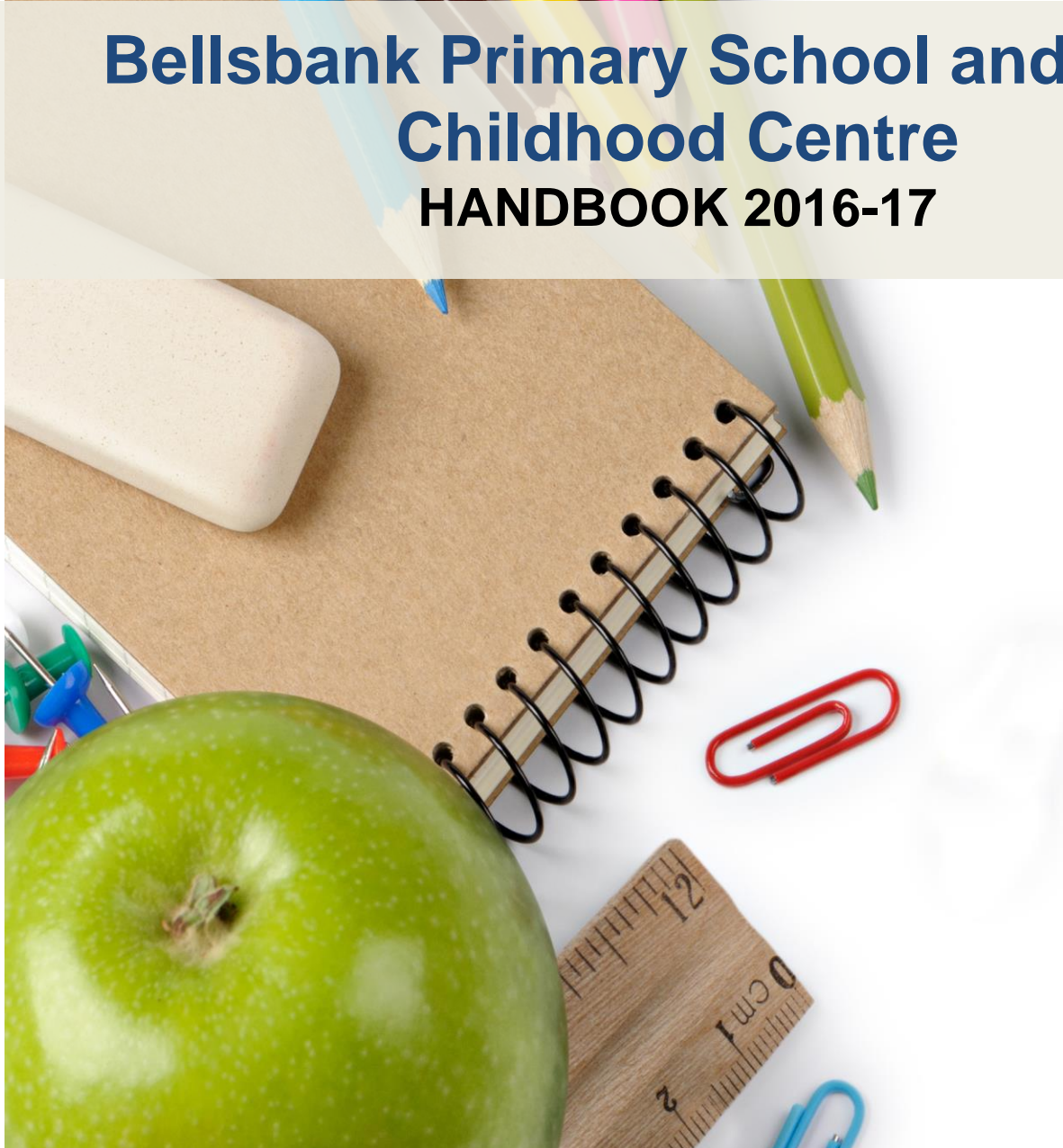




**Bellsbank Primary School and Early
Childhood Centre
HANDBOOK 2016-17**





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A Message from the Head of Education

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.

Kindest regards

Alan Ward





Headteacher's message

I am delighted that you are taking the time to read about Bellsbank Primary School and Early Childhood Centre, you will be made to feel most welcome in our school community. We are very proud of all the work we do to ensure that each and every child receives the best possible support as they develop through nursery into school. We hope you quickly sense the calm, supportive and caring ethos throughout the school and early childhood centre as you enter the building and gain a sense of the work we undertake on a daily basis. We firmly believe that we can help the children achieve their full potential when they feel safe and secure both physically and emotionally in an environment which supports, challenges and recognises achievements and successes.

This is a particularly exciting time for everyone as work will be starting on our new school, early childhood centre and community wing to replace the existing facility which was built in 1955. The new school is expected to be ready by August 2017 and the much improved facilities in and around the school will help ensure that all children in Bellsbank get the best possible learning experiences from birth through to primary 7 and beyond.

We look forward to welcoming both you and your child to Bellsbank Primary School and Early Childhood Centre.

*Donald Currie
Head Teacher*





Establishment ethos, vision and values

SCHOOL AIMS

At Bellsbank Primary, we want every child to achieve their fullest potential. Staff and children have worked together over the past year to develop our shared Vision, Values and Aims for the school.

- **Vision**

“We want to become a centre of excellence for learning which is a driving force for positive change across the community”.

- **Values**

*“Our core values of **honesty, respect, responsibility, equality, inclusion, fairness and compassion** are at the heart of everything we do”.*

- **Aims**

We aim to:

- Provide challenging and inspiring opportunities that enable our children to maximise their potential in life.
- Provide a safe, secure and nurturing learning environment.
- Provide high quality learning experiences that engage children fully in their learning.
- Provide a well-planned and progressive curriculum that meets the needs of all children.
- Value and develop strong trusting relationships with parents from an early stage.
- Develop a sense of pride which has a positive impact on our community.

The Establishment and the Community

Both school and early childhood centre have good links with Bellsbank Project and Bellsbank Adventure Playground.

Children in the early childhood centre visit the Senior Citizen’s Club to sing some songs and visit regularly during the year. They use the Green Space at the Adventure Play on a regular basis to promote health and wellbeing and also visit the local parks, both in Dalmellington and Bellsbank.

Services within the Community

Community Learning & Development run various courses.

Bellsbank Project provides classes for all age groups.

The Zone provides opportunities for young adults to train in various careers within the Community.

Bellsbank Adventure Playground provides after-school care for children from P1 upwards.





Establishment information

Bellsbank Primary School

Address: Craiglea Crescent
DALMELLINGTON
KA6 7UA

Telephone No: 01292 550305 Fax No: 01292 551831

E-mail address: Donald.currie@east-ayrshire.gov.uk

The School Day

Starts	9.00am		Ends 3.00pm
Interval	10.45am	-	11.00am
Lunch	12.30	-	1.15pm

Bellsbank is a non-denominational, co-educational school. The present roll of 83 pupils are organised into 4 classes.

P1/2 -	17
P3/4 -	23
P4/5/6-	22
P6/7 -	21

Bellsbank Early Childhood Centre

Establishment Name Address Bellsbank Early Childhood Centre
Community Wing
Craiglea Crescent
Dalmellington
KA6 7UA

Telephone Number 01292 551195 **Mobile** - 07768801821
E-mail address donald.currie@east-ayshire.gov.uk
alison.milroy@east-ayrshire.gov.uk

Hours of Opening Monday 8.30 a.m. – 5.00 p.m.
Tuesday to Thursday 8.30 a.m. – 4.15 p.m.
Friday 8.30am to 3.45pm





Establishment information

Capacity	The roll in the early childhood centre is currently 60. 40 Full Time Equivalent Places 0-2 years 9 per session 2-3 years 10 per session 3-5 years 21 per session
Stages Covered	0-2 years, 2-3 years & 3-5 years
Denominational Status	Non Denominational
Co-educational	Co-educational
Community Facilities	We are situated within Bellsbank Community Wing where various groups meet.
Wrap Around Care	If you would like to know more about this service contact the Head.
Community Links	We have good links with other agencies who visit regularly. We also work closely with the Health Visitor and other Health Professionals.
Voluntary Contributions	We really appreciate £1 per week which parents/carers donate as it helps towards buying treats and birthday gifts for the children.

Associated Primary Schools with Early Childhood Centre:-

Bellsbank Primary School
Craiglea Crescent
Dalmellington
KA6 7UA
01292 550305

Head Teacher
Mr Donald Currie

Dalmellington Primary School
Ayr Road
Dalmellington
KA6 7SJ
01292 550364

Head Teacher
Simon Leitch





Establishment information

St Xavier's Primary School
Whitehill Avenue
Patna
KA6 7LF
01292 531279

Head Teacher
Ms Amanda Rooney

Patna Primary School
Whitehill Avenue
Patna
KA6 7LF
01292 531271

Head Teacher
Mrs Sharon Yorston

Littlemill Primary School
Rankinston
KA6 7HJ
01292 531221

Head Teacher
Mrs Cindy O'Driscoll

Dalrymple Primary School
Hillview
Dalrymple
KA6 6PZ
01292 560368

Head Teacher
Mrs Cindy O'Driscoll

The associated Secondary School is:-

Doon Academy
Ayr Road
DALMELLINGTON

Should you wish to comment on or make a complaint about any aspect of provision made by the establishment, you should contact the establishment 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.





Establishment security

School Security

Bellsbank Primary School has a total of 8 entry/exit doors and 2 fire doors. We have a documented procedure for door security that must be adhered to at all times. The procedure sets out roles, responsibilities and actions required to ensure that these doors remain secure at all time.

The **only** door to be used by visitors to the school is the Main Entrance. This door should remain closed at all times and should only be opened directly by a member of staff or remotely via the office. All visitors to the school should sign in using the book inside the door and report to the school office. No visitor to the school (including parents) should be allowed past the office unattended unless authorisation has been given by staff. All visitors should sign out before leaving.

If a child has an appointment during the school day, they must be collected from the school office by an adult. Under no circumstances will they be released from school unaccompanied.

Visitors to the early childhood centre should report to the Office where they will be asked to sign the Visitor's Book at the entrance. It is expected that a responsible adult will bring your child to and from the early childhood centre. In the interests of your child's safety it is essential that you make a point of telling the staff if the child is to be collected by someone not known to the Head of Establishment or Staff members.

If your child is not able to attend school or nursery, in the interests of safety could you please notify the centre as soon as possible. It is East Ayrshire Council Regulation that if this does not happen a member of staff must phone the child's contact to find the reason why he/she is not attending. East Ayrshire Council has taken the opportunity to review its attendance and absence procedures.

The procedure adopted reinforces the need for parents/carers to make contact with the nursery, be telephone or in person, before 9.15 a.m. on the morning of any absence or by 1.00 p.m. if your child has an afternoon place to inform the nursery of the reason for non-attendance. It is also essential that accurate home and emergency contact details are kept up to date.





Staff Information

ESTABLISHMENT YEAR 2016/17

<u>First Term</u>	In-service day	Tue	16 th Aug 2016
	Children return	Wed	17 th Aug 2016
Local Holiday	Close	Fri	16 th Sep 2016
Local Holiday	Close	Mon	19 th Sep 2016
Mid-Term	Close	Fri	7 th Oct 2016
	In-service Day	Mon	17 th Oct 2016
	Children return	Tue	18 th Oct 2016
	Close	Fri	23 rd Dec 2016
<u>Second Term</u>	Re-open	Mon	9 th Jan 2017
Mid-Term	Close	Fri	10 th Feb 2017
	In-service day	Thur	16 th Feb 2017
	In-service day	Fri	17 th Feb 2017
	Children return	Mon	20 th Feb 2017
Easter	Close	Fri	31 st Mar 2017
<u>Third Term</u>	Local Holiday	Mon	17 th Apr 2017
	Re-open	Tue	18 th Apr 2017
	May Day	Mon	1 st May 2017
	In-service day	Thu	4 th May 2017
Local Holiday	Close	Mon	29 th May 2017
	Close	Thur	29 th Jun 2017
	In-service day	Wed	16 th Aug 2017
	Re-open	Thur	17 th Aug 2017

Child absences due to family holidays during term time will be marked on the register as unauthorised absences. Parents are strongly urged not to disrupt their children's education by planning holidays out with the scheduled establishment holiday dates.





Staff Information

Staff List

Primary School:-

Head Teacher: Mr Donald Currie

Principal Teacher: Mrs Gillian Sullivan

Teaching Staff: Miss Claire Nisbet (Probationer)
Mrs Lisa Russell
Mrs Carolyn Murray
Mrs Heather McDowall
Mrs Kelly Johnstone
Miss Louise McCann

Total number of teaching staff (full-time equivalent): 7.0 + Probationer

Senior Clerical Assistant: Ms Janice Mitchell

Classroom Assistants: Mrs Doreen Berretti
Mrs Moyra Reid
Mrs Elaine Stewart (Part-time-3 days)
Mr Ryan McKnight (Part-time-1 day)

Janitor: Mr Craig Hunter

Cleaners Mrs Fiona Rowan
Mrs Barbara Rowan
Mrs Margaret Renton
Mr Billy McKnight

Catering Staff Mrs Veronica Swain
Mrs Doreen Johnstone
Ms Mary Darcy





Staff Information

Early Childhood Centre:-

Head of Establishment	Donald Currie
Depute Manager	Alison Milroy
Senior Early Learning & Childcare Practitioner	Denise McCaffery
Early Learning & Childcare Practitioner	Ruth Maybury Margaret Coughtrie Louisa Ferris Julie Ewan Tammy Withers Kirsty Clarke Claire Taylor Gillian Slater Marcia Thomson
Temporary Early Learning & Childcare Practitioner	Shirley Morrison
Early Learning & Childcare Support Assistant	Alison Hutton
Early Learning & Childcare Practitioner (Community)	Gail Rooney Linda Ritchie
Clerical Assistant	Helen Yates
Total Number of Staff	17
Full Time Equivalent	10.8 (Mr Currie is not included in this figure)





Pre-birth to 3 (ECC only)

Primary School and Early Education Centre Improvements

Each year the school produces an Improvement Plan which outlines its development priorities in detail for the forthcoming year. All parents are entitled access to the complete plan on request. Please contact the school for access to the complete document however the main priorities are summarised below

Improvement Plan

- Become a Rights Respecting school.
- Develop Science, Technology, Engineering and Maths (STEM) across the school with a particular focus on science this academic year.
- Develop and implement whole school literacy strategy.
- Develop and implement a strategy setting out how we improve engagement with families.
- Develop self-evaluation systems to ensure all staff, children and parents contribute to improving the school.

Improvement priorities for Bellsbank Early Childhood Centre

- Promotion of early level science.
- Develop and implement E.C.C./Literacy strategy.
- Develop and implement a strategy setting out how we improve engagement with families
- Develop self-evaluation systems to ensure all staff, children and parents contribute to improving the school.

Successes and achievements during 2015

- Successfully moved all classes down to one part of the building in preparation for partial demolition of the school starting early 2016.
- ECC parents attended event organised with health agencies at Dumfries House and benefitted from attending a series of parent and child workshops.
- Developed and enhanced library facilities which children use well to develop reading skills and gain enjoyment from using environment conducive to learning and reading.
- Some parents attended Columba 1400 personal development programme which was supported by the school, developing confidence and learning about life goal setting.
- Consolidated BOUNCEBACK programme across the school to help children develop resilience skills both in and out of school.
- Introduced 'Clicker 6' computer software package to improve support for children in literacy.
- School has had computer network upgraded to fibre optic resulting in much improved reliability.





Pre-birth to 3 (ECC only)

- School and early childhood centres undertook learning reviews from a team within the authority and many positive aspects of practice were recognised. Of particular note was the positive ethos throughout the ECC and PS.
- Carried out complete review of resources across school and nursery and disposed of old materials/resources which were no longer fit for purpose.
- Raised the profile of Science across the school and worked closely with the Kilmarnock and Engineering and Science Society to develop a range of science activities across the school culminating in a Science week in March. 'Science Academy' run for children in P6 and P7.
- Developed comprehensive whole school policy on positive behaviour involving all staff and children across both the school and nursery and family centre. This ensures a consistency of approach both in and out of class.
- Improved transition programme between nursery and primary resulting in improved staff working relationships and enhanced programmes for children. Developed early level learning programme to support learning across nursery and primary one.
- Purchased a wide range of high quality wheeled toys including 8 new bikes for children to use in the playground. As a result children's play is notably more positive and children becoming much more aware of the need to stay safe by wearing protective gear.
- Continue to develop after school clubs in:
 - Football training for children in primary 4-7
 - Airfix Club
 - Art & Craft Club
 - Homework Club
- Ran JRSO and received associated awards.
- Ran cycling proficiency course for P6 children.
- Children ran and organised highly successful and well attended 'Bellsbank's Got Talent' show.
- Established active parent association which has raised considerable funds to support the work of the school.
- Scottish showcase event very well attended by parents.
- Children took responsibility for setting up and running healthy tuck shop which they now run independently.
- Senior Citizens of Bellsbank Community were invited to Christmas Lunch with the children and enjoyed a positive Christmas experience
- Sports day was very well attended by parents and the wider community.
- Outward bound residential for P7 children again very successful and well attended.

Standards and Quality Report

Similarly, the school produces a Standards and Quality report in November each year. Parents are also entitled to have access to this report. A summary will be sent to parents in the form of a newsletter each year. Throughout the year we will keep parents informed of the general quality of performances in school and parents will be notified of their own children's standards and attainment.





Pre-birth to 3 (ECC only)

Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families

Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families, replaces Birth to Three: Supporting our Youngest Children.

The national guidance acknowledges the significance of the period before birth in terms of influencing children's future outcomes and reflects the principles and philosophy which underpin the Early Years Framework and Curriculum for Excellence.

The guidance highlights the importance of attachment and attunement for young children to their parents and carers. It emphasises that all adults working with Scotland's youngest children recognise that they have an important role to play in implementing the Early Years Framework, through giving all children the responsive care, support and respect which they need and which they deserve.

The Right To Be Me

The Right To Be Me consists of the core values and principles of the Rights of the Child and promotes a sense of emotional wellbeing and self in all young children.

Sensory Experience – by touch, sight, taste, smell and hearing

Treasure basket – natural objects to explore, textures to touch,

Music – all kinds, especially calm mood music

Stimulating environment



mobiles and mirrors

Communication and Relationships

Contact with responsive adults and other babies

Simple songs and rhymes, peek-a-boo games etc.





Pre-birth to 3 (ECC only)

Picture books and posters with familiar objects and people

Making sounds with objects and listening to sounds

Creating a Sense of Self

Sense of security, praise achievements – value what baby is interested in

Encourage the baby to try out new experiences

To be sociable and to develop relationships

Potty training, feeding, hygiene and rest times

Movement

Provide opportunities for kicking, rolling, reaching, grasping, crawling etc.

To explore the world around them

Safe area to explore in – space, stable furniture, objects to pick up, hold, to investigate etc.

To develop co-ordination – feeding, first steps

Exploration and Discovery

Provide opportunities for children to explore water, gloop, paint, dough etc.

Give the children the opportunity to follow their interests

Materials and cardboard boxes to play with and explore

Outdoors – containers to collect objects





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

From autumn 2010, learners from pre-school to S1 have to be working to Curriculum for Excellence guidance and standards. Pupils who were in S1 in 2010-11 will be the first to take the new Curriculum for Excellence qualifications from 2013-14. Young people in S2 and above will work primarily within the existing curriculum and qualifications system, whilst benefiting from improvements in learning and teaching through Curriculum for Excellence. 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 outside classrooms in the 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 3-18

Information about how the curriculum is structured and curriculum planning –
<http://www.educationscotland.gov.uk/thecurriculum/>

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.

Some Useful Websites:

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)

Planning and Delivery of the Curriculum

The following curricular areas are planned for and delivered to the children at Bellsbank Primary School:

- Literacy & English
- Mathematics
- Health and Wellbeing
- Religious and Moral education
- Expressive Arts
- Sciences
- Social Studies
- Technologies

When teachers are planning the lessons taught in class, they record specific *learning intentions* for each lesson i.e. what do we want the children to have learned by the end of the lesson. These





Curriculum 3-18

learning intentions are directly linked to the experiences and outcomes that are specified within the Curriculum for Excellence.

Our weekly timetables are structured to include specific lessons on the above areas together with *cross-curricular* lessons. Cross-curricular lessons are simply those where areas of the curriculum are taught within the context of a topic.

For example, in P7, children may be learning about World War 2 and topic lessons may include:

- Social subjects (history),
- Writing (e.g. stories/reports about the war),
- Reading (e.g. book studies 'Goodnight Mr Tom, 'Carrie's War'),
- Expressive arts (e.g. drama about evacuation, art using Blitz pictures),
- Health and Wellbeing (Ministry of Food, rationing),
- Religious and moral education (the Holocaust)
- Technologies (air raid shelters, spitfires, tanks)
- etc.

In particular, learning intentions for Literacy, Numeracy and Health & Wellbeing will be included in many different lessons across all curricular areas.

Cross-curricular topics vary from P1-P7 and have included : Toys, Water, People Who Help Us, Shops and Shopping, Seasons, Nursery Rhymes, Vikings, Egyptians, Rainforests, Energy, Forces & Friction, Earth Science, Victorians, Elections, Scotland, Dalmellington, Plants, Wildlife & Habitats, Tudors, Space.

Often the class teacher will discuss with the children at the beginning of the year what it is they are interested in and the children will be involved in deciding what topics will be taught in class, They will also have the opportunity to influence the lessons planned by feeding back to the teacher what particular aspects of a topic they would like to learn.

Practical work, active learning, educational school trips and/or outdoor learning activities will be included as much as possible to enhance the learning experiences of the children.



Critical Skills

Critical skills is an approach to learning and teaching promoting the development of particular skills and attitudes which are vitally important for pupils to have to be successful in their lives when they leave school. The characteristics of a class that promotes critical skills includes:

- Pupils frequently work in teams
- Pupils actively solve meaningful problems
- Pupils publicly exhibit their learning
- Pupils reflect on what they are learning and doing
- Pupils apply quality criteria to their work
- Pupils take ownership of their learning
- Teachers mediate, coach and support the learning process
- Classroom culture, curriculum and assessment are guided by specific learning targets
- Work is interconnected

Numeracy

Through Curriculum for Excellence, Numeracy is approached much more within the context of real life situations (e.g. money, solving problems) as well as through the use of systematic maths planners and resources that ensures the children progress within and through the levels of Curriculum for Excellence.

Interactive Mental Maths

Pupils can learn the basic processes of number through enjoyable and entertaining games, times table challenges and the use of flashcards and the 100 board. They work in steps from using very small numbers right up to millions. Children do this work in a competitive but supportive way meaning that everyone has a go and no one is left out. Skills and accuracy are built up as the pupil progresses. Mental agility helps with every other area of Numeracy.

Literacy

Literacy is defined as :

- listening and talking
- reading
- writing

These skills are taught and practised in every lesson, in every class, every day of the week. However specific approaches to learning are taught as follows:





Teaching Reading In Infant Classes

Children are taught the building blocks of words through our *PHONICS*(sounds of letters) scheme called Jolly Phonics. When pupils are able to push the sounds together to make words (e.g. c-a-t =cat) we say they have phonological awareness and have learned a skill that will allow them to sound out any new words for themselves. This is an essential skill for learning to read.

Our reading scheme also teaches *CORE WORDS*. These are words that come up all the time in our early books and the children learn to memorise what they look like, so that they recognise them when they read.

Writing

Our writing scheme uses the letters *VCOP* which stand for **V**ocabulary, **C**onnectives, **O**peners, **P**unctuation. This is what teachers will be emphasising during writing lessons.

- Vocabulary - all the words used in any writing task, In story writing, children are asked to use interesting vocabulary (WOW Words).
- Connectives- any word which connects one part of a sentence to another (e.g. and, but, so, however). Children are asked to vary the length of their sentences by using different connectives.
- Openers- How a sentence starts (e.g. My, Next, Although). Children are asked to use different openers to make their stories interesting and exciting.
- Punctuation - Use of full stops, capital letters, question marks, commas, colons etc.

As the children progress in their writing, they are asked to 'up-level' their sentences and stories. This means they are to make their writing more interesting or exciting through using more sophisticated VCOP.





Outdoor Learning

All children and young people will have regular opportunity to learn outdoors both in the school 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 pupils come adequately prepared. However it is the parents' responsibility to inform the school if emergency contacts or medical conditions change or they don't wish their child to participate in a visit.

Sensitive Aspects of Learning

Where sensitive topics are being covered in lessons (e.g. sexual health, drug awareness), written parental permission will be sought by the school usually via a letter with a tear off slip to be signed. Children who do not receive specific parental permission will not be included in sensitive lessons





Additional support for learning

Assessment and Reporting

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.

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

Assessment for Learning

Learning Intentions are documented for each lesson in the teachers' plans. These learning intentions (i.e. what the children are learning) and the success criteria (i.e. how we measure success) are used on a day to day basis by teachers to assess each child's progress and to inform future planning and next steps for learning. This type of assessment is called *Formative Assessment* and allows the teacher to use questioning to assess understanding, discuss learning with the children, and provide positive feedback to the child on their progress. The children are also encouraged to think about and take responsibility for their own learning through the use of self-assessment (assessing their own work) and peer assessment (assessing each other's work).

Formal (Summative) Assessment

In addition to the day to day formative assessment, there is a requirement for periodic progress assessments (tests) to be recorded, particularly in the areas of Numeracy and Literacy. This documented record of progress will be passed on to each teacher as the child moves from one class to the next.





Additional support for learning

Numeracy

Written 'end of unit' assessments will be marked and recorded by the class teacher for each child at the end of each maths topic covered. This will provide documented evidence of progress through the levels of Curriculum for Excellence.

Writing

A baseline assessment in writing, marked against set criteria, will be performed each year in September. Two further progress assessments will be made in Jan/Feb and Apr/May to determine progress for the year.

Reading

In infants, assessment of knowledge of sounds and words will be made periodically. Once a child is reading fluently, comprehension will be assessed regularly. Other reading skills such as analysing, applying and evaluating will also be assessed.

Moderation

To ensure the quality of the assessment is consistent throughout the school, staff will take part in a process called *moderation*. This is where two or more teachers will mark the same piece of work and ensures that consistent criteria are being used fairly for all children at all stages in the school. The school also takes part in moderation exercises with other schools within the Doon Learning partnership to ensure consistency of approach between schools.

Additional Support Needs

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.

Reports to Parents

The school holds two formal parents' evenings per year. In November, staff will provide a verbal report to parents of their child's progress during a 10 minute appointment after school. In March a full written report documenting the child's progress in all areas of Curriculum for Excellence will be written and sent out to parents. Following this report a further opportunity to discuss the report with the teacher will be available at our March parents' evening. The school uses the standard report format developed by East Ayrshire for all primary schools.





Additional support for learning

Early Childhood Centre

Contact with Parents/Carers

Much of your child's education takes place in the home. You possess a unique knowledge of your child. You are welcome to come into the unit at any time to share experiences about your child and to help staff with activities. Staff need and value help from parents to share skills, talents and expertise in playroom activities. We also have 2 Community Practitioners who are available to support any family who may be having issues regarding behaviour, bereavement or just needing some guidance or advice on their child. Parents/Carers can refer themselves or be referred by an outside agency e.g. Health Visitor.

Notices for parents are displayed on the Notice Board. Information is provided about routines, activities and the curriculum. We have parents' meetings to share information about how their child is progressing and demonstrate what goes on in the Centre. Parents and staff join together for social evenings. In the 3-5 Room we have a range of strategies in place which promote positive behaviour including the use of reward charts. Parents/Carers will be invited along to a meeting to discuss Circle Time and other aspects of the nursery routine during the first term.

Transition Profile

The Transition Profile has replaced the Skills Profile, following revision to take account of the Curriculum of Excellence (CfE) and is appropriate for use within the Early Level – Nursery to Primary 1 or, in some instances, Primary 2. This profile is intended to cover the early level of A Curriculum for Excellence and so will be completed by early years and primary establishments in partnership with each other, involving the child and their parent/carer.

This Transition Profile is intended to record children's individual progress and achievements. It places the child at the centre of their learning involving them in evaluating their progress, interests and next steps.

The Transition Profile will:

- identify the progress of each child's strengths and development needs
- provide a basis for 'next steps' planning
- confirm that the curriculum is matched to the individual needs of each child
- provide information for parents
- provide transitional information as children progress from one stage to the other (e.g. from nursery to Primary 1 and beyond)





Additional support for learning

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

These include:

- Curriculum Policies including assessment and planning
- Additional Needs
- Resources
- Behaviour
- Equal Opportunities
- Parental Involvement
- Play
- Child Protection
- Complaints
- Customer Care
- Whistleblowing
- Transition





Additional support for learning

The Council's 0-3 Admissions Policy and Pre-School Education Admissions Policy reflect the Council's duties under the Children (Scotland) Act 1995, the Education (Additional Support for Learning)(Scotland) Act 2004 and 2009, the Standards in Scotland's Schools etc Act 2000 and policies which aim to tackle the social problems caused by disadvantage, deprivation and social exclusion. The implementation of these Policies reflect the general aims of the Council's approach to social inclusion and equality in addressing issues and targeting resources to those in greatest need throughout the area.

The Children and Young People (Scotland) Act 2014 sets out the new ambition to provide an integrated system of universal family support and high quality, flexible early learning and childcare which helps parents balance their family life and employment. Eligible 2 year olds, whose parents or carers are in receipt of qualifying benefits, are entitled to 600 hours of funded early learning and childcare from the school term after their 2nd birthday. Please ask at the office for more details.

Information on childcare in East Ayrshire is available on www.scottishfamilies.gov.uk.

The implementation of these Policies reflect the general aims of the Council's approach to social inclusion and equality in addressing issues and targeting resources to those in greatest need throughout the area.

All pre-school education places are free.

Parents/carers will be invited to make an application for a pre-school education place nearest to their home. There may be occasions when it is necessary for parents/carers to seek a pre-school education place in another nursery.

Attendance and Absence

Section 30 of the Education (Scotland) Act, 1980 lays a duty on every parent of a child of school age to "provide efficient education for him suitable to his age, ability and aptitude, either by causing him to attend a public [that is local authority] school, or by other means". The overwhelming majority of parents choose to meet this duty by enrolling their child at a local authority school and therefore must ensure that their child attends school regularly. Attendance must be recorded by the school twice a day, morning and afternoon.

If a parent chooses to educate their child by other means than sending that child to school, the parent is still under a duty to ensure that the child is being provided with efficient education. Under Section 37 of the Education (Scotland) Act, 1980, the parent has a duty to ensure that a child educated out with school is provided with an education suited to age ability and aptitude and the parent must satisfy the Education Authority that the child is receiving efficient education.





Additional support for learning

Some children and young people are absent from school for long periods of time, or their learning is interrupted frequently due to ill health or hospitalisation. If this is the case, arrangements can be made for home tuition, if supported by medical information. The school can provide information about this.

Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment, Etc Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised that is approved by the authority, or unauthorised that is unexplained by the parent (truancy) or temporarily excluded from school.

Parents must contact the school by telephone or in person by 0915 hours on the first day of absence, explaining the reason for non-attendance. It is important that the school is notified to prevent unnecessary procedures being followed e.g. in extreme circumstances, there may be a need to involve social services or police. The parent should provide a written note on the child's return to school, confirming the reason for absence.

Due to the avoidable disruption to children's education caused by family holidays in term time, the Scottish Government issued a new Circular on attendance and absence in 2003. This national circular makes it clear that without the prior agreement of the school, family holidays will be classified as unauthorised absence. Schools will only give such agreement in exceptional circumstances related to the well-being of the family. Within the terms of the national circular reasons which are not acceptable include the availability of cheap holidays, the availability of desired accommodation, poor weather in school holidays, holidays overlapping the end of term, and parental difficulty in obtaining leave (except in specific circumstances).

The school and Authority seek your fullest co-operation in communicating to all young people the value of their time at school by ensuring that no learning and teaching is lost through unnecessary and avoidable absence.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted and the pupil noted as an authorised absentee in the register. Clearly with no explanation from the parent, the absence is unauthorised.





Additional support for learning

Child Protection

All children and young people have the right to feel safe and be protected from harm. It is everyone's responsibility to protect children. If you are concerned about a child you should speak to someone. This may be a teacher, nursery staff, health visitor, doctor, social worker, police officer or Children's reporter.

If you are concerned about a child make sure you

- Act without delay
- Give as much information as you know about the child and family

If you are worried or know of a child who may be at risk you can talk to staff on the following numbers:-

Social Work: Cumnock 01290 427840 or Kilmarnock 01563 554200
Or out with office hours please call Social Work Standby Service :- 0800 811 505

Police - any police office or the Family Protection Unit on 01563 505092

Further information is available at:

<http://www.east-ayrshire.gov.uk/SocialCareAndHealth/CareAndCarers/ChildrenAndYoungPeople-ChildProtection/Concernsaboutchildren.aspx>





Additional support for learning



Class Size Policy

In law, the present maximum number of children in classes in P1 is 25; P2 & P3 is 30; P4-P7 is 33.

The exception to this is a composite class, which has a maximum size of 25. The Council allocates its staffing to primary schools to ensure that the maximum class sizes outlined above can be adhered to at all times. Your child may be placed in a composite class during their primary education. Primary schools have children at seven year stages, P1 to P7. Composite classes occur where children from two or more year stages are grouped together e.g. P2/3or, in the case of some small schools, P1/2/3. An information leaflet on composite classes is available online at:

<http://www.east-ayrshire.gov.uk/Resources/PDF/C/CompositeClasses2012.pdf>

Clothing Grants

The Government provides assistance to families on low income to access school clothing grant. The criteria for clothing grants is as follows:

- Council Tax Rebate
- CTC and or WTC with income \leq £15276
- CTC only with income \leq £15860
- Income Based Employment and Support Allowance
- Housing Benefit
- Income Based Jobseekers Allowance
- Income Support

The clothing grant is £50 per eligible child. Please be aware that if your child is starting in 5th year of the school the grant will not be paid until your child starts in that year.





Additional support for learning

It is the parent or carers responsibility to apply for school clothing grants and application forms can be obtained from your child's school or by contacting Area Registration Office, Department of Neighbourhood Services, Burns Centre, Kay Park, Kilmarnock or online at:

<http://www.east-ayrshire.gov.uk/EducationAndLearning/Schools/Schools-GrantsAndBenefits/Clothinggrantsandfreeschoolmeals.aspx>

Customer Care Procedure

A Customer Care Procedure operates within the school to ensure that the wide range of customers who interact with the Educational and Social Services Department, have opportunities to raise issues within the department with the confident expectation that their views will be considered in a positive and caring context.

Should you wish to comment on or make a complaint about any aspect of provision made by the school, you should write in the first instance to the Head Teacher whose address is given in this handbook. Once the Head Teacher has responded, and if you are still dissatisfied you should use the procedure set out in the East Ayrshire leaflet "A guide to making comments, suggestions and complaints". This leaflet is available from the school or from the Executive Director of Educational & Social Services, Council HQ, London Road, Kilmarnock, KA3 7BU or online at

<http://www.east-ayrshire.gov.uk/Resources/PDF/C/Complaintshandlingprocedures.pdf>

If you are still dissatisfied with our services, you can contact the Scottish Public Services Ombudsman at 23 Walker Street, Edinburgh, EH3 7HX, Tel: 08700 115378, Fax: 08700 115379. The Ombudsman is fully independent and has powers to investigate complaints about public bodies. He will not normally consider your complaint before the school and authority complaints procedures have been used or complaints made more than 12 months after the matter giving rise to the complaint arose.

Data Protection

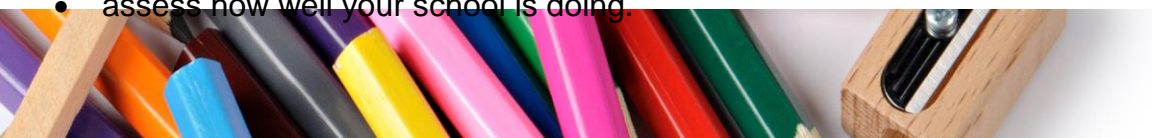
Personal Information - Data Protection Act 1998

For the purposes of the Data Protection Act 1998, the Data Controller for the personal information we process about pupils is East Ayrshire Council.

East Ayrshire Council collects, creates and processes personal information about its school pupils.

This information is needed for a number of reasons. We use it to:

- support your teaching and learning;
- monitor and report on your progress;
- provide appropriate pastoral care, and
- assess how well your school is doing.





Additional support for learning

This information includes your contact details, assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. We collect information from pupils, their parents and guardians and we may also receive information from other sources, such as previous schools.

We may disclose information to other organisations, for example to other schools if you move to another authority, to the Scottish Qualifications Authority for examination entries and to the Scottish Government and its agencies. We store your personal information securely and we do not disclose it apart from the circumstances described above or where the law requires us to disclose it.

If you wish to see a copy of the personal information we hold about you then you can make a Subject Access Request for this information. To do this you should contact the Council's Freedom of Information Officer (01563 576094) or email FreedomOfInformation@east-ayrshire.gov.uk. A fee may be charged for this service.

For pupils under the age of 12 a parent or guardian may make a request on their behalf.

Education Records - Pupils' Educational Records (Scotland) Regulations 2003

In addition to the rights provided by the Data Protection Act 1998, parents also have the right to examine their child's Education Record. These records are available to inspect, free of charge, at the school. If you wish to view these records you should contact the school to arrange an appointment. The records must be made available to you within 15 school days. A copy of the records can also be provided for a fee.

Sharing information

As noted above, in some circumstances the Council may share your data with other organisations.

The Scottish Government collects information about school pupils. We now work together to transfer data electronically through the ScotXed programme. ScotXed aims to support schools and Local Authorities by supporting the collection, processing and dissemination of statistical information required for planning, management and monitoring of Scottish education services.

In order to make the best decisions about how to improve our education service, Scottish

Government, education authorities and other partners such as the SQA and Skills Development

Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. A subset of this information is passed to Scottish Government for research and national statistics publications. Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable





Additional support for learning

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

The individual data collected by Scottish Government is used for statistical and research purposes only. We hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information.

Fuller details of the uses of pupil data can be found on the ScotXed website www.scotxed.net

Deferred Entry

Under current legislation in Scotland, parents/carers of children aged between four and a half and five at the start of the school session (those with September to February birthdays) have a choice about enrolling their child for primary school. Children can start school before they are five or can defer their start until the following August.

What must parents/carers do?

- Register the child at the catchment area school, where there will be an opportunity to indicate interest in deferring entry, during the period notified in the local press
- Discuss the possibility of a deferred entry with staff in an early years establishment (if attending)
- If the child does not attend an early years establishment, advice and an application form can be obtained from East Ayrshire Council, Early Years Service, John Dickie Street, Kilmarnock or by telephoning 01563 578125
- Complete the appropriate application form and return it to the address given by 28 February.





Additional support for learning

Dress Code

Given that there is substantial parental and public approval of dress codes, schools in East Ayrshire are free to promote their own dress code. In encouraging the dress code, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race, gender, religion or disability. Any proposals will be the subject of widespread consultation with parents and pupils.

Against this background it should be noted that it is the policy of the Cabinet not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite to their attending and engaging in all of the activities of the curriculum.

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

- potentially, encourage rivalry (such as football colours)
- could cause offence as a result of wording or pictures
- could cause health and safety difficulties (such as loose fitting clothing, dangling earrings)
- are made of flammable material (such as shell suits in practical classes)
- could cause damage to flooring
- carry advertising, particularly for drugs, alcohol or tobacco
- could be used to inflict damage on other pupils or be used by others to do so
- earrings or other body piercing jewellery should not be worn for any PE related activity

Under no circumstances will pupils be deprived of any educational benefit as a result of not conforming to the dress code. Parents receiving income support, family credit, income based Job Seekers Allowance, housing benefit or council tax rebates will normally be entitled to monetary grants for footwear and clothing for their children. Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Executive Director of Educational and Social Services.

Information and application forms may be obtained from schools, local offices and the Department of Educational and Social Services, Rennie Street Office, Kilmarnock.

East Ayrshire Council is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent. Parents should also note that the authority does not carry insurance to cover the loss or misuse of mobile telephones.





Additional support for learning

Emergency Information

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of power, provision of transport or fuel supply. In such cases we shall do all we can to let you know about the details of closure, temporary arrangements or re-opening. We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches, the press and on local radio. We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches, the press, on local radio and *the East Ayrshire website*.

Equal Opportunities

At Bellsbank Primary School and Early Childhood Centre we welcome the opportunity to further commit ourselves to the promotion of equality of opportunity; the promotion of good relations between all children, young people and adults regardless of any matters arising from issues of race, gender, sexual orientation or disability and the elimination of unlawful discrimination.

Relevant Acts of Parliament:

- Race Relations Amendment (Scotland) Act 2000,
- Disability Discrimination Act 2005
- Gender Equality Act.

In meeting the legal requirements of this legislation we are guided by three essential principles:

- Every child/young person should have the opportunity to achieve the highest possible standards and the best possible qualifications for the next stage of their education or within their life.
- Every child/young person should be assisted in the development of their own personal or cultural identity, gaining confidence and openness to change, and to be both receptive and respectful towards all others, regardless of issues of race, gender, sexual orientation or disability.
- Every child/young person should be able to develop the necessary knowledge, understanding and skills to participate in a multi-cultural society, and in the wider context of an interdependent world.

No restrictions are placed on access to resources or activities and pupils are encouraged to take advantage of all opportunities to gain new experiences or skills.

“No one should be denied opportunities because of their race or ethnicity, their disability, their gender or sexual orientation, their age or religion.” – Scottish Government website – Consultation on the Public Sector Equality Duty Specific Duties – ongoing until 15 Jan 2010





Additional support for learning

Extra Curricular Activities

We are keen to run as many extra-curricular activities as possible, including:

- field trips
- educational outings
- live performances
- sports clubs (including football team, netball team, athletics)
- parent/child cookery classes
- parent/child Airfix club
- breakfast club
- other after school clubs (e.g. crafts, book clubs, ICT, cycling)
- lunchtime clubs (e.g. library, games)

It is difficult to staff all these events without the assistance of parents/carers. If you would like to volunteer to help at any of these school activities, please contact the school. We'd be delighted to receive your help.

Please note that most of these activities will require written parental permission and medical information to be provided. Your child will receive a standard form home for you to fill in for these activities.

Homework

In Bellsbank Primary we try to develop our partnership with parents. We acknowledge that parents are co-educators of their children. We trust parents will be involved in their children's education and give them every encouragement.

Homework can take a variety of forms and may include spelling, reading, number work, personal research to name but a few. Whatever type of homework is set it will compliment on-going class work.

We would ask that you check and sign your child's homework, thus showing that you are interested in what he or she is doing. Homework also allows you to see what kind of work is being done and the progress being made. Time spent on homework should not exceed 30 minutes each evening. If any difficulties arise you should contact the school. Homework is not normally given over weekends or holidays, except after consultation with the parents.





Additional support for learning

Medical and Health Care

Routine Examinations by the school nurse and health service are:

- Primary 1: Medical, Vision, Hearing
- Primary 3 : Vision
- Primary 7: Selective Medical & Vision

Children found to have hearing difficulties are given hearing tests annually. Parents will be advised and their consent is required in advance of any school medical or dental inspection.

Parents should inform the school of any particular medical requirements e.g. diabetes, epilepsy etc., and of the emergency contact and arrangements to be made if the child has to be taken home unexpectedly. It is important that this information is kept up to date.

Where a child has a condition that may require specialist first aid and/or the administration of medication, the school must be informed so that arrangements can be made for the school to store medication and training to be given to staff on the administration of medication. Any arrangements will be documented in a Care Plan. Staff will not administer medication unless training has been received and a Care Plan is written. Children must not carry or administer their medication themselves except for inhalers for asthma which children should be able to self-administer.

Accident or Illness at School

The name of each child's doctor and the name and address of any emergency contact is kept in school.

When a child is taken ill, or suffers an accident at school, he/she will be seen by our First Aider. A senior member of staff will be informed and will decide whether normal first aid is sufficient. If there is any doubt about a child's condition, medical advice is always sought and in serious cases an ambulance will be called. In all but minor incidents the child's parents will be informed. Parents will be informed of all head injuries. If it is necessary to send a child home, their parent/emergency contact will be informed and asked to collect the child from school. If we are unable to contact the parent/emergency contact and senior management decides that that the child should be seen by a doctor, a member of staff will take the child to Accident and Emergency at Ayr Hospital.





Additional support for learning

Oral Health

The *Childsmile* Programmes' aim is to improve the oral health of children in Scotland and is funded by the Scottish Government.

The *Childsmile* Practice Programme promotes good oral health from birth. The health and development of all newborn children is assessed by the Health Visitor/Public Health Nurse at 6-8 weeks, with this assessment including the identification for potential oral health problems. If/when the Health Visitor's assessment identifies that extra support may be required, the family are offered home visits from a Dental Health Support Worker who provides information, oral health advice and help to arrange registration and appointment visits to the family's local *Childsmile* Dental Practice. This programme of support continues and integrates with the *Childsmile* Nursery and School Programmes.

The *Childsmile* Nursery and School Programmes provide preventive oral health advice and support for children aged 3 years and upwards. Daily supervised tooth brushing takes place in all nursery schools and in many primary schools. In nursery and primary schools where children will benefit from additional preventive care, the application of fluoride varnish twice a year to children's teeth by *Childsmile* Clinical Teams is offered.

The *Childsmile* Dental Health and Tooth brushing Programmes provide free oral health packs containing a toothbrush, fluoride toothpaste and oral health information leaflet for children at nursery school and in primary 1. This Programme follows on from the Early Years' baby pack, given out during baby's first year which also contains a baby drinking cup to promote and support healthy weaning by swapping baby's bottle for a cup as soon as baby is able to drink from a cup. All oral health packs recommend that water and milk are safe drinks for teeth for children.

The National Dental Inspection Programme:

Every school year, all primary 1 and primary 7 pupils will be offered a dental inspection in school, by a dentist. This inspection is an important assessment of a child's dental health at the start and end of primary school as it provides parents with information to ensure that they and their child are receiving all the support they need to maintain their child's dental health and take the necessary steps to remedy any problems that may have arisen. There is also a need to monitor the child populations' dental health at national and regional or local levels so that reliable dental health information is available for planning and evaluating initiatives directed towards improvements. The *National Dental Inspection Programme* fulfils both of these functions by providing an essential source of information for monitoring changes in the dental health of Scottish primary school children.





Additional support for learning

PE

To ensure your child's safety in the gym hall, we ask that you provide a simple gym kit of shorts and indoor gym shoes/trainers. These should be kept in your child's school bag, as gym times can change during the week. The teaching staff will ask that all jewellery and watches be removed before gym.

Promoting Positive Behaviour

An overview of the school policy for positive behaviour is given in section 1 of this document. For a full copy of our policy, please contact the Head Teacher.

School Meals Service

The Schools (Health Promotion and Nutrition) Act 2007 sets out in detail the National Nutritional Food Standards. School Meals in East Ayrshire offer nutritionally balanced well presented food in an environment that is sensitive to the needs of pupils. It offers a good lunchtime experience with an important break in the day away from the classroom, while still being in the safety of the school. We believe that school meals should be an interesting and enjoyable time. Our philosophy is to help children toward a good diet by providing an attractive and interesting range of wholesome cooked food made from excellent fresh quality ingredients, and there is virtually no processed food offered or used at any stage in the process. Many of the foods used are sourced from local food providers in East Ayrshire.

Menus and other information about the school meals service in East Ayrshire schools can be found at: www.east-ayrshireschoolsmeals.com. In addition, menus and other information is provided each year for pupils and parents.

All children who pay for school meals will be given the opportunity to buy their dinner ticket from the catering staff during morning interval. Children who receive free school meals will be given a dinner ticket by the teacher prior to lunchtime.

Children are also able to bring a packed lunch to school. Please ensure that your child's name is displayed clearly on their lunchbox.

Medically prescribed diets and meals for ethnic and religious requirements can be provided. Please contact the school office, detailing your requirements in writing if this is the case.

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





Additional support for learning

Breakfast Club

The school provides a breakfast club each morning from 8:15am to 8:45am. Cereal, fruit, yoghurt, fruit juice and toast is available at the breakfast club. After eating the children are able to take part in a wide range of activities and games. A standard form will be issued at the beginning of each session to register for the breakfast club. Please contact the school office for a copy if you wish your child to attend the breakfast club mid-year.

Free School Meal Entitlement

The government provides assistance to families on low income to access school meals through The Education (School Meals) (Scotland) Regulations 2003 and the Education (School Lunches) (Scotland) Regulations 2009. The current regulations entitles pupils of the following groups to free school lunches:-

- Parents or carers who receive income support (IS)
- Parents or carers who receive Income-based Job Seeker's Allowance (JSA)
- Parents/carers who receive Income Based Employment and Support Allowance
- Parents or carers who receive Child Tax Credit, but not Working Tax Credit, and where their income is less than £15860 (in 10/11 as assessed by the Inland Revenue)
- Pupils aged between 16 and 18 years old who receive any of the above benefits in their own right
- Parents or carers who are in receipt of support provided under part VI of the Immigration and Asylum Act 1999.
- Parents/carers who are in receipt of both Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit, currently set by the UK Government as £6,420.

It is the parent or carers responsibility to apply for free school meals and application forms can be obtained from your child's school or by contacting Area Registration Office, Department of Neighbourhood Services, Burns Centre, Kay Park, Kilmarnock or online at: <http://www.east-ayrshire.gov.uk/EducationAndLearning/Schools/Schools-GrantsAndBenefits/Clothinggrantsandfreeschoolmeals.aspx>





Additional support for learning

Spiritual, Social, Moral and Cultural Values

Religious and moral education enables the children to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their own values and their capacity for moral judgement. It is hoped that this appreciation will assist in counteracting prejudice and intolerance as the children consider issues such as sectarianism and discrimination. When planning religious and moral education, the school will take account of our community and the context within which the children live and learn. Since Christianity has shaped the history and traditions of Scotland and continues to exert an influence on national life, there will be an emphasis on Christianity within the religious and moral education within the school.

The minister of Dalmellington and Bellsbank Parish church will conduct school assemblies on a monthly basis and the whole school will attend end of term Christmas and Easter services in Bellsbank Church. During these services the children will take part in Christian worship through hymn singing, bible readings and bible stories.

Any parents not wishing their children to take part in religious activities have the right of withdrawal and should contact the school in writing.

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 proposed arrangements will be considered. Appropriate requests will be granted on not more than 3 occasions in any one school session and the pupil noted as an authorised absentee in the register. National advice regarding religious education and observance is set out in SOED Circular 6/91 and the Education (Scotland) Act 1980.

Transport

East Ayrshire provides free transport for all primary pupils who live more than one mile from their local school (by the recognised shortest safe walking distance) and to secondary pupils who live more than two miles from their local school (by the recognised shortest safe walking distance). This policy is more generous than that prescribed by statute and therefore may be reviewed at any time. Free transport is provided for those who meet the qualifying stipulations.

Help with transport costs may also be available to pupils attending college who have been granted permission to leave school before their statutory leaving date.

Application forms and information can be obtained from the School Transport Section, Holmquarry House, Kilmarnock or by using the contact details below.





Additional support for learning

Parents who consider they are eligible should obtain an application form from the school or contact the Education Transport Section on 01563 576000. These forms should be completed and returned before the end of February for those pupils beginning the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

The Director of Educational and Social Services has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred. Parents should write to the authority at the above address to request access and availability is subject to change. These spaces are not usually allocated until late September. Only one address can be considered as the pupil's main residence when accessing entitlement for transport. The Education Authority does not provide school transport for P1 pupils going home at lunchtime prior to the starting full.

Pick Up Points

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limits (see above paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

Placing Requests

The Education Authority does not provide transport for those pupils in receipt of a placing request. In the case of Early Entry to Primary School Requests if the child is offered a place in his catchment area school, transport will be provided in accordance with East Ayrshire's policy stated above.

Care Enough to Care?

Foster Carers and Adoptive Parents needed for children from birth upwards

Full training, support and attractive allowances

Call the family placement team on:

0800 434 6633

www.fosteringandadoption.org.uk





Additional support for learning

Support for Pupils

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 schools and nursery 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 an Action 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 2004 Act has been updated by the Educational (Additional Support for Learning) (Scotland) Act 2009. This Act 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 various leaflets, that can be accessed through council website or individual copies are available in school. Mediation and advocacy services are also available and information about these can be obtained from the contact details below.

If you believe your child has additional support needs East Ayrshire Council publishes a range of informative advice. Please contact the School or the Administration Manager, John Dickie Street Kilmarnock 01563 555640.





Additional support for learning

Nurture (Sunshine Room)

Nurture is a provision that focuses on social and emotional aspects of development. This means a child may be quiet, noisy, lonely, bereaved, unhappy, confused, finding work difficult or just in need of some extra help and reassurance.

The main focus is on social, emotional and language and communication skills. However, Numeracy and Literacy, are also taught and we find that children generally improve their skills in these areas too, as would happen in their own classroom.

Nurture can help different kinds of children:

- Those that lack confidence
- Those that are shy and withdrawn
- Those that are finding it difficult to make friends or get on with other children
- Children with low self-esteem
- Children who have difficulties with their language development

In a homely environment, where children feel safe and secure, we can give them the strategies and skills they need to develop socially and emotionally, which can then be transferred to the classroom, such as:

- Working cooperatively with others
- Sharing and taking turns
- Working independently - “having a go”
- Asking for help
- Communicating with others, including listening to what others have to say.

Nurture offers places for up to ten children in P1 – P3, for four or five morning sessions per week. The children remain on their own class register and in this class the rest of the week. They still take part in significant class activities, such as trips, swimming, seeing visitors to the school and so on.





Additional support for learning

EAST (East Ayrshire Support Team) Teacher

One member of staff from the EAST team visits the school one day per week to assist pupils and to advise and support class teachers. This teacher specialises in supporting pupils with additional support needs and works with small groups of individuals to provide intensive support. The support offered by this teacher is documented in the child's action plan or individual education plan. Progress is monitored and communicated to parents throughout the year.

Other Support Professionals

Professionals from the Health Service such as speech and language therapists, occupational therapists and physiotherapists may also become involved in helping individual children where necessary.

Additional Support Needs : East Ayrshire Psychological Service

Advice and support may be sought from other appropriate staff within the school and through consultancy with visiting professionals, including the educational psychologist.

The educational psychologist visits the school 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 school and in the sharing of expertise with staff. School 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 school is responsible for ensuring that parents are aware of their procedures and the psychologist's role within them. The school is also responsible for seeking parental approval, when necessary, for the psychologist to be directly involved with a child or young person.





Additional support for learning

Mediation

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

Operated by Children in Scotland, Enquire offer 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 provide a range of clear and easy-to-read guides and factsheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

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.





Additional support for learning

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.



Transitions

Transfer from Nursery to Primary

The pupils of Bellsbank Early Childhood Centre normally transfer to Bellsbank Primary. The Early Childhood Centre is managed by the same head teacher and as a result work closely with the school. We share the same vision, values and aims which we developed together. Staff from both establishments regularly meet for training purposes and to discuss and plan whole campus initiatives.

The nursery children use some of the facilities and rooms within the school including the gym hall, activity room and library. During their pre-school year, a programme of transition visits are organised so that the children spend time in primary 1. Parents' workshops are also organised. We aim to support children's transition from nursery to primary as effectively as possible and strive to make it a seamless process.

The early childhood centre and primary school are developing particularly strong transitional arrangements for children moving on to Bellsbank Primary School and we are currently piloting a programme called the Early Level Loop. Please feel free to ask for more details on this.

A policy is in place and there are workshops for pre-schoolers and parents in the Spring Session before school, where the P1 Teacher is also involved.

A Transition Profile has been developed as part of the East Ayrshire Early Intervention Initiative and is intended for use with all children aged between 3 and 5 years in the Nursery. Consultation with parents is an important part of the assessment procedure; staff will meet with parents to discuss the profiles. Parental consent will be confirmed to allow a copy of the profile to be sent to the Primary School.

Transition Profile

The Transition Profile has replaced the Skills Profile, following revision to take account of the Curriculum of Excellence (CfE) and is appropriate for use within the Early Level – Nursery to Primary 1 or, in some instances, Primary 2.

This profile is intended to cover the early level of A Curriculum for Excellence and so will be completed by early years and primary establishments in partnership with each other, involving the child and their parent/carer.

This Transition Profile is intended to record children's individual progress and achievements. It places the child at the centre of their learning involving them in evaluating their progress, interests and next steps.

The Transition Profile will:

- identify the progress of each child's strengths and development needs
- provide a basis for 'next steps' planning
- confirm that the curriculum is matched to the individual needs of each child
- provide information for parents
- provide transitional information as children progress from one stage to the other (e.g. from nursery to Primary 1 and beyond)

Transfer from Primary to Secondary School

Pupils are normally transferred between the ages of 11 and 12, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

The pupils of Bellsbank Primary normally transfer to:

Doon Academy

Ayr Road

Dalmellington

Tel. 01292 550521

Close liaison arrangements exist between Bellsbank Primary and Doon Academy. From January, Primary 7 pupils attend Doon Academy for 2 periods each week for a variety of activities, helping pupils become familiar with the school. The primary 7 teacher works closely with the teachers at Doon to plan and deliver lessons during the transition time. The teacher will also hold meeting with the Guidance Staff at Doon Academy prior to the transfer to ensure all relevant details for each child is passed on. A P7 profile will be sent to the Academy along with the child's primary portfolio. Details of maths, writing and reading assessments will also be transferred. These arrangements ensure that the children's education is a continuous process from primary to secondary and that the transaction is as smooth as possible.

Pupils with Additional Needs

When meeting with the Guidance staff from Doon Academy, they will be made aware of children who have specific action plans or individual learning plans in primary school. Where a pupil will require specific support at secondary school, an assessment meeting will be held to discuss the nature of the supports as the pupil transfers to secondary school. Parents will be invited to this meeting and any subsequent meeting(s) that are held to ensure the transition is made with continuing support.

Learning Community

The school is a member of the Doon Learning Community which brings 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. Learning Communities 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.





Transition

Bellsbank Primary School
Craiglea Crescent
Dalmellington
KA6 7UA
01292 550305

Head Teacher – Mr D. Currie

Dalmellington Primary School
Ayr Road
Dalmellington
KA6 7SJ
01292 550364

Head Teacher – Mr S Leitch

St Xavier's Primary School
Whitehill Avenue
Patna
KA6 7LY
01292 531279

Head Teacher – Ms A. Rooney

Patna Primary School
Whitehill Avenue
Patna
KA6 7LY
01292 531271

Head Teacher – Mrs S. Yorston





Parental involvement

Parental Involvement Opportunities

At Bellsbank Primary School and Early Childhood Centre one of our aims is to:

- Value and develop strong trusting relationships with parents from an early stage.

We believe that we must work together with our parents/carers to meet the needs of our children.

As a parent of a child in attendance at the school, you are automatically part of the Parent Forum of the school. 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.

We aim to keep parents informed of the policies, practices, events and activities in school in a variety of ways:

- Phone calls (achievements as well as concerns)
- Parents' workshops
- Newsletters (e.g. The Bellsbank Banner)
- Education/Formal Letters
- Invitations to events (e.g. assemblies, plays, fundraising events, choir, sports)
- Consent Forms and Permission Slips
- Parents' Evenings

Our Head Teacher has an 'open door' policy and parents are invited to contact the school at any time to discuss any concerns. If he is not available, he will endeavour to call you back and if necessary make an appointment to speak to you confidentially.

We need parent/carer support to enable us to run our extra-curricular clubs (e.g. breakfast, lunchtime and after school). Please contact us if you are able to help.

We hope that you will work in partnership with us to create an excellent learning community and support us in implementing our various policies and practices including our Positive Behaviour Policy and Homework Policy outlined above.





Parental involvement

Early Childhood Centre

Much of your child's education takes place in the home. You possess a unique knowledge of your child. You are welcome to come into the unit at any time to share experiences about your child and to help staff with activities. Staff need and value help from parents to share skills, talents and expertise in playroom activities.

We also have 2 Community Practitioners who are available to support any family who may be having issues regarding behaviour, bereavement or just needing some guidance or advice on their child. Parents/Carers can refer themselves or be referred by an outside agency e.g. Health Visitor.

Notices for parents are displayed on the Notice Board. Information is provided about routines, activities and the curriculum.

We have parents' meetings to share information about the progress your child is making and discuss any concerns etc you may have. Parents and Staff join together for social evenings.

There are regular newsletters given out.

The Early Childhood Centre has its own Facebook page which regularly updates parents/carers on the events in the nursery. It is also a way of parents contacting the nursery, if the need arises. Relevant information and links to other sites are also posted for the parents/carers benefit.

Home/Establishment Links

Centre staff need to work in partnership with parents and consider the child as part of the family unit. Prior to entry, the child and parents are invited along to meet the child's keyworker. They are given time to talk, question and discuss with staff any concerns and pass on information about the child.

Children's learning is enhanced if parents and staff work together. From the age of 2 years children and their parents are invited to take part in the Story Sacks Scheme.

Parents are informed about our curriculum planning on the notice board outside the room and in the newsletter. We ask parents to be involved by contributing in any way they can. We have been looking at different ways of sharing the children's learning with parents. We have an area in the corridor with our giraffe called WALT (We Are Learning To) and some of the children's work that they have chosen to be displayed.



WALT

During the nursery term we ask parents to fill in questionnaires about various aspects of our work and children are also asked to complete one which is relevant to their needs. We find this information extremely helpful.





Parental involvement

Early Childcare Practitioners (Community)

Linda and Gail are our Early Childcare Practitioners (Community). Their role is to assist and support children and families in the community. If you feel that they could help you or your child please contact them at the centre for advice on how to access their services.

Linda and Gail run various workshops including parenting skills and behaviour management, if you would like to join any of the groups or find out more please let them know.

Fit Ayrshire Babies

The Centre is involved in the Fit Ayrshire Babies (Play@Home) project. The aims of the project are to help young children and parents have opportunities to engage in and be aware of the benefits and importance of play, physical exercise and social interaction. We provide equipment that you can borrow or come along and join the fun at our workshops. If you would like to find out more about this exciting project please ask the staff. This usually takes place every Thursday with support from 1 or 2 members of staff.

There are various groups run throughout the year which cover many subjects ranging from Baby Massage to Brain Development of the child. Please come in and ask about anything you may be interested in learning more about.

Child/Parent Placements. These are held on a Wednesday to encourage parents/carers of children under the age of 3 years old to come in and share some positive time with their child. This could be done in many ways and is open to any member of the Community or through a referral process. Staff plan great activities and make everyone feel welcome and valued at these sessions.

Any parent wishing to join the Parent/Staff Committee should contact Alison. Parents on the committee help with social events. They are also involved in the decision making process of the Centre.

Parent Meetings

3-5 Room Parents are invited along in October/November and again in May to discuss their child's progress and Transition Profile. Parents can look at and discuss their child's 'Special Book' at any time.

2-3 Room Parents are invited to look at and discuss their child's 'Special Book' at any time.

0-2 Room Parents are invited to look at and discuss their child's 'Special Book' at any time.

We have open meetings during the Autumn and Spring Sessions when parents/carers can come along and enjoy an evening at nursery.





Learning Community

Early Childhood Network

Bellsbank Early Childhood Centre is a member of the Doon Valley Early Childhood Network.

Learning Community

Bellsbank Primary School and Early Childhood Centre is a member of the Doon Learning Community





Wider community links

School/Community Links

As stated in our vision, we want to become a positive driving force for change across the community and we are keen to work in partnership with other organisations and bodies to achieve this including:

- sport (including coaching opportunities, rewards, aspirational events),
- business (including life skills, careers advice, community projects),
- cultural (including museums, artists, photographers, musicians),
- citizenship (including ECO, Fairtrade),
- religious (including Bellsbank Church & its minister who is the School Chaplain)

The Establishment and the Community

Bellsbank Primary and Early Childhood Centre has good links with Bellsbank Project, Bellsbank Adventure Playground and The Zone. We work closely with outside agencies i.e. Educational Psychologists, Occupational Therapists, Speech and Language Therapists, Physiotherapists, Dental Health, Health Visitors, Doctors, Social Workers and they are all made welcome when they visit the Centre. The children visit the Senior Citizen's Club to sing some songs and visit regularly during the year.

Services within the Community

Community Learning & Development run various courses. Bellsbank Project provides classes for all age groups. The Zone provides opportunities for young adults to train in various careers within the Community. Bellsbank Adventure Playground provides after-school care for children from P1 upwards.

Inspections

Early Years establishments are subject to an inspection by the Care Inspectorate as prescribed in the Regulation of Care (Scotland) Act 2001. All Early Years establishments have a joint inspection by the Care Inspectorate and Education Scotland. In both cases, reports will be published and available to parents. Primary schools are subject to regular visits from Education Scotland (Her Majesty's Inspectorate of Education) and previous reports for Bellsbank Primary School are available on-line.

If you would like to see a copy of the establishment's most recent inspection report, please ask the Head of Establishment.





Wider community links

Learning Communities

The school is a member of the Doon Learning Community which brings together a wide range of services to benefit young people. The principle 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. Learning Communities 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.





Other information

Contact Details

Executive Director of Educational and Social Services

Graham Short, Executive Director of Educational and Social Services

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

Acting Head of Schools

Alan Ward, East Ayrshire Council, Educational and Social Services Department

Council Headquarters, London Road, Kilmarnock KA3 7BU

Head of Community Support

Kay Gilmour, East Ayrshire Council, Educational and Social Services Department

Council Headquarters, London Road, Kilmarnock KA3 7BU

Spokespersons for Lifelong Learning

Councillor Eoghann MacColl and Councillor Stephanie Primrose

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

Local elected members for ward

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

Ward 9 Doon Valley

John Bell
Scottish National Party

Elaine Dinwoodie
Scottish Labour Party

Moira Pirie
Scottish Labour Party

07881 268018

01292 531966

01292 591607





Disclaimer

This document is also available, on request, in braille, large print or recorded on to tape, and can be translated into Chinese, Punjabi, Urdu, Gaelic and Polish.

Ma tha sibh airson fiosrachadh fhaighinn ann an cànan sam bith eile, cuiribh brath thugainnaig an t-seòladh a leanas.

اگر آپ یہ معلومات کسی اور زبان میں چاہتے ہیں تو براۓ مہربانی نیچے دیے گئے تے پر ہم سے رابطہ کریں۔

閣下如需要這份資料的其他語言版本，請透過以下的地址與我們聯絡。

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ਚਾਹੀਦੀ ਹੈ ਤਾਂ ਕਿਰਪਾ ਕਰ ਹੇਠ ਦਿੱਤੇ ਗਏ ਪਤੇ ਤੇ
ਸੰਪਰਕ ਕਰੋ ।

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