



**Crosshouse Primary School & Communication Centre**  
**Gatehead Road**  
**Crosshouse**  
**KA2 0HN**

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<b>Email:</b>	<a href="mailto:crosshouse.primary@eastayrshire.org.uk">crosshouse.primary@eastayrshire.org.uk</a>
<b>School Blog:</b>	<a href="https://blogs.glowscotland.org.uk/ea/crosshousepsandcc/">https://blogs.glowscotland.org.uk/ea/crosshousepsandcc/</a>
<b>Twitter:</b>	N/A
<b>School App:</b>	Available on mobile devices
<b>Denominational Status (if any):</b>	Non-Denominational
<b>School Roll:</b>	Present Roll: 155 + 106 Communication Centre
<b>Further information:</b>	<a href="http://www.east-ayrshire.gov.uk/schoolhandbooks">www.east-ayrshire.gov.uk/schoolhandbooks</a>

**Hours of Opening:** 9.00am-3.10pm

## SECTION 1

Dear Parent / Carer,

On behalf of the whole staff team I would like to welcome you and your child to Crosshouse Primary School and Communication Centre. This handbook is designed to give you some information about the life and work of the school and give you an insight into what we can offer your child.

Every child of school age has the right to a school education provided by an education authority (Standards in Scotland's Schools etc. Act 2000). We aim to provide in partnership with you, a broad and balanced curriculum that allows each of our children and young people to reach their potential both in more formal learning and in wider aspects of learning and achieving.

Children's wellbeing is at the heart of what we do. We aim to ensure all children in our care are Safe, Healthy, Active, Nurtured, Achieving, Respected and Responsible and Included.

I very much hope that you and your child/children will have an enjoyable, productive and successful experience with us. We strive to provide the best possible learning experience for the children in a caring, supportive, inclusive and happy environment and create an ethos of achievement in our village school.

Welcome! ☺

Yours sincerely,

Tina Gaitens

Head teacher

## **Our Vision:**

Our vision is for all members of our school community to

### **Be The Best You Can Be!**

- In an environment that is safe.
- Where everyone feels valued and included.
- Where everyone is healthy and active.
- Where everyone feels nurtured, respected and are responsible.
- And where we are all achieving.

**Our Values:           Kindness Happiness Respect Honesty Teamwork**

### **Parental involvement**

We have an active Parent council who organise fundraising activities throughout the session and host discos for children. Our Parent Council meet every 2 months and everyone is welcome.

The establishment likes to adopt an "open-door" policy with parents. Should a parent wish to discuss a problem with a member of staff then usually a phone call to the establishment can produce a suitable time to meet and discuss the problem.

### **Communication between home and school.**

The school strives to keep all parents informed and sends out regular newsletters. We have also engaged in the local authority Safer School App for Parents, which includes information sent directly from East Ayrshire Council.

We use a platform called Learner Journal as a means of sharing learning with parents. This will be familiar to most as the ECCs use it to share learning with parents.

We regularly seek the views of parents on a school subjects and do this through the use of online surveys and questionnaires using Microsoft Forms. We encourage parents to be involved in the school development planning and seek the views of the parent council and wider parent forum on a number of initiatives.

Although the school app is used regularly to keep you up to date, your child may bring information home in their school bag. Please encourage them to pass these on and remember to check school bags. Most returns will be electronic.

## **Crosshouse Communication Centre**

The Communication Centre is a specialised facility for P1 – P7 children with social and communication disorders including Autism and Asperger's Syndrome, although this is diversifying to more complex needs. It is located throughout Crosshouse Primary School with 4 classes housed in the Crosshouse campus building where the ECC is located. There is an enclosed and secure playground for the infants.

Children are allocated a place through the Education Authority's assessment procedures.

The main aims of the centre are:

- to provide a safe and stress-free environment which encourages independence in life and work skills
- to promote, by a variety of methods, functional communication and social interaction between children
- to assess accurately the strengths and needs of each child and to formulate an Individual Learning Plan (ILP) which will inform teaching priorities within areas of specific need
- to provide staff with opportunities to increase their skills and knowledge of communication difficulties through in-service courses and sharing of expertise and good practice
- to ensure child access to Curriculum for Excellence, using a range of teaching approaches and resources and taking account of the learning style of the individual
- to apply a multi-disciplinary approach to the assessment, planning and delivery of the curriculum as indicated by the needs of the child

- to establish and maintain a close partnership with parents which will benefit all parties and ensure continuity of support for the child
- when and where appropriate, to facilitate each child's inclusion within their local mainstream primary establishment
- to ensure that all children are received as valued and respected members of Crosshouse Primary School, the wider community and the society to which they belong.

### **Teaching Approaches**

Within the Centre we employ a range of teaching techniques and approaches and use a variety of resources to meet the specific needs of individual children. Class sizes are small and routine is key. Visual cues are used routinely to support children's learning and to allow them to regularly reassure themselves of what is happening next. We are always open to new ideas and approaches if we feel they will benefit the child and we have access to highly qualified and knowledgeable teaching staff and other agency staff to support children's learning.

### **Integration**

When and if we feel a child is able to cope with both the social and curricular demands, a gradual process of supported integration to Crosshouse Primary will begin. Through a system of planning, involving close liaison and consultation between the class teacher, centre teacher and speech and language therapist, we hope to create the optimal conditions for success. If a child is able to cope with an increased timetable of integration at Crosshouse, it may be time to consider a transfer to the child's designated establishment (local primary). Currently integration opportunities are limited due to maintaining safe 'bubbles' to prevent the spread of coronavirus and enable contact tracing should it be required.

## **SECTION 2**

### **Enrolment**

Enrolment takes place annually in January. Details are given in the local press and posted in pre-5 establishments as well as on our school app. Children who reach the age of 5 years before 1st March of the following year are eligible for enrolment for the primary class beginning in August. Enrolment takes place online.

### **Transitions**

#### **Nursery to P1**

An extensive transition programme is in place for preschool children who will attend the following year. Every effort is made to identify children who do not attend Crosshouse Early Childhood Centre but plan to come to our establishment in order that they can fully participate in the process. You will be invited to visit the school for an information session prior to your child starting school.

#### **P7 - Secondary**

Children are normally transferred between the ages of 11 and 12 years of age so that they will have the opportunity to complete at least four 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.

Children of Crosshouse Primary School normally transfer to:

Grange Academy

Beech Avenue

KILMARNOCK

KA1 2EW

Tel: 01563 549988

Parents have the right to enrol their children at a Secondary establishment of their choice within the regulation governing placing requests, or without a placing request to St Joseph's Academy.

A programme of transition events is organised throughout P7 before transfer, to help familiarise the children with the Secondary school layout, timetable and peers from partnership establishments. These arrangements ensure as smooth a transition as possible for the children and that their education will be a continuous process from primary into secondary.

Children with additional support needs have their needs met through the extensive liaison process. Grange Academy staff attend TRANS (Transition) meetings in P6 and P7. Grange Academy have a tiered approach to meeting needs of learners transferring to them from level 1 to level 5.

Children of Crosshouse Communication Centre usually transfer to:

Loudoun Communication Centre

Loudoun Academy

Glasgow Road

Galston

KA4 8PD

Tel: 01563 820061

Once a secondary provision is identified, a full transition programme would be established to ensure a smooth and stress-free move between primary and secondary environments. This may be affected by the pandemic.

### **Support for children and young people and parents and carers**

Ms Tina Gaitens is the head teacher and has pastoral responsibility for the pupils in the mainstream school. She is also the Child Protection Coordinator. If you have any concerns about a child, please contact the school and ask for her.

Mrs Kirsty Thomson is the depute head teacher and has pastoral responsibility for pupils attending the Communication Centre.

Mrs Gail Allan is the Depute head teacher and is the Additional Support Needs Coordinator.

### Additional Support Needs

Where a concern is raised about a child's progress, assessment information is gathered. A Team With The Family Meeting (TWF) is organised to identify exactly what the need is and what interventions can be put in place to help support the child.

This is known as the Child's Plan or My Plan. Plans are regularly reviewed and include the opinions of parents and children.

## **SECTION 3.**

### Mainstream School Day

Start 9.00am   Break 10.35am-10.55am   Lunch 12.40-1.30pm   Ends 3.10pm

### Communication Centre Day

Start 8.50am   Break 10.00am-10.25am, for some, and same time as mainstream  
for most   Lunch 12.00-12.50pm   Ends 3.00pm

## **School Year**

The year is divided into 4 terms, with a week off in October, two weeks off at Christmas and two weeks off at Easter.

School holidays for 2025/26 and 2026/27 can be found here:

<https://www.east-ayrshire.gov.uk/educationandlearning/schoolholidays.aspx>



## **Attendance and Timekeeping**

Attendance at our school is generally good, however we have noticed that since covid our attendance and late comings have got worse.

Attendance and timekeeping are recorded and monitored. We ask for your support to ensure your child attends school every day and learns the good habit of being on time.

We have procedures in place to follow up on any concerns about attendance.

If your child is going to be absent from school, we ask that you contact the school office as soon as possible to inform us. Under child protection responsibilities we will contact you if we have not been notified of a child's absence.

Please inform us if a different adult will be collecting your child from school.

## **Behaviour**

Our behaviour policy is called Respectful Relationships. The core of this is to promote positive relationships with each other. If conflict does arise, we approach this through having Restorative Conversations in which an adult will speak to children individually and ask standard questions as follows.

- What happened?
- What were you thinking?
- How did you feel?
- Who else has been affected?
- What do you need/ need to do?

These are asked of all parties and then when everyone feels the time is right everyone is brought together and each person is able to give their responses without any

interruptions and with the others actively listening. Then a plan is made of how we move forward. This approach works very well in the vast majority of cases. It is hoped that pupils will eventually be able to have these conversations independently.

Your support with encouraging positive behaviour is appreciated.

### **Dress code**

Our uniform consists of white or green polo shirt, Black or grey trousers or skirts and green sweatshirt. On P.E. days it is ok for your child to come dressed for P.E.

### **Establishment Security**

All visitors to the school are required to enter via our secured main entrance and report to the school office where they are required to sign in.

During playtime and lunchtime pupils are closely supervised by management team and classroom assistants.

### **Homework**

Research calls into question the benefits of homework. Therefore, we do not set homework as standard. If your child has additional support needs you may be offered some consolidation work to do at home if you would like it.

### **School Meals**

There is a cooking kitchen on site and children are able to order from EAC menu. All pupils 4 are entitled to a free school meal.

### **Cashless System**

We use an online system called ParentPay which allows us a cashless system in school.

Trips and other items can be paid through ParentPay and if not able to a bar-coded letter can be issued which allows you to pay at selected stores.

## **Complaints**

If you have any complaint to make please contact the school in the first instance. The head teacher will strive to find a solution with you.

## **Emergency Procedures/ Medical Matters**

We make every effort to maintain a full educational service, but on rare occasions, circumstances arise which lead to disruption. Schools may be affected by, for example: severe weather; temporary interruption of power and 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 through our App and Facebook page, and on local radio and *the East Ayrshire website and Twitter feed*. It is vital that you keep us up to date with your emergency contact details.

## **Fire Drills**

It is important that pupils get practice at efficiently exiting the building and we do this at least twice in a school year.

## **Medical Matters**

Some children have medical conditions which require them to have a health care plan. We work closely with parents and NHS staff to ensure these are up to date and accurate.

We can store medicine safely should your child require it and the first aid staff check that medicines are in date. You require to complete an administration of medicines consent form in order for us to administer medicines.

## **Data Protection**

The school will handle all data in relation to children as per Data Protection Act 2018.

## Parent Council

The chair of the parent council is Lynsey Hannah. Please contact the school for contact details on 01563 521459.

## SECTION 4 The Curriculum

### Curriculum

Curriculum for Excellence is the education system in Scotland. It includes early childhood centre, schools colleges and community learning from 3-18 and beyond.

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 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 for Excellence emphasises that assessment is an integral part of the 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 judgements on their own learning; skills that will be important to them throughout. Assessments tools will be administered providing additional evidence of what learners know, understand and are able to do and helping teachers plan learning experiences which are motivating and challenging.

Information about how the curriculum is structured and curriculum planning

[www.educationscotland.gov.uk/the\\_curriculum/](http://www.educationscotland.gov.uk/the_curriculum/)

[www.youngscot.org](http://www.youngscot.org) (learners)

[www.sqa.org.uk](http://www.sqa.org.uk) (information on qualifications)

[www.ltscotland.org.uk](http://www.ltscotland.org.uk) (teaching practice and support)

[www.engageforeducation.org](http://www.engageforeducation.org) (share ideas and questions about education)

[www.scotland.gov.uk/cfeinaction](http://www.scotland.gov.uk/cfeinaction) (real-life examples)

## **SECTION 5**

### **Achievement and Improvement**

Inspection Report 2019 can be found here:

<https://education.gov.scot/media/queuekp51/crosshousepseccins270819.pdf>

## IMPROVEMENT PLAN

Our Leadership	Teaching and Learning Together
<ul style="list-style-type: none"> <li>• Providing specific training for teachers and classroom assistants working with our most vulnerable young people.</li> <li>• We will provide NAIT (Autism) training for all staff during our February in service day.</li> <li>• We will find ways to allow our young people to lead through inclusion in COMs groups and through other means where necessary. (Crosshouse Opinions Matter)</li> <li>• Two of our teachers will lead all other teachers through developing our “excellent lesson” template by exploring what an excellent lesson looks like. This will then be used to assess lessons for effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• We are going to work in partnership with Glasgow Science Centre Learning Lab to engage in enquiry-based learning in STEM with lessons delivered by teachers and science centre staff. All stages will have one science topic taught in this way this year and will have a visit to the Science Centre in Glasgow to follow up on their learning. Parents will be invited to showcase events on our science learning.</li> <li>• Teachers will have training on Minecraft for Education, and updated training on Chromebooks, Microsoft Apps, promethean boards and AI for schools.</li> <li>• We will develop our in-house moderation. This means teachers will work together to agree a level for a child when assessing work. This will give us more accurate information when judging which level a child has achieved.</li> <li>• We will revisit our “excellent lesson” blueprint which is a way of judging how good a lesson is for children. This will be shared with parents and carers.</li> </ul>
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
<p>We aim to ensure all learners feel included and foster positive relationships.</p> <ul style="list-style-type: none"> <li>• We will have staff training and awareness raising about care experienced children (not specific children) to encourage understanding and empathy.</li> <li>• We will look closely at East Ayrshire’s refreshed Relationships Framework and develop our relationships, behaviour and bullying behaviour policy.</li> <li>• We will have a close look at the Circle Framework which Mrs Allan has been trained on to make sure our classrooms are all inclusive and make use of checklists to ensure we meet the required standards.</li> <li>• We will purchase BEAR cards which are a tool to support developing resilience in our learners and train at least two staff members in their use. This will add to our strategies for supporting pupils who suffer with anxiety.</li> <li>• We will try to increase our attendance levels as they are so important in children’s learning and development.</li> <li>• We will support a group of learners/families who are frequently late for school to try to improve our late for school data. Being regularly late can make pupils feel unsettled and not as ready to learn as they could be.</li> </ul>	<p>We aim to raise attainment in reading, writing and maths by-</p> <ul style="list-style-type: none"> <li>• Teaching numeracy in targeted groups</li> <li>• Rolling out after school maths clubs</li> <li>• Encouraging, facilitating and celebrating reading for pleasure working towards the Scottish Book Trust Core Reading Schools Award. Families will be included in the reading initiatives through reading at home/lending library.</li> <li>• Providing further training for teaching staff.</li> <li>• Ensuring our teaching staff are confident and supported in making judgements about levels our pupils have attained through moderation - which is a kind of cross marking.</li> </ul>

## SECTION 6

Curriculum for Excellence emphasises that assessment is an integral part of day-to-day teaching and learning. Learners' progress is 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 and 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.

Writing levels are assessed using the Big Writing Baseline Assessments twice a year. Numeracy levels are tracked through in class informal assessments of children's work through observations and evaluation of a child's day to day work. Children undergo continuous assessment by their class teachers to ascertain progress and to identify strengths and weaknesses in order that suitable and appropriate programmes of work can be devised.

The work of the children at early, first and second level of Curriculum for Excellence in literacy and numeracy and mathematics is moderated by gathering evidence and teachers coming together to discuss samples of children's work. This ensures agreement about what the evidence is showing us and allows us to have confidence in the judgements we make about children's learning. The moderation process will be rolled out to all curricular areas.

**Formative assessment** is carried out in many ways from P1-P7. Teachers employ many skills in this area – observation, assessment through forward planning, recordkeeping, simple marking strategies and unit tests. All children are encouraged to assess their own work and set their own targets for learning. This method of assessment is a key element of Curriculum for Excellence and is promoted through the Assessment is for Learning (AiFL) initiative.

Parents receive an annual written establishment report in March. There are two formal parents evenings per session where parents / carers can discuss their child`s progress with the class teacher. Teachers are happy to meet with any parent / carer as the need arises. Appointments can be arranged through the office. There are also two open afternoons per session when parents /carers have the opportunity to visit school to share their child`s work.

## SECTION 7

Other associated schools and Early Childhood Centres

<b>Hillhead Primary School</b> 2 Kilmaurs Road Kilmarnock KA3 1 QJ Tel 01563 521504	<b>Annanhill Primary School</b> Beech Avenue, KILMARNOCK KA1 2EW Tel 01563 549988
<b>Gargieston Primary School</b> Dundonald Road KILMARNOCK KA1 1UG Tel 01563 533067	<b>Shortlees Primary School, Early Childhood Centre</b> Blacksyke Avenue KILMARNOCK KA1 3SR Tel 01563 533678
<b>Park School</b> Grange Campus, Beech Avenue, KILMARNOCK KA1 2EW Tel 01563 549988	<b>Flowerbank Nursery</b> 39 Portland Road KILMARNOCK KA1 2DJ Tel 01563 522722

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[www.scotland.gov.uk/cfeinaction](http://www.scotland.gov.uk/cfeinaction) (real-life examples)

For more information on parental involvement or to find out about parents as partners in their child's learning, please contact the school directly or visit the Parentzone website at [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk).