inveralmond Community High School.

RDA

Some pupils go horse riding with RDA at Ravelrig.

Senior Phase

A wide variety of personalised activities are arranged for the pupils in the Senior Phase class(es). These are community based and provide new and appropriate challenges for our young adults. Pupils are supported to visit environments catering for Adults with learning disabilities as a type of 'work experience' and are provided with personal support from school staff to visit any identified post school destinations as part of their transition from school.

Students and volunteers

Students from a variety of courses have placements at Beatlie. We also often have volunteers who help out in the school and garden areas. They have much to offer us as well as learn from us and we are fortunate to have them.

Links with other schools

We are conscious of the need to involve our pupils as fully as possible in the community, with other children and adults. We have established links with other schools, where the youngsters take part in joint activities.

Some of our pupils have had joint placements, spending a portion of their week at their local primary school or another special school. The amount of time spent there varies from child to child. The two class teachers are in regular contact with each other to ensure continuity.

Concerns/complaints procedure

If you have concerns or complaints regarding the service you are receiving, these can be addressed by contacting the Head Teacher in the first instance.

If you are dissatisfied with that response you can contact:

Customer Service Centre
West Lothian Council
Civic Centre
Howden South Road
Livingston, EH54 6FF
Tel: 01506 280000

If, in exceptional circumstances, it is felt that the case has not been properly Administered you can contact:

Scottish Public Services Ombudsman
Freepost EH641
Edinburgh
EH3 0BR
Tel: 0800 377 7330