

Galston Primary School &

Galston Early Childhood Centre  
HANDBOOK 2018 - 2019

* **A message from the Head of Education**
* **Head teacher’s message**
* **Establishment ethos, vision and values**
* **Establishment information**
* **Establishment security**
* **Establishment calendar**
* **Staff information**
* **Establishment improvement**
* **Pre-birth to 3 (ECC only)**
* **Curriculum 3-18**
* **Assessment and reporting**
* **Policies and procedures**
* **Additional Support for Learning**
* **Transition**
* **Parental involvement**
* **Education Group**
* **Wider community links**
* **Other information**
* **Disclaimer**

Thank you for taking the time to read this handbook. In writing the following pages, colleagues are attempting to do two things. The first is to provide you with the information you need so that your child can be given access to all of the services and facilities to which they are entitled. The second purpose is to seek and promote a genuine partnership with you as the main responsible adult in your child’s life. Without that partnership it will not be possible for your daughter or son to take maximum advantage of their education and so to fulfil their potential. Quite simply, we want the best for your child in exactly the same way you do.

My invitation to you is that should you have any doubts about your child’s progress or their entitlement to a service, then you should not hesitate to contact the school or early childhood centre. You are entitled to an explanation of anything that is of concern to you and staff will be very pleased to assist you with an answer to any question you have. All we would ask is that you do this with the courtesy that you yourself would expect.

I know your child will enjoy their time with us and they will learn and progress every day. However old your son or daughter, never be afraid to ask what they were doing today and whether they were having any difficulty or problem that we, or you, can help them with. By our working together in this way, I promise that your child will succeed and will have a great preparation for life.

Dear Parent/Carer

Galston Primary School and Galston Early Childhood Centre are situated in a modern campus under a shared headship. They serve the community of Galston and outlying areas, providing quality learning experiences in a caring and inclusive environment.

Highly motivated and talented staff work together to support and challenge all children to achieve, by

providing a wide range of opportunities to acquire relevant skills for life. We have high expectations

for our children and lead by example.

Children are enabled to identify and lead on local and global citizenship activities. Their wider

achievements are recognised and valued.

The establishments are well supported by an active Parent Council and Early Childhood Centre parent group who work in partnership with staff to encourage parents and carers to be part of the learning experiences.

Kind regards

Shona Murphy

Head Teacher

**School Ethos**

**Our core values are** **Respect, Responsibility, Fun, Inclusion & Honesty**

At Galston Primary and Galston Early Childhood Centre we aim to provide a safe, secure and nurturing environment, where children are motivated and inspired to achieve their full potential, supported by the ECC, Primary and wider community.

We do this through promoting Health and Well-being throughout the curriculum and through a series of planned teaching and learning experiences at each stage and as mixed groups, e.g. at assembly, during our Wow Wednesdays and during transition activities.

We believe that all children have the right to be safe, healthy, active, nurtured, achieving, respected, responsible and involved.

We strive to ensure that every child in the feels valued and treat children and their families with equality and fairness. We celebrate attainment and achievement through our Health and Wellbeing programme which is delivered in the playroom, in class and through assemblies. We recognise the successes of our pupils and promote information from home about the many different achievements which happen out with school. We develop resilience and positive relationships in our pupils through a variety of programmes including circle times and Rights Respecting Schools. This session we will also be introducing a programme building on positive mindsets. We believe that their life chances will be improved if they are able to cope with the challenges they will face during life.

We provide opportunities for our children to learn in real life contexts and we continue to develop relationships with families which are supportive and productive. We feel we can improve outcomes for all of our pupils if we create true partnerships with parents/carers, our local churches, the community council and local businesses.

We have achieved the Eco Schools Second Green Flag Award through the work of Eco Committee and the support of the whole school and ECC community. We are also a Dyslexia Friendly Schools Gold School.

In the Primary positive behaviour is promoted and rewarded through a House system which recognises respect, honesty, kindness and responsibility for our actions. We recognise individual actions as well as encouraging our children to participate in their school and wider community. In both the Primary and ECC we use 1,2,3 Magic and modelling to promote positive and respectful relationships. Our policies and procedures are being updated to reflect our journey towards achieving Rights Respecting School status.

We firmly believe in a fully inclusive approach at all stages strive towards ensuring all our children are listened to and respected.

Galston Primary School & Galston Early Childhood Centre

Western Road, Galston,

KA4 8BG

Telephone :

Primary 01563 820221

Early Childhood Centre 01563 820 360

e-mail: [shona.murphy@east-ayrshrie.gov.uk](mailto:shona.murphy@east-ayrshrie.gov.uk)

Facebook – Search facebook.com for Galston Early Childhood Centre and Galston Primary

Galston Primary School and Early Childhood Centre are non-denominational and co-educational, centres. The Primary has a role of 323 pupils. Galston Early Childhood Centre is currently a term time establishment with 70 children attending AM sessions and 59 children attending PM sessions.

**The Primary opening hours:**

9.00 a.m. and 3.00 p.m.

Our morning interval is 10.40 a.m. to 10.55 a.m.

Our lunch break is 12.35 p.m. to 1.20 p.m.

**The ECC opening hours:**

Morning Session: 8.30 am – 11.40 am

Afternoon Session: 12.30pm – 3.40 pm

There is no wraparound care currently available within Galston Early Childhood Centre.

The building has been designed to be accessible for children and adults with disabilities. The Primary has four teaching bases which are semi open plan, a games hall and changing rooms, a dining hall with a courtyard, an I.T suite, music room, a nurture room and a medical room. There are also two closed classrooms and a meeting room. The ECC has a large playroom, an outdoor courtyard, a large outdoor play area and a Parents’ Room.

The management of the Catering Service is provided by the Council through Onsite Services in conjunction with the Head Teacher.

The Primary operates a cash cafeteria service where a selection of snacks and hot meals are available. Children with special dietary requirements e.g. diabetes, allergies will be supported in accordance with their care plans. Parents of P1 pupils are invited in to try the meals and are shown how the cafeteria system operates. There are always adults on hand to assist younger children with choosing, carrying trays, etc. All pupils from Primary 1 to Primary 3 are able to obtain a free school meal. A 3-week rotational menu is sent out to parents at the start of each school session.

Our catering staff do their very best to stick to the menus, but on occasion due to delivery or service disruption there may be substitutions. In addition, we have a number of theme days where we will provide a different menu, in which case we will inform you by letter.

Snacks are also available at the cafeteria during intervals.

**ECC Snacks**

We provide nutritious snacks for children attending Galston Early Childhood Centre. The snack menu is available in the cloakroom and the snack area. Our snack menu takes account of the National Nutritional Guidance ‘Setting the Table’. Milk and water along with fruit and/or vegetables are available every day.

Our snacks also take into account various festivals and celebrations i.e. Robert Burns Day, Chinese New Year, Pancake Day. Children are involved in the preparation of snack every day and help staff to make our homemade bread. Snack time provides important opportunities for children to socialise, share, co-operate and help others.

**Enrolment**

Primary 1 registration takes place in January with dates being posted in the local press and community. Any parent wishing to enrol their child at any other time should contact the school office where they will be provided with guidance on the matter.

Children will be given the opportunity to participate in various induction activities including class visits and parent information sessions.

Class information is usually provided during the month of June.

ECC registration takes place around February/March and follows East Ayrshire’s registration procedures. These are available to parents/carers at the time of registration.

Registration will take the form of a short meeting with the Head Teacher or Senior Early Learning and Childcare Practitioner. In order for us to complete enrolment forms, it would be helpful if you bring the following information with you:-

* Details of two emergency contacts (name, address and telephone number)
* Doctor’s name and telephone number.
* Two forms of ID which shows parent/carer proof of address.
* Your child’s birth certificate.

Enrolment will take place after you have received confirmation of your child’s place at Galston Early Childhood Centre.

Prior to your child starting at Galston Early Childhood Centre they will be invited to visit for a short time during a session. During the induction parents/carers will be provided with information about the Early Childhood Centre and children will be able to play in the playroom. There will also be an opportunity to meet your child’s key worker and take a tour.

**ECC Start Date**

Most children will be able to access their place from the first Monday of the month after their third birthday. However it is acknowledged that staggered entry dates may be required due to the number of eligible children in any given month.

When children come for their first session parents/carers are welcome to stay and wait with their child to ensure they are settled. Settling procedures are individual to every child’s needs. Where appropriate reduced sessions can be accommodated to allow children to settle in gradually.

We have an open door policy for any parent or guardian who wishes to speak to staff. Please enquire at reception where we will try to facilitate a meeting.

Should you wish to comment on or make a complaint about any aspect of provision made by the establishments, you should contact the establishments in the first instance. Our aim is to resolve as many complaints as possible at the first point of contact.

You have the right to contact the Care Inspectorate with any complaint that you have about an early childhood centre. Please see part 2 of the handbook for further information.

******

**VISITORS**

All visitors to the Primary should make their way to the main entrance. Anyone entering the establishment will sign the visitors’ register. All other doors are for children only. These doors are kept locked from the outside at all times.

Any child who is late for school or returning after an appointment should report to main reception. These measures are taken to ensure that the school provides a safe and secure environment for all those within it.

We appreciate your support and assistance in carrying through these measures.

**ECC Drop Off and Pick Up**

We are very aware of security at Galston Early Childhood Centre. Parents bringing their child to and from the Early Childhood Centre should use the dedicated Early Childhood Centre entrance. Out with drop off and pick up times parents/carers should use the main Primary entrance.

We have a soft start in the mornings between 8.30am and 9 am and a pick up between 3pm and 3.10pm in the afternoon. This is to accommodate parents/carers who may have to collect children from the school. Doors open at 11.30am and 3.30pm to allow a soft finish and cut down congestion at pick up times.

All staff, students and visitors working in our Early Childhood Centre are expected to wear a name badges for identification. Visitors and students are expected to sign the visitor book at the main office.

It is expected that a responsible adult (over 16 years) will bring your child to and from the Early Childhood Centre. Parents/carers bringing and collecting children will be expected to sign their child in and out using registration sheet.

Every child has their own cloakroom peg and bag for storing jackets and shoes. We would be grateful if children change their shoes before entering the playroom.

In the interest of your child's safety, you should make a point of telling a member of staff if they will be collected by someone different or unknown to staff. This is essential as children will not be allowed to leave with someone unknown to staff.

If your child is not able to attend please notify staff as soon as possible. If we do not have a reason for an absence a member of staff will contact you to find out why your child is absent.

**Parking**

Parents/carers are asked to use car park when leaving the car to drop off their child at the ECC or the Primary. The drop off zones are for parents/carers who are **not** leaving the car, but for drop off and drive away only. The disabled bays are for disabled badge holders only, please do not come through the gates, if you do not have a disabled badge. In order to ensure all children are safe it is important that you do not park over road safety markings or zigzags.

First term

|  |  |
| --- | --- |
| **Holiday** | **Dates** |
| In-service days | Thursday 16 August 2018 Friday 17 August 2018 |
| Pupils return | Monday 20 August 2018 |
| Local holiday  (Ayr Gold Cup weekend: Thursday 20 September to Saturday 22 September 2018) | Friday 21 September 2018 Monday 24 September 2018 |
| Pupils return | Tuesday 25 September 2018 |
| October holiday | Monday 15 October to Friday 19 October 2018 |
| Pupils return | Monday 22 October 2018 |
| Christmas/New Year | Monday 24 December to Friday 4 January 2018 |

Second term

|  |  |
| --- | --- |
| **Holiday** | **Dates** |
| Pupils return | Monday 7 January 2019 |
| Local holiday | Monday 11 February 2019 Tuesday 12 February 2019 |
| In-service days | Wednesday 13 February 2019 Thursday 14 February 2019 Friday 15 February 2019 |
| Pupils return | Monday 18 February 2019 |
| Easter holiday | Monday 1 April to Friday 12 April 2019 |

Third term

|  |  |
| --- | --- |
| **Holiday** | **Dates** |
| Pupils return | Monday 15 April 2019 |
| Local holiday | Friday 19 April 2019 Monday 22 April 2019 |
| Pupils return | Tuesday 23 April 2019 |
| May Day | Monday 6 May 2019 |
| Close | Friday 28 June 2019 | |
| **2019-20** |  |  |
| In-service day | Friday 16 August 2019 |  |
| Pupils return | Monday 19 August 2019 |  |

|  |  |  |
| --- | --- | --- |
| Primary Classes | | |
| Primary 1a | Mrs Fiona Thomson | Class Teacher |
| Primary 1b | Miss Lauren McEwen & Mrs Amanda McKinlay | Class Teachers |
| Primary 2 | Mrs Katy Scott &  Mrs Elaine McKinlay | Class Teachers  (Wed) |
| Primary 2/3 | Mrs Ruth Currie | Class Teacher |
| Primary 3a | Mrs Gayle Gibson &  Mrs Elaine McKinlay | Class Teachers  (Fri) |
| Primary 3b | Miss Rhonagh Hunter | Class Teacher |
| Primary 4a | Miss Gemma Monie | Class Teacher |
| Primary 4b | Mrs Alison Fairbairn | Class Teacher |
| Primary 5a | Miss Jacqueline Cox | Class Teacher |
| Primary 5b | Mr Calum McAughtrie | Class Teacher |
| Primary 6 | Mrs Melanie Willsden | Class Teacher |
| Primary 6/7 | Mrs Sharon Smith | Class Teacher |
| Primary 7 | Miss Amber Nicol | Class Teacher |
| Pupil Equity Projects | Miss Diane McGougan &  Ms Siobhann Kelly | Principal Teachers |

|  |  |
| --- | --- |
| Management Team | |
| Mrs Shona Murphy | Head Teacher |
| Mrs Margaret Houston | Depute Head |
| Miss Siobhann Kelly | Principal Teacher |
| Miss Diane McGougan | Principal Teacher |

|  |  |  |
| --- | --- | --- |
| ECC Groups | | |
| Red Group | Mrs Joanne Lyon |  |
| Yellow Group | Mrs Alison McLeod  Mrs Lynsey Ferguson (Temp) | Jobshare – Alt Wed, Thurs & Fri  Mon, Tues, Alt Wed |
| Blue Group | Mrs Evonne Robertson |  |
| Green Group | Mrs Catherine Gordon |  |
| Purple Group | Mrs Pat Milligan  Mrs Kathleen Rutherford | AM  PM |
| Orange Group | Miss Lauren Kennedy |  |
| Silver Group | Miss Rebecca Murchie |  |
| ECC Management Team | | |
| Mrs Shona Murphy | Head Teacher | |
| Mrs Elaine Bowden | Senior Early Learning & Childcare Practitioner | |

|  |  |
| --- | --- |
| Non-Teaching Staff |  |
| Mrs Julie Lay | Senior Clerical Assistant Mon, Tues, Thurs, Frid |
| Mrs Lorraine Robson | Clerical Assistant |
| Mrs Fiona Smith | Clerical Assistant ECC |
| Mrs Elaine Campbell | Classroom Assistant |
| Mrs Lynda Mitchell | Classroom Assistant |
| Mrs Carol Telfer | Classroom Assistant |

|  |  |
| --- | --- |
| Mr Ian Hamilton | Janitor |

Curriculum for Excellence is the education system in Scotland. It includes nurseries, schools, colleges and community learning from 3 to 18 and beyond.

All learners from pre-school to S1 have be working to Curriculum for Excellence guidance and standards. The table below matches the five curriculum levels to stages of learning generally applicable, with flexibility (for example, for young people who are particularly able and/or have additional support needs).

|  |  |
| --- | --- |
| **Level** | **Stage** |
| **Early** | The pre-school years and P1, or later for some. |
| **First** | To the end of P4, but earlier or later for some. |
| **Second** | To the end of P7, but earlier or later for some. |
| **Third and Fourth** | S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.  The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes. |
| **Senior phase** | S4 to S6, and college or other means of study. |

From pre-school to the end of S3 (3-15) young people will experience a broad general education

which is designed to enable each child or young person to be a successful learner, a confident

individual, a responsible citizen and an effective contributor. The broad general education will include

all of the Experiences and Outcomes across all curriculum areas up to and including the third level.

Throughout all learning, prime importance is given to literacy, numeracy and thinking skills; skills for learning, life and work; an understanding of society, the world and Scotland's place in it, and an active and healthy lifestyle.

A range of teaching methods and contexts for learning is used, including active and enterprising

learning, which encourage young people to become enquiring; learning across the curriculum which

helps young people make links between subjects, and learning outdoors

and in the community, which gives opportunities for learners to deepen their learning in real-life

contexts. Most learners will progress into the fourth level in many aspects of their learning before the

end of S3, laying strong foundations for more specialised learning.

Curriculum for Excellence emphasises that assessment is an integral part of day-to-day

teaching and learning. Learners’ progress will be closely monitored by staff, who reflect with them

on their strengths, learning needs and next steps, and take action based on this. Learners

themselves will be increasingly involved in this process, as they develop the skills needed to be

able to make effective judgments on their own learning; skills that will be important to them

throughout life. Testing will continue to be part of the framework of assessment, providing additional evidence of what learners know, understand are able to do, and helping teachers plan learning experiences which are motivating and challenging.

Information about how the curriculum is structured and curriculum planning

http://www.educationscotland.gov.uk/thecurriculum/www.youngscot.org (learners)

www.parentzonescotland.gov.uk (parents and carers)

www.sqa.org.uk (information on qualifications)

www.ltscotland.org.uk (teaching practice and support)

www.engageforeducation.org (share ideas and questions about education)

www.scotland.gov.uk/cfeinaction (real-life examples)

Children have a wide range of activities: – Rich Tasks, Pupil Council, Eco Committee, Junior Road Safety, Prefects, football training, dance club, basketball, cycling, school and ECC annual musical performances, musical instrument tuition, residential experience, enterprise education and outdoor learning.

Children are consulted at the beginning of investigations and projects about what they would like to

Learn and through floor books in the ECC. Pupil focus groups are also consulted about various aspects of learning. Parents/carers invited to class workshops and performances are informed by their children about the curriculum covered. In the ECC there are regular stay and play and fun sessions where parents/carers can join in with activities with their children.

Parents will be informed in writing about sensitive aspects of learning such as sexual health and

relationships, parenthood and drugs awareness. They will have the opportunity to discuss any aspect

with the establishment or school nurse service.

**Religious & Moral Education**

This forms an important part of social education, assisting pupils towards a consistent set of values,

attitudes and practices arising out of experience. Religious Education will encourage children to

become aware of religious interpretations of personal experience and to appreciate dangers of

prejudice. In the Primary our arrangements for pupil assemblies offer opportunities for gathering as a community, for communal worship with our chaplain, and for sharing expressions of the feelings of the community. Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one session and the pupil noted as an authorised absentee in the register.

If you do not wish your child to take part in religious activities please notify the Head Teacher, who will

make any necessary arrangements.

**Outdoor learning**

All children and young people will have regular opportunities to learn outdoors both in the

establishment grounds and in the local community. Parents will consent to this regular localised

outdoor learning once at the beginning of session, with medical and emergency contacts being

requested. Thereafter parents will be notified of the venues and dates of off-site visits, in order that

children come adequately prepared. However, it is the parents’ responsibility to inform the establishment

if emergency contacts or medical conditions change or they don’t wish their child to participate in a visit.

**Homework**

Currently children at all stages will be given a range of homework activities which are designed to reinforce learning within the classroom and provides an opportunity to develop skills out with the classroom. Children at all stages will be given enterprising homework activities which will provide an opportunity for parents and children to work together on challenging and motivating tasks.

Parents are encouraged to take an interest in this activity, principally by talking to children, asking them to explain some aspects of the work. Pupils will learn that parents are interested and both parent and child will have a better idea of what is and is not understood.

During this session we are consulting stakeholders on homework and will be updating procedures accordingly.

Our service in the ECC is regulated by the Care Inspectorate, Education Scotland and Environmental Health. We strive for continuous improvement of our service through regular self- evaluation which involves children, parents/ carers and staff.

**Improvement priorities for session 2017/2018 were:**

* To improve attainment with a focus on numeracy by developing an improved consistent approach to assessment - NIF driver: Assessment of Children’s Progress.
* To improve attainment with a focus on literacy and numeracy by improving confidence and engagement of children in numeracy and science at all stages from ECC to P7 and by improving confidence of children using communication and literacy skills at early level in the ECC – NIF driver: School Improvement
* To close the attainment gap between to most and least disadvantaged children by increasing parental understanding of children’s progress in numeracy, science and literacy and confidence in being able to support children in achieving next steps – NIF driver: Parental Engagement

**2018 – 2019 Priorities**

* To ensure children are supported by parents who are informed and feel involved in the approaches being used in the Primary & ECC to promote learning – NIF driver: Parental Engagement
* To raise attainment in numeracy, reading and early communication skills across the Primary and ECC – NIF driver: School Improvement
* To improve resilience and emotional literacy of children across stages with a particular focus on Primary 4 to 7, SIMD 1&2 - NIF driver: School Improvement

These are set out in more detail in our School Improvement Plan.

Curriculum for Excellence emphasises that assessment is an integral part of day-to-day teaching and

learning. Learners’ progress will be closely monitored by staff, who reflect with them on their

strengths, learning needs and next steps and take action based on this. Learners themselves will be

increasingly involved in this process, as they develop the skills needed to be able to make effective

judgments on their own learning; skills that will be important to them throughout life. Testing will

continue to be part of the framework of assessment, providing additional evidence of what learners

know, understand and are able to do, and helping teachers plan learning experiences which are

motivating and challenging.

The establishments use a variety of assessment procedures. Continual

assessment is used to inform the children of their next steps for learning. Children at all stages are encouraged to assess their own work and the work of their peers. We also use formalised tests at different stages. Children are made aware of their learning intentions and success criteria. At the end of their topic work, the children are given the opportunity to evaluate their work.

Transition profiles are completed as learners move from the Early Childhood Centre into Primary school and from Primary 7 into Secondary school. These contain key information on Curriculum attainment and interests and skills of individual children.

Children who may have additional support needs, or who require a co-ordinated support plan, will be

assessed in a way suited to their individual requirements. Further information is available from the

Head Teacher.

Parents will formally receive information about their child’s attainment throughout the session. We have parents’ meetings twice yearly and written reports clearly describe in detail the child’s attainment within Curriculum for Excellence. Additional appointments are available to discuss any particular learning issues.

www.youngscot.org (learners)

www.parentzonescotland.gov.uk (parents and carers)

www.sqa.org.uk (information on qualifications)

www.hmie.gov.uk (standards, inspections)

www.ltscotland.org.uk (teaching practice and support)

www.engageforeducation.org (share ideas and questions about education)

www.scotland.gov.uk/cfeinaction (real-life examples)

The establishment has a range of policies and procedures which are available for parents to read.

**Anti-bullying policy**

East Ayrshire Council is committed to creating and sustaining a safe, positive and inclusive

environment, where respect is shown to and is given by all of its children, young people, staff and

parents/carers.

A number of initiatives and policy documents are in place to support, protect and encourage children

and young people to lead happy and successful lives. These policies have a direct influence on the

Respect and Protect anti-bullying behaviour policy, launched in November 2010, which outlines

guidance and procedures for establishments.

**Extra-curricular activities**

Extra-curricular activities are run in the Primary with the support of East Ayrshire Active Schools and provide opportunities for children to participate in a wide variety of activities.

An after school football club is run by staff with training and matches also arranged. Assistance from parents for these activities is warmly welcomed.

**Arrangements in an emergency**

When a child requires to be sent home during the day, the establishment must first contact the

parents personally. A child can be sent home only when we know that an adult will be there to receive

him/her. In the event of a serious illness or an accident, the establishment will immediately contact the

parents and arrange for the child to be taken to hospital. We cannot call the child’s doctor to school.

**PE**

Young people in the Primary have approximately two hours of physical activity per week. Children will know their days for PE and have their PE kit available. PE kit bags can be kept in school. We follow the Council’s Health & Safety Policy and insist that jewellery including earrings cannot be worn for PE. Plasters cannot be used to cover earrings.

In the ECC children have access to the outdoors and physical play throughout each day. We encourage a variety of physical activities where the children can develop according to key milestones. At times the children in the ECC will also visit the school gym hall and make use of larger equipment available.

**Promoting Positive Behaviour**

We follow these Golden Rulesto reinforce our core values - **Respect, Responsibility, Fun, Inclusion & Honesty**

**We are gentle - We do not hurt anybody**

**We are kind and helpful - We do not hurt people’s feelings**

**We do work hard - We do not waste your or other people’s time**

**We do look after property - We do not waste or damage things**

**We do listen to people - We do not interrupt**

**We are honest - We do not cover up the truth**

The relationship between pupils and teacher is very similar to that between a child and his/her

parents, requiring mutual consideration on both sides. Our policy rests firmly on that

foundation, and strongly emphasises the advantages of positive relationships. Children are

actively encouraged towards high standards of work and behaviour and recognition is given

to achievement in all aspects of children’s’ lives. Parents/carers are asked to join with us in recognising these wider achievements and inform us so they can be celebrated with their peers.

The Educational (Additional Support for Learning) (Scotland) Act 2004 has replaced the law relating to

special educational needs. This has now been updated by the 2009 Act which came into force on 17

November 2010. The majority of children and young people are able to access their curricular

programme at school without the need of additional help, other than that which any teacher will

provide in any classroom. However, there will be a significant percentage of children/young people,

who may, at some point in their education, have difficulties that will act as a barrier to their effective

learning. In such circumstances, the child or young person may require additional support beyond the

norm in order to help them overcome these barriers. Such children/young people will be considered

to have ‘additional support needs’.

All establishments have a variety of procedures to assist in the early identification of children and

young people with additional support needs. Identification and support planning will take place at the

earliest possible stage.

Children and young people who have been identified as having additional support needs will be

supported through a Child’s Plan (AP), Individual Learning Plan (ILP) or in some cases a Coordinated

Support Plan. In line with legislation, parents/carers/children and young people will be fully

consulted at all stages.

The Educational (Additional Support for Learning) (Scotland) Act 2009 places additional

responsibilities on local authorities for children who are looked after by the local authority. It will also

give more rights to parents in respect of requesting assessments in relation to their child/young

person.

Further information can be obtained from leaflets that can be accessed through council website or in

the establishment. Mediation and advocacy services are also available.

If you believe your child has additional support needs East Ayrshire Council publishes a range of

informative advice. Please contact the establishment or Educational & Social Services:

telephone: 01563 576000 email: **East Ayrshire Psychological Service**

Advice and support may be sought from other appropriate staff within the establishment and through

consultancy with visiting professionals, including the educational psychologist.

The educational psychologist visits the establishment regularly to work with and, through the staff, to

best support children and young people who are experiencing barriers to learning. Their role is often

in giving advice to the establishment and in the sharing of expertise with staff. Staff may discuss the

support needs of individual children with the psychologist in order to ensure that support plans are

appropriate to the individual needs of the child. However, the psychologist would not observe or meet

with a child without the prior consent of the parents.

The establishment is responsible for ensuring that parents are aware of their procedures and the

psychologist’s role within them. The establishment is also responsible for seeking parental approval,

when necessary, for the psychologist to be directly involved with a child or young person.

**Mediation**

Enquire is the Scottish advice service for additional support for learning.

Operated by Children in Scotland, Enquire offers independent, confidential advice and

information on additional support for learning through:

a telephone helpline - 0845 123 2303

an email enquiry service - info@enquire.org.uk

an online enquiry service

two websites - www.enquire.org.uk (for parents/carers and practitioners) and

www.enquire.org.uk/yp (for children and young people)

Enquire also provides a range of guides and factsheets explaining everything from ‘additional

support in the early years’ to ‘what planning should take place for moving on from school’.ucation@east-ayrshire.gov.uk

Our psychological services team supports all pre-school, primary and secondary schools in the Local Authority. Each school has an assigned psychologist who can support staff and pupils where specific needs are identified. This support ranges from working in classes to providing staff development.

Parents are urged to contact the school should they be concerned about their child experiencing difficulty.

Looked After and Accommodated Young People

Some children and young people are unable to live at home with their parent(s) and the local authority has a legal responsibility to care for them.

This care can be provided in foster families, residential houses or residential schools depending on their individual needs.

Wherever possible, children and young people are expected to attend their original pre-five resource or school to minimise disruption to their lives. Where this is not possible the next preferred option would be to attend mainstream school with support if necessary.

Each school has a designated staff member, usually in a senior management position, who has responsibility to know of any child or young person who attends their school and who is looked after and accommodated away from home. This staff member should ensure that any issues or concerns around the child or young person is addressed and communicated to the social worker responsible for the child or young person.

Foster carers and residential care staff act in place of the birth parents of the child or young person on everyday matters and should be provided with the support and advice of school staff which would be given to birth parents.

If there are any issues or concerns relating to a child or young person who is looked after and accommodated within the school, the child’s teacher should be informed about these in the first instance and further advice can then be pursued as appropriate with school management staff and social work staff.

The overall aspiration for children and young people who are looked after and accommodated is that they are supported, included and treated no differently in school than their peers.

Transition to Primary School

There is an extended transition programme between Galston Early Childhood Centre and the Primary during which all Early Childhood Centre children are invited into school to join in with various activities. There are transition meetings which discuss particular needs of children. Pre school children are given the opportunity to visit their new classes and teachers and to begin to form relationships within their new settings. Pathways have been designed to ensure progress across the Early Level in key areas of literacy and numeracy.

We take full account of prior learning and use assessment materials provided by the nursery, including the early learning assessment (ELLAT)tool, to plan next steps in teaching and learning.

Before children come to school on the transition days, they will already have met with their buddies. Primary 6 children are each given responsibility for helping children from the Early Childhood Centre to learn the routines of school life and for making sure there are friends to play with, that the child knows where and how to get a snack, go for lunch and where to enter and exit the building. This buddy will continue with this to support their child in the first year at school.

Transition to Secondary School

Our P7 pupils have opportunities to meet with school staff from Loudoun Academy and there is a three-day transition programme in place during which P7 pupils attend Loudoun Academy. An extended transition is possible where particular pupils would benefit. Primary 6 pupils also have a day programme with focussed cross curricular activities taught by Loudoun Academy staff in the secondary setting.

School staff provide a range of information to ensure continuous progression when children move on.

Pupils who are attending other secondary schools will be invited to take part in their transition activities.

Transition within School

There is ongoing dialogue between class teachers at different stages which supports our transition within school. Each teacher completes transition information for their class in order that the new teacher can build on prior learning. During our ‘Bump Up’ day the children move on to their new class and, where possible, meet their new class teacher and they spend some time getting to know each other and setting out expectations for the year ahead.

Parental Involvement

We see parents/carers as partners to promote the development of your child in all aspects of his or her ECC and school life.

We have a range of activities which benefit enormously from additional parental/carer involvement. To this end, we invite parents/carers to offer their services at various times during the session. This may be a one-off school trip or a weekly arts and crafts session within a class. We are extremely grateful that we have supportive and involved parents/carers and constantly seek opportunities to strengthen links.

We welcome your suggestions about how we can improve parental involvement.

One of the most significant ways in which parents are involved is through our Parent Council. Our PC meets regularly to discuss a range of issues which are important to the wider parent forum and we work together to find solutions to any problems which might arise. Please get in touch with the PC if you have concerns, ideas or suggestions for improvement.

The Primary Parent Council

Current members of our Parent Council are

Mrs Jodie Binning (Chairperson)

Lauren Skehill / Miss D McGougan (Teacher Representative)

Shona Murphy (Advisor)

Absences

If your child is absent, please notify us by telephone at the start of the absence (before 9.10am) and by sending a note with your child upon his/her return. If your child has to leave early at any time, please arrange for him/her to be collected at the office or the playroom and ensure they are signed out appropriately.

**Should you take your child out of school for a family holiday, this absence will be marked as unauthorised.**

The school will not provide work to cover the period of absence. Instead, we recommend that you could keep a journal of your holiday – photos, postcards, mementos (perhaps in chronological order) for younger children, a written diary for older children.

As a parent of a child in attendance at the establishment, you are automatically part of the Parent

Forum of the establishment. The membership of the Parent Forum is made up of all parents who

have a child at the school. The Parent Forum can decide to form a smaller body called the Parent

Council. The Parent Council is a group of parents selected by members of the Parent Forum to

represent them.

It is our aim to foster the best possible links between home and school, taking the view that when your

child comes to school, we are entering a partnership with parents.

You will receive regular reports on your child’s progress, and have the opportunity twice a year to

have an appointment to speak with his/her keyworker or teacher.

Parents/carers are also invited to all our performances, cultural and community events and

prizegiving. Parent helpers are requested to assist with a variety of activities.

**The parent/carer’s responsibility**

The establishment should be able to contact one parent/carer at all times. This is particularly important for a pupil with a known medical problem. Parents/carers should inform the establishment when their child is suffering from any illness, whether short or long term. This information will be treated as confidential.

**Learning Community**

Galston Primary School and Galston Early Childhood Centre are members of the Loudoun Education Group, which brings together a wide range of services to benefit young people.

Galston Early Childhood Centre is a member of the Loudoun Academy Learning Community and the Irvine Valley Network Hub which bring together a wide range of services to benefit young people.

The principal purpose of the learning community is to ensure that services are better co-ordinated in order to meet the needs of young people and raise attainment. Education Groups support the government’s approach to GIRFEC (Getting it Right for Every Child). This means that if a child/young person needs support then, where possible, there will be one co-ordinated assessment and one plan for that child/young person.

Our community partners are:

* Loudoun Academy
* Hurlford Primary School & Early Childhood Centre
* Newmilns Primary School& Early Childhood Centre
* Darvel Primary School
* Fenwick Primary School

ECCs:

* Darvel Early Childhood Centre
* Hurlford Playgroup
* Fenwick Pre 5s

Wider Community Links

Children in the Primary and ECC contribute to the local community. They play an important role as ambassadors at community events such as Gala Days and Christmas events, and children are actively involved in Galston Clubs such as Drama, Art, Computer Programming and Football.

The establishment is involved in local competitions and activities and regularly visit and entertain our more senior residents, as well as inviting them into the school for tea dances and concerts.

Parental and community involvement are actively encouraged and we have forged close links with local businesses as we are eager to support them and teach our children about the vital role they play in the community. We are proactive in raising awareness of the work we do by sharing information and advertising activities through the Valley Advertiser as well as newsletters and posters around Galston.

All children are involved in visits to local places of interest such as castles and churches, along with walks to the library, post office, shops and outdoor spaces as part of outdoor learning.

We support work experience for secondary pupils as well as welcoming them into the school to assist with our work on Eco School projects and enterprise activities in a number of ways.

Student teacher and NC/HNC Education and Childcare placements are provided with positive outcomes.

The establishment works closely with our neighbouring establishments and Early Childhood centres, to provide opportunities for joint working and efficient sharing of resources.

We have close links with the Community Council, the Community Trust, Community Police, the Fire Service and our local Medical Centre/chemist and are always looking for opportunities to develop further partnership.

Contact Details

Head of Education  
Linda McAulay - Griffiths

Economy and Skills

East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

Telephone Number: 01563 676126

**Cabinet Member with responsibility for Skills and Learning**

Councillor

East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

Telephone Number: 01563 576038

**Cabinet Member with responsibility for Wellbeing (Children's Champion)**

Councillor

East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

Telephone Number: 01563 576565

# Local elected members for ward

East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

Local Councillors – Irvine Valley

Elena Whithan – SNP

George Mair – Labour

Sally Cogley – The Rubbish Party

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

* before the commencement or during the course of the school year in question
* in relation to subsequent establishment years

