



Cairns Early Childhood Centre

Altonhill Avenue

Kilmarnock

KA3 1PH

01563 533 177

eaCairns.ECC@eastayrshire.org.uk

<https://blogs.glowscotland.org.uk/ea/cairnsecc2016/>

Capacity:	Maximum of 154 children not yet attending primary school at any one time. No more than 9 are aged under 2 years; no more than 145 are aged 2 years to those not yet attending primary school full time; no more than 25 aged 2 to under 3.
Centre roll:	138
Stages Covered:	Birth till not yet at school age
Denominational Status:	Non-Denominational
Centre opening:	Monday – Friday (term-time) 8:30am – 4:00pm

WELCOME TO CAIRNS ECC

Dear Parents and Carers,

On behalf of the staff team at Cairns Early Childhood Centre, I would like to warmly welcome you and your child to our Centre. We are delighted you have chosen Cairns ECC for your child's early years' experience.

As a parent myself, I understand how many emotions we might go through when our children start their early learning journey, in a whole new environment, with new faces and different routines. With this in mind, we aim to make your child feel safe, welcomed and cared for throughout their time with us. We hope the ECC will be a happy place for your child, where they will have fun, make friends, and build on their existing knowledge through meaningful play and learning experiences.

Relationships are at the heart of everything we do at Cairns ECC and we hope you too will find the Centre a safe place, where your family feels valued, included and respected.

We hope you will find the information within this handbook useful however if you do require any assistance, or you have any questions or suggestions, please do not hesitate to get in touch.

Yours sincerely,



Laura Campbell

Head of Centre

CAIRNS ECC VISION, VALUES AND AIMS

Our vision

Our vision for Cairns ECC is for our children to grow up safe, cared for and respected. Our children and families will experience a warm, welcoming approach with nurture at the forefront of our ethos. We will ensure our children are supported to reach their full potential through collaborative working with our families and our partner agencies. Inclusivity is promoted by putting the child and their family at the Centre, and by having relationships at the heart of everything we do, we build knowledge of our children and families' individual circumstances, allowing us to plan to meet their individual needs in a way that is right for them. Children are respected through their rights to be safe, to be cared for and to play, all facilitated to their right to an education which is right for them.

Our values

As a staff team we uphold the values of TEAM CAIRNS:

Trust, Empathy, Approachable, Mindful
Caring, Achieving, Inclusive, Respectful, Nurturing, Safe

Our aims

At Cairns ECC we will fulfil our vision statement through the following aims:

- Ensure all children feel safe, welcomed and cared for throughout their time at Cairns ECC
- Provide a fully inclusive, welcoming environment which is nurturing, stimulating and accessible to all, promoting high quality learning experiences both indoors and outdoors

- Build positive, respectful relationships and work collaboratively with children, families and the wider community in order to improve outcomes for all
- Provide stimulating and challenging learning experiences which will support children's learning and development in a way that is right for their individual needs and circumstances
- Uphold children's rights and support children and their families to understand what this means for them

Our aims reflect the key principles of the Health and Social Care Standards:

- Dignity & Respect
- Compassion
- Be Included
- Responsive Care and Support
- Wellbeing

And Reflect the Four Capacities in the Curriculum for Excellence:

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

ESTABLISHMENT STAFF

All staff working directly with your child are required to register with the Scottish Social Service Council (SSSC) and are PVG checked. Your Head of Centre is registered as the Manager for Daycare of Children with the SSSC and is named as the manager on the registration certificate with the Care Inspectorate.

Head of Centre	Laura Campbell (Mental Health First Aider, ASIST trained and First Aider)
Depute Manager	Leigh Houston (First Aider)
Senior Practitioner	Taylor Russell (Communication Champion and Emergency First Aider)
Senior Practitioner	Martin McMullen (First Aider)
Equity & Excellence Lead	Karen McWhinnie (Communication Champion)
Practitioner	Bobbi Todd
Practitioner	Caitlin Mullen (Mat Leave)
Practitioner	Caitlyn McCall
Practitioner	Carrie Whyte
Practitioner	Catherine Murray
Practitioner	Courtney Joussef (Communication Champion)
Practitioner	Donna Sim
Practitioner	Emma Birch
Practitioner	Emma Horner
Practitioner	Gillian Orr (First Aider)

Practitioner	Joanne Macisaac
Practitioner	John Glen (First Aider)
Practitioner	Lauren Bradshaw
Practitioner	Lauren Young (Mat Leave)
Practitioner	Louise Wilson (Communication Champion)
Practitioner	Maegan Robertson
Practitioner	Margo Caddis
Practitioner	Nicola Connell
Practitioner	Regan McNamara (Mat Leave)
Practitioner	Sharlene Fairbairn
Practitioner	Heather Burnett (Temp to Cairns)
Practitioner	Kirsten Stewart (Peripatetic)
Practitioner	Kirsty Rome (Temp)
Practitioner	Linzi Currie (Peripatetic)
Support Assistant	Lara Clark
Support Assistant	Abbie Whannel
Support Assistant	Lynsey Smith
Business Support Asst.	Beccy Wylie
Senior Clerical Asst.	Lizzy Green
Senior Clerical Asst.	Lorraine Crockett (Temp)
Business Support Asst.	Pamela Hamner (Temp)
Community Practitioner	Linda Gaitens (Peripatetic)
Janitor	Calum Adamson
Catering Assistant	Helen Dustor
Catering Assistant	Ann-Marie Muirhead

Throughout the year, we may require using Supply Staff through the East Ayrshire Council Bank Register to cover staff absence if we are unable to meet our staff to child ratios with our staff in-situ.

FAMILY PARTNERSHIP

Working in partnership with our families is key to Getting it Right for Every Child, for you know your child best. This begins as soon as you first visit the ECC, where you and your child will be made to feel very

welcome. There will be an opportunity to visit the playroom your child will attend and meet some of the staff who will be caring for and supporting your child.

We hope that you will feel comfortable sharing information about your child with staff so that we are aware of your child's development and needs. We are committed to working with parents and carers throughout their child's time at the Centre. Your knowledge of your child is an invaluable aid to us and we are very appreciative of all the help you give us in this area.

We hope you will be able to spend time in the Centre, and we value contributions and ideas which you may have for us.

We link with families in various ways:

- Daily Contact - keyworkers are available each session to greet children and their families. A member of the Leadership Team is available throughout the day.
- Progress Meetings - these are organised twice a year (November and May) with your child's keyworker to discuss your child's progress.
- Concerns - should you have any concerns about your child, or the Centre please do not hesitate to speak to us. We are happy to help.
- We often have professionals join us to share information on support services available within the community, for example, our Community Practitioner. We also work closely with our colleagues in Health and Social Work.
- We are very proud of our family engagement in the ECC and offer Family Learning groups on a Wednesday. Details will be shared via newsletters, the APP, wall displays and social media.
- Bookbug sessions – we are very fortunate to have several Bookbug trained staff in the ECC. These sessions are offered on a fortnightly basis on a Wednesday.
- Volunteer Helpers – throughout the session, we will look for volunteers to support us within the ECC, whether this be to help on outings or events. Sign-up sheets will be displayed with dates and times.
- Social media – you can follow us on Facebook and X (formally Twitter) by searching for Cairns Early Childhood Centre.

More information can be found within our Participation Policy.

HOME / ESTABLISHMENT LINKS

The ECC practitioners are in the fortunate position of having contact on a daily basis with parents/carers who are bringing and collecting their child, and this provides more opportunities for informal contact to discuss the children.

The Centre handbook is issued at the beginning of the session, giving information about the ECC. We issue newsletters on a monthly basis to keep families informed of what goes on in the ECC, and we are hoping to introduce more home links to support family learning at home.

We have also been able to link in partnership with Hillhead Primary School and we facilitate the amazing transition programme for any of our children moving on to Hillhead Primary.

Children's work is respectfully displayed on the walls of the Centre; paintings and models are some examples of the children's work which may also go home. The displays on the walls change regularly and indicate the work which has been recently undertaken.

Community Practitioners and staff from the Vibrant Communities Service and Social Work Services are available to support establishment links with the wider community and individual families.

WHOLE CENTRE APPROACH TO NURTURE

"A nurturing approach has a key focus on the school environment and emphasises the balance between care and challenge which incorporates attunement, warmth and connection alongside structure, high expectations and a focus on achievement and attainment. It is based on the understanding of 6 Nurturing Principles..." (Education Scotland. 2017. p. 13)

Alongside our stakeholders, we developed our vision, values and aims which align with the commitment to delivering a Whole Centre Approach to Nurture. Cairns Early Childhood Centre sits in the top 5% SIMD 1 areas in Scotland and we serve a diverse demographic of children and families. Many of the key components of Getting it Right for Every Child can be found in a Whole Centre Approach to Nurture and provides us with a consistent approach to supporting our children and families.

In the ECC, we have a Nurture Policy. This policy is for our children, families, partner agencies and our staff team to ensure we are all aware of and clear how we will support our children through a nurturing approach in the ECC. This policy has been created to support and inform our Whole Centre Approach to Nurture. It has been created in collaboration with our parents and carers, our staff team, our partner agencies and our children.

We have worked with our Educational Psychologist to further develop our knowledge on using the nurture principles in practice to ensure we provide a consistent and informed approach to supporting our children and families. This policy will provide clear expectations and strategies for how we will embed the nurture principles in practice, and how this informs our vision and aims of supporting our children through a Whole Centre Approach to Nurture. The nurture principles are as follows:

Children's learning is understood developmentally (Nurture Principle 1)

The classroom (playroom) offers a safe base (Nurture Principle 2)

The importance of nurture for the development of wellbeing (Nurture Principle 3)

Language is a vital means of communication (Nurture Principle 4)

All behaviour is communication (Nurture Principle 5)

The importance of transition in children's lives (Nurture Principle 6)

We will support our children and families to understand how this policy will support them through regular communication and role-modelling of the expectations and strategies. Communication will include newsletters, social media updates, our display boards, verbally and in-person, and through children's Learning Journals. We use Personal Plans to record children's individual needs to ensure these are considered, responded to and planned for with their families, and these are reviewed at a minimum of 6-monthly. We will signpost families to our partner agencies and Community Practitioners, who can provide specialist support both in and out of the ECC. This may be done informally through drop-ins or parent/carer progress meetings, or through a Team with the Family meeting.

RESPECTFUL RELATIONSHIPS POLICY

Within East Ayrshire Council's Respectful Relationships Policy, it clearly states that we must aim to 'establish open, positive, supportive relationships across our learning community, where children feel safe and listened to'.

In East Ayrshire Council we believe that children thrive best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Our young children are learning to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental milestone that requires support, encouragement, teaching and most importantly, positive modelling.

The principles that underpin how we promote positive and considerate behaviour exist within our centre values and the whole ethos of our ECC.

In conjunction with our ECC Nurture Policy, staff will ensure the Respectful Relationships Policy is delivered in practice with our children and families.

More information is contained within the Respectful Relationship Policy, created by our Early Years Central Team.

TRANSITION FROM EARLY CHILDHOOD CENTRE TO PRIMARY SCHOOL

The children from Cairns Early Childhood Centre move on to one of several different schools in Kilmarnock and the surrounding area. There are induction programmes in all the primary schools to help the children become accustomed to their new surroundings. Normally the infant staff from primary schools visit the Centre to meet the children. These visits can take place any time after January.

Hillhead Primary School's transition programme involves all year round engagement. Children who will attend Hillhead PS in August go on regular visits for familiarisation with the school, including a mini-classroom experience from January to June.

Your child's Transition Profile to the appropriate primary school will be shared, with your consent, around May time. This document enables the primary one teacher to have prior knowledge of your child's learning and development.

You can find more information on [primary schools](#) within East Ayrshire on their website. Details of when to enrol your child will be shared December / January time, and enrolment usually begins in January.

THE ESTABLISHMENT YEAR

Our service provides 1140 funded hours to children aged 3 to not yet at primary school, as well as to eligible 2-year-olds. The ECC is open Monday – Friday, term-time. We have a staggered drop-off and pick-up time to allow parents and carers the time to get their child to the ECC as well as to support with travelling to other ECCs or schools.

There is also the option of using your funded hours as a blended model with a childminder registered with East Ayrshire Council. Please speak with the Office or Head of Centre for more information on this.

We have a small number of spaces within our Farm Room and our Ocean Room which are allocated through our Resource Allocation Group on a need assessed basis. Please speak with the Office or Head of Centre for more information on this.

Information on key dates and holidays are shared within our newsletter and on the APP. You can also get a list of holidays and in-service days via the [East Ayrshire Council website](#).

MEALS / SNACKS

All children attending the ECC will receive a portion of fruit for snack. They will also be offered a drink of milk, and water is available throughout the session. Dairy-free alternatives are offered for those who have allergies/intolerances.

All children accessing their 1140 entitlement will receive a 2-course meal. This will consist of soup and a main course or a main course and a pudding. A portion of soup is available every day for any children who do not want to have the main course offering. Dietary requirements can be catered for with prior notification to the ECC.

We are an allergen aware ECC therefore we would ask you not to provide any food / drink items in your child's bag. If you have any queries around this, please speak with the Head of Centre.

PERSONAL BELONGINGS

Please provide a bag with a full change of clothing, clearly labelled with your child's full name. We are a big ECC so this will help ensure any of your child's belongings can be returned to you. If your child is learning to use the toilet, we would ask you to provide a few pairs of pants, socks and trousers/leggings in case they have any accidents. We would also suggest children wear items of clothing which are easy for them to pull down and pull up when going to the toilet, for example, joggers or leggings.

Children should also bring their own wipes, and a supply of nappies if they are still using these. Please also provide your own sun cream, clearly labelled with your child's full name, and a sun hat. If your child has wellies and an outdoor suit, please also bring these to the ECC.

Children are able to participate in lots of sensory activities, including painting activities and water-play, as these are freely accessible over the full session. We access outdoor play in all-weather. Children will be encouraged to eat independently at meal times. These are all great learning experiences for our children but it may mean they get messy. We do provide aprons for sensory activities, and we have a selection of outdoor suits, however please ensure your child is wearing suitable clothing which you don't mind getting messy/dirty. If you prefer, you can provide a bib for your child to wear when they are eating.

Please note, we won't accept responsibility for any belongings therefore we would ask you do not send your child in with items of jewellery or toys etc., and we always ask you to label all items of clothing, footwear and bags with your child's full name.

If you wish to purchase any of the Cairns ECC branded clothing, there are a number of school wear shops in the area who sell this. We also have a number of previously donated polo-shirts and jumpers so please ask if you would like any of these. These are generally available in red, navy or black.

ATTENDANCE, ABSENCE AND TIME-KEEPING

Regular attendance to the ECC is encouraged to ensure your child becomes familiar with the environment, routine, staff and peers. Regular and punctual attendance is linked closely to achievement and staff will work with parents/carers to ensure your child can realise their full potential.

If your child is going to be absent from the ECC, we would appreciate a phone call or a notification on our APP with the reason(s) why your child is absent and how long you anticipate the absence to last for. The Centre is required to maintain an accurate record of attendance therefore your cooperation on this is much appreciated. It also saves us having to follow-up on absences.

There are a number of illnesses which may require an exclusion period to be followed. If in doubt, please contact your GP or local pharmacy for more information. If your child has an episode of sickness and/or diarrhoea, they should not return to the ECC until **48 hours** have passed from the last episode.

You are responsible for ensuring that your child attends the Centre regularly and arrives on time. You are responsible for ensuring the safety of your child on their journeys to and from the Centre, except when they are on any Centre transport we provide. You are also responsible for ensuring your child is collected on time and, if not by yourself, by someone over the age of 16. You must notify us in advance if someone who is not known to the ECC is going to collect your child.

Where a child exhibits a pattern of absence which may warrant investigation – and if we cannot contact you, or your other emergency contacts – then other appropriate support services may be contacted. This might include other family members, a social worker, a health visitor or other concerned party, requesting that they visit your home to investigate and report back on their findings.

More information is contained within our ECC Child Absence and Attendance Policy.

ESTABLISHMENT SECURITY

The entrance door to the reception area of the ECC is controlled by a push-pad entry system, giving access to the main reception area of the Centre. From there, every door around the ECC is fob controlled or code locked, and all parents/carers and visitors must ring the bell and be authorised access. These measures have been taken to provide a safe and secure environment for your child.

All visitors and contractors to the Centre must sign in; they will receive and wear a visitor's badge if they do not have a lanyard ID badge, sign out on leaving, and return their badge.

It is expected that a responsible adult, aged 16 or over, will bring a child to and from the ECC. In the interests of your child's safety, it is essential that you make a point of telling the Head of Centre or a

member of the Leadership Team if your child is going to be collected by someone not known to the Head of Centre, Leadership Team or Office staff. We will not allow access beyond the reception area to any unknown person(s) without confirming their identity and reason for visit.

A fire register is kept for all children, staff and visitors to the ECC to ensure they are accounted for in the event of an emergency evacuation. Several staff are trained to support the safe evacuation of the building in the event of an emergency, and we have a number of staff who are fully First Aid trained.

More information is contained within our ECC Drop off and Collection Policy.

INFORMATION IN EMERGENCIES

We make every effort to maintain a full educational service but on some occasions circumstances arise which lead to disruption. Establishments may be affected by, for example, severe weather, and temporary interruption of power, provision of transport or fuel supply. In such cases we will do all we can to let you know about the details of the closure, temporary arrangements or re-opening. We shall keep you updated via social media channels, email, and phone, and via our APP.

Parents/carers whose children attend the early childhood Centre are asked, where possible, to provide the Centre with the names, addresses and telephone numbers of two contact persons for use in case of emergency.

It is essential that this information along with the parent / carers contact details are kept up to date and that telephone numbers accept incoming calls.

MEDICATION / ALLERGIES

If your child requires medication during their time in the ECC, we will require to complete medication forms before we can administer any medication. All medication should have a prescription label in your child's name. It is helpful to let us know beforehand if you will be bringing medication into the ECC for your child.

It is also important for us to know if your child has any allergies, even if they don't take medication for this. It is important that you notify us of any changes to your child's health or care needs so we can update this information in their Personal Plan. We will ask you to sign and date any updates on the appropriate paperwork.

COMPLAINTS PROCEDURE

1. In East Ayrshire, anyone can make a complaint, either verbally or in writing, including face-to-face, by phone, letter or email. Should you have a complaint about any part of the service at Cairns Early Childhood Centre please do not hesitate to contact the Head of Centre, Laura Campbell or if unavailable, the Depute Manager, Leigh Houston. At Cairns ECC we aim to keep an 'open door' policy which means we will try to respond to your concerns immediately. However, it may be a good idea to make an appointment to ensure time is set aside for you.

2. If the Head of Centre is unable to provide a satisfactory resolution to your concern, you can raise a formal complaint via the council's complaints procedure. Details on this can be found on the East Ayrshire Council website.
<https://www.east-ayrshire.gov.uk/CouncilAndGovernment/Contact-us/ComplaintsProcedure/Complaints-handling-procedure.aspx>
3. Your complaint (stage 1 - frontline response stage) will be reviewed by a manager within education and a response provided within 5 working days. In exceptional circumstances an extension may be granted for a further 5 working days (if agreed by a senior manager), to conclude the response. You will be notified in writing if this is the case. If the complaint cannot be responded to within 5 working days of receipt, then your complaint **will be escalated to Stage Two** (investigation stage).
4. If you are not satisfied with the response received, or where the complaint is complex, serious or high risk, this will be dealt with under stage 2 procedures. You will receive a formal acknowledgement of your stage 2 complaint within 3 working days and a response to the complaint within 20 days. In exceptional circumstances an extension may be granted (if agreed by a senior manager, Head of Service or Chief Officer). If this is the case, you will be notified in writing and informed of the revised time limits.
5. If you have completed the council's complaints process and you are still unhappy, you can ask the Scottish Public Services Ombudsman (SPSO) to review your complaint.

EAC follow the [SPSO's Child Friendly Complaints Handling Principles \(PDF 114KB\)](#) when dealing with complaints that involve children.

You have the right to contact the Care Inspectorate with any complaint that you have about the Early Childhood Centre at any time. The Care Inspectorate are responsible for regulating the service we provide.

You can make a complaint to the Care Inspectorate: By phoning 0345 600 9527.

Online at: www.careinspectorate.com or by email: concerns@careinspectorate.gov.scot

THE CURRICULUM

At Cairns Early Childhood Centre we ensure that we provide a Curriculum which is broad and balanced, and responsive to the individual needs and interests of our children. We draw on the knowledge and research of theorists and use the guidance document "Realising the Ambition: Being Me" to ensure we plan for and provide a wide range of high quality learning experiences. We allow children the time and space to be creative, to use their imaginations, to experiment, to explore the properties of materials, to make connections in their learning and to promote high quality interactions between adults and children in contexts that have meaning for our young people.

For our children in our Jungle Room, we also work with the experiences, outcomes and principles of "Curriculum for Excellence". We develop and educate our children to become successful learners, confident individuals, responsible citizens and effective contributors.

Children are provided with a broad, balanced set of experiences designed around the curriculum areas of:

Languages and Literacy

Mathematics and Numeracy
Health and Wellbeing
Religious and Moral Education
Social Studies
Sciences
Technologies
Expressive Arts

The core curriculum consists of Literacy, Numeracy and Health and Wellbeing. These permeate and underpin learning in all other curricular areas. Attainment and achievement in these areas are regularly assessed and reviewed by the Centre to ensure standards are maintained or improved.

Every month, staff plan the learning experiences for all children based on observations and tracking information gathered in the playrooms. Children are consulted through various methods such as visuals, mind maps, voting sticks, group times, and through working in partnership with our families whereby we share information and progress regularly. Children have their own individual targets which will support their learning and development in a meaningful way.

We make use of our excellent spaces both indoors and outdoors. We provide a balance of free-choice and structured activities, being mindful of transition periods throughout the day. Outdoor play is available in all-weather, within an enclosed, safe space which encourages children to develop their gross motor skills, whilst risk assessing through play. We link in with our local community through walks and visits to different places such as Dean Park and Ayrshire College.

Early Literacy and Language skills are promoted throughout the playrooms through the use of visuals, labels, wall displays and environmental print. Alongside staff who are Makaton and British Sign Language trained, we have Communication Champions who are trained to support children's early speech, language and communication through targeted intervention. This ensures we can provide a total communication approach in our Centre. Early Numeracy and Mathematic skills are promoted through various opportunities to count resources, recognise and order numerals, recognise shapes and colours, and explore mathematical concepts of size, space, time and seasons. Health and Wellbeing is promoted throughout the ECC by ensuring we take time to build relationships, being active both indoors and outdoors, exploring our feelings and emotions, and offering quiet spaces to reflect and regulate. We promote positive behaviour strategies such as distraction and diversion, co-regulation, and our Golden Rules: kind hands, walking feet, listening ears, being kind to our friends, and sharing toys. Staff engage in regular Continued Professional Learning to ensure their knowledge and skills are up-to-date.

Children's learning is recorded on their individual Learning Journal. When your child joins the ECC, we will set up their Learning Journal and you will receive a login to access this at home. You will see a weekly upload and a monthly observation for any children in our Farm and Ocean Rooms. For our children in the Jungle Room, you will see a minimum of 4 and maximum of 8 observations per month. You can add your own contributions from home too; we love to see what you've been up to! Please note, the number of posts will reduce around holiday periods.

We share a weekly overview of what we've been learning in the ECC on our Facebook page.

At Cairns ECC, one of our top priorities is to ensure we are Getting it Right for Every Child. To ensure we meet this priority, we work closely with our partner agencies such as Educational Psychologist, Speech and Language, and Health. When concerns around a child's learning and/or development arise, relevant assessments will be carried out and a Team with the Family may be convened. Parents/carers will be involved and kept updated throughout this process.

ACHIEVEMENT AND IMPROVEMENT

Cairns Early Childhood Centre was most recently inspected by the Care Inspectorate in July 2024. You can read the full report on their website: [Find care \(careinspectorate.com\)](https://www.careinspectorate.com). There is also a paper copy of the report available in our main reception area.

Our Centre Improvement Plan is displayed within the reception area of the ECC. We have identified improvement priorities under the following headings:

Our Leadership: To improve monitoring and self-evaluation processes across the Centre to promote consistency in approach to high-quality provision.

Teaching and Learning Together: To ensure that every child achieves the highest possible standards in literacy and numeracy.

Our Wellbeing and Belonging: To develop and embed a respectful relationships policy within the ECC to promote a clear, shared understanding of how children's wellbeing and behaviour will be supported by all.

Our Attainment, Destinations and Achievements: To improve the quality and consistency of targeted intervention within the ECC to ensure all children can achieve their potential.

ASSESSMENT AND REPORTING

When your child joins Cairns ECC, they will be introduced to their keyworker and the other staff who will be caring for and supporting them. Your child will be in a group with other children and will get to meet them and the rest of their peers too.

As well as welcoming and settling your child into their new environment, their keyworker will set up your child's Learning Journal. This Learning Journal will, over time, celebrate your child's successes, achievements and next steps for learning. Both you and your child have access to this Learning Journal at any time and you can add your own contributions from home. The Learning Journal is also used to help track how your child is progressing in their education. If you need any help with your child's Learning Journal, please let us know.

Within 28 days, but usually within 21 days, of your child joining the ECC, their keyworker will meet with you to give you an update on how they have settled in to the ECC. They will also complete your child's Personal Plan which will help us care for and support your child's learning and development. They will agree learning targets for your child based on their observations and your own wishes and thoughts. The Personal Plan will be updated at a minimum of every 6 months.

Twice a year, usually in November and May, you will have the opportunity to meet with your child's keyworker to have a progress update. However, we can arrange appointments if you feel you would like to speak with your child's keyworker out-with these times. When your child is in their pre-school year, their keyworker will complete a Transition Profile which will be shared with your chosen primary school around May time.

If you have any concerns or ideas about your child's progress, please ask any staff member at any time for advice. We are here to support you and your child.

ADDITIONAL SUPPORT FOR LEARNING

All early years' 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.

At Cairns Early Childhood Centre, our staff are professionally trained to observe children at play and are qualified to track and assess your child's progress, potentially highlighting any areas of additional support your child may require to assist their learning and development. You will be consulted and involved in this process throughout, including through Team with the Family meetings where required. We have a number of assessment tools which we use to ensure children receive the right support during their time in the ECC, but also to support you at home.

Where an additional support for learning need is suspected and/or identified, a Team with the Family meeting will be arranged and held in the ECC. Any professionals working with you and your child will be invited to attend. It may be decided through this meeting that a Plan is created for your child to ensure we work together to provide the right support for your child. Where possible and appropriate, your child will also be consulted on their Plan. Where required, a Coordinated Support Plan may be created instead of an individual Plan. Your child may have an Individual Learning Plan (ILP) to provide more targeted and measured support within the ECC, or we may consider adapting the curriculum to best support your child to achieve their potential.

Where children have an identified additional support need prior to joining the ECC, for example a medical condition, there may be a Team with the Family meeting before your child's start date to ensure we have the right supports, resources and training in place. We may devise a Healthcare Plan and/or risk assessments/safety plans. These will be reviewed as required.

We work closely with the following agencies:

- Speech and Language
- Occupational Therapy
- Social Work
- Educational Psychology
- Health Visitors
- Physiotherapists
- Bi-lingual support staff

USEFUL INFORMATION / CONTACTS

Care Inspectorate

Compass House

11 Riverside Drive

Dundee

DD1 4NY

Tel: 0345 600 9527

Email: enquiries@careinspectorate.gov.scot

Scottish Social Service Council

Compass House

11 Riverside Drive

Dundee

DD1 4NT

Tel: 0345 603 0891

East Ayrshire Early Learning and Childcare**Audrey Hill**

Strategic Education Manager Early Years

Early Years Admin: earlyyears-admin@east-ayrshire.gov.uk

If you require copies of any policies or guidance mentioned within this handbook, please speak with a member of the Leadership Team.