

**LOUDOUN
ACADEMY**

*Learning together
Achieving together*

KINDNESS ♦ DETERMINATION ♦ EQUALITY

Glasgow Road
GALSTON
KA4 8PD

Telephone No:	(01563) 820061
Email:	ealoudoun.ac@eastayrshire.org.uk
School Website:	https://blogs.glowscotland.org.uk/ea/loudounacademy2022/
School App:	Safer Scotland Schools App
Denominational Status (if any):	Non-Denominational
School Roll:	884 (September 2024)
Further information:	www.east-ayrshire.gov.uk/schoolhandbooks

**School Handbook
Academic Session 2024/2025**





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HEAD TEACHER INTRODUCTION

It gives me great pleasure to share with you the School Handbook of Loudoun Academy. Whether you are a current or prospective student, parent or carer, or partner of the school, I hope you find it useful for all the information you need.

As Head Teacher, it is my privilege and honour to work with and for all our young people and their families. Our strong relationships between home and school are vital for young people's success in education throughout their time at Loudoun Academy.

I am fortunate to lead a highly-skilled and dedicated team of staff who are deeply invested in our students, in supporting their learning and wellbeing and promoting their current and future achievements to the highest level, in school and beyond.

Loudoun Academy is well regarded for its positive ethos. We pride ourselves on being a warm, friendly and vibrant school with strong personalised support, very high-quality learning and teaching, high aspirations for all and excellent success for each student.

This is reflected in our school vision – *Learning Together, Achieving Together*.

I would like to thank you for taking the time to read and look forwards to working with you in the future.

**David Falconer
Head Teacher**



Loudoun Academy

School Handbook

Academic Session 2024/2025

CONTENTS

1. School Information
2. Contacting the School
3. Keeping Up to Date
4. Annual Data Check
5. School Calendar
6. Parental Involvement
7. Parent Forum & Parent Council
8. Comments, Concerns & Complaints
9. East Ayrshire Council – Education Service
10. Further Information
11. Associated Primary Schools
12. Enrolling a Child at Loudoun Academy
13. School Transport
14. School Day
15. School Facilities
16. Parent Pay
17. School Meals
18. Cost of the School Day
19. School Uniform
20. Attendance at School
21. School Vision, Values & Aims
22. School Improvement Plan
23. Senior Leadership Team
24. Extended Leadership Team
25. School Staff
26. United Nations Convention for the Rights of the Child (UNCRC)
27. Student Participation
28. Pastoral Care
29. Wellbeing
30. Personal, Social & Health Education (PSHE)
31. Religious and Moral Education (RME)
32. Promoting Positive Relationships
33. Bullying & Equalities
34. Additional Support Needs
35. Faculty of Support
36. Loudoun Academy Communication Centre
37. Student Health
38. Child Protection
39. Curriculum
40. Learning, Teaching & Assessment
41. Extra-Curricular Activity



1. SCHOOL INFORMATION

Loudoun Academy is one of seven secondary schools in East Ayrshire Council and is a non-denominational, co-educational secondary school for young people aged 12-18 years old, from S1 to S6.

The school catchment includes the Irvine Valley communities of Priestland, Darvel, Newmilns, and Galston, as well as Hurlford and Crookedholm to the east of Kilmarnock, as well as surrounding villages of Fenwick, Moscow and Waterside.

Loudoun Academy is also the secondary additional support needs provision for young people across East Ayrshire Council with language and communication needs.

Loudoun Academy does not provide education by means of the Gaelic language as spoken in Scotland.

CONTACT INFORMATION

Address: Loudoun Academy
Glasgow Road
GALSTON
East Ayrshire
KA4 8PB

Telephone: (01563) 820061

Email: eaLoudoun.Ac@eastayrshire.org.uk

Website: <https://blogs.glowscotland.org.uk/ea/loudounacademy2022/>

SCHOOL ROLL INFORMATION

At September 2024, our School Roll was as follows:

S1	169	S2	173	S3	160	S4	179	S5	123	S6	80	Total	884
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This includes 84 students within S1-S6 within our Communication Centre.

Around 26% of students live in areas within the Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2 (20% Most Deprived in Scotland).

Approximately 17% of students enrolled are entitled to Free School Meals (FSM).

Around 36% of students have an additional support need (ASN).

2. CONTACTING THE SCHOOL

Should you wish to speak with a member of School Staff regarding any matter, please contact the School Office either by visiting in person, telephoning or emailing.

The School Office team will be able to respond to routine matters and if need be, to direct your enquiry to the appropriate member of staff within the promoted team.

Given the nature of a busy secondary school, the right member of staff may not be immediately available on request. It is best to arrange an appointment to meet in person or on the phone.

We are happy to receive email communication, but please bear in mind that members of the Leadership Team have teaching commitments and other duties and responsibilities.

School Staff routinely respond to enquiries within normal working hours, Monday to Friday from 08.30 a.m. to 4.30 p.m. Contact outwith these hours will be followed up on the next working day.

We always aim to provide a response within the same or next School Day and no later than three working days from your initial contact.

3. KEEPING UP TO DATE

We keep parents, carers and the wider community updated on latest news at Loudoun Academy in a range of ways. This includes the Weekly School Update from the Head Teacher and our termly Celebrating Success online newsletter.

We keep parents and carers updated through three main channels:

SCHOOL WEBSITE

Our School Website aims to be a 'one stop shop' for all information about the school:
<https://blogs.glowscotland.org.uk/ea/loudounacademy2022/>

SAFER SCHOOLS SCOTLAND MOBILE APP

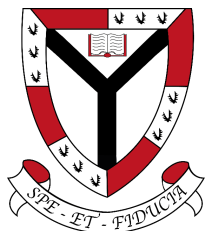
Download the Safer Schools Scotland Mobile App and select "Loudoun Academy". Contact the School Office for the Parent & Carer Access Code to receive notifications. The App shares a range of non-school related information which you can change in Settings.

PARENT PAY EMAIL

We also send important updates via ParentPay to the email address on our system for the Main Contact for the student. These can be either general updates like Latest News, but also specific information relevant only to your child or young person.

4. ANNUAL DATA CHECK

Parents and carers must advise the School Office of any updates personal details we hold about their child. We also update this through asking for an Annual Data Check to be returned.



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Academic Session 2024/2025

School Calendar

August		
Monday 19 August 2024	In-service Day 1	
Tuesday 20 August 2024	In-service Day 2	
Wednesday 21 August 2024	Return of Pupils	
Wednesday 26 August 2024	School Photographs	S1, S3, S6 only
September		
Monday 9 September 2024	S1-S6 Immunisation Catchup	Previous absentees
Friday 20 September 2024	Local Holiday	
Monday 23 September 2024	Local Holiday	
Tuesday 24 September 2024	S1-S6 Tracking Reports Issued	
October		
Tuesday 1 October 2024	S3 Parents' Evening	4.15 p.m. to 6.45 p.m.
Wednesday 2 October 2024	S6 UCAS Information Evening	6.00 p.m. to 7.00 p.m.
Monday 7 October 2024	S3 Bronze DofE Information Eve	6.00 p.m. to 7.00 p.m.
Wednesday 9 October 2024	Healthy Living Family Learning	4.00 p.m. to 6.00 p.m.
Monday 14 October 2024	October Holiday Week	Monday - Friday
Monday 21 October 2024	In-Service Day 3	
Tuesday 22 October 2024	Return of Pupils	
	S2-3 Helping Your Child Evening	4.30 p.m. to 6.00 p.m.
Wednesday 23 October 2024	S4-5 Helping Your Child Evening	4.30 p.m. to 6.00 p.m.
Wednesday 30 October 2024	S1 Parents' Evening	4.15 p.m. to 6.45 p.m.
November		
Monday 18 November 2024	S4-6 Tracking Reports issued	
Wednesday 20 November 2024	S4 Parents' Evening	4.15 p.m. to 6.45 p.m.
December		
Monday 2 December 2024	S5/6 Parents' Evening	4.15 p.m. to 6.45 p.m.
Wednesday 18 December 2024	S1/2 Tracking reports issued	
Friday 20 December 2024	Last day of term	Christmas Break
January		
Monday 6 January 2025	Return of Pupils	
Monday 13 January 2025	S4-6 Assessment Diet Begins	'Prelims' – 2 weeks
Friday 17 January 2025	S3 Full Reports Issued	
Monday 20 January 2025	S2-3 Pathways Evening	6.30 p.m. to 8.00 p.m.
Wednesday 29 January 2025	S2 Parents' Evening	4.15 p.m. to 6.45 p.m.

February		
Tuesday 4 February 2025	S4-5 Pathways Evening	6.30 p.m. to 8.00 p.m.
Wednesday 5 February 2025	Duke of Edinburgh Showcase	6.00 pm. To 7.00 p.m.
Friday 7 February 2025	S3 Immunisation, S4-6 Catchup	Men, Dipth, Tet, Polio
Monday 10 February 2025	Local Holiday	
Tuesday 11 February 2025	In-service Day 4	
Friday 14 February 2025	S3 Immunisation, S4-6 Catchup	Men, Dipth, Tet, Polio
Wednesday 19 February 2025	S4 Full Reports Issued	
Friday 28 February 2025	S5/6 Full Reports Issued	
March		
Monday 10 March 2025	S1 Immunisation, S2-6 Catchup	HPV
Tuesday 11 March 2025	S1 Immunisation, S2-6 Catchup	HPV
	Young Musician of the Year	7.00 p.m. to 8.30 p.m.
Friday 21 March 2025	S1 Full Reports Issued	
April		
Tuesday 1 April 2025	S4-6 Tracking Report Issued	SQA Estimates
Friday 4 April 2025	End of Term	Spring Beak
Tuesday 22 April 2025	Return of Pupils	
Thursday 24 April 2025	Study Leave Begins	S4-6 pupils
Friday 25 April 2025	SQA Examinations Begin	
May		
Monday 5 May 2025	Bank Holiday	
Tuesday 6 May 2025	In-Service Day 5	
Wednesday 7 May 2025	S2 Full Reports Issued	
Friday 16 May 2024	S3 Tracking Report Issued	
June		
Monday 2 June 2025	Return of S5/6 Students	Study leave Ends
Tuesday 10 June 2025	P7 Transition Day 1	
Wednesday 11 June 2025	P7 Transition Day 2	
Thursday 12 June 2025	P7 Transition Day 3	
Thursday 12 June 2025	P7 Parents' Information Evening	4.30 p.m. to 6.30 p.m.
Wednesday 18 June 2025	S6 Prom	Brig o' Doon Hotel
Monday 24 June 2025	S1-S6 Awards Ceremonies	Timings tbc

6. PARENTAL INVOLVEMENT

It is well recognised that educational outcomes for children and young people are improved when there is closer partnership working between schools and parents and carers. The Schools (Parental Involvement) Act 2006 describes this in three ways:

promoting learning at home – by improving the information parents receive from the school on the curriculum, assessment and reporting, support for pupils and school improvement so that parents can help with their child's learning at home and in the community;

improving the home/school partnership – by highlighting opportunities for parents to become involved in the school and having access to information, support and advice to support their child's learning

parental representation – by providing information about getting involved in the Parent Council or other parent representative body at the school.

REPORTING TO PARENTS

For each year group, parents and carers will receive:

- 2 Tracking Reports – showing levels of progress, and behaviour, effort, homework;
- 1 Full Report – as above but with teacher comment and action plan;
- 1 Parents' Evening – to meet with teachers by appointment.

Parents and carers can use the online booking system for Parents' Evening appointments using the Main Contact Email Address we hold on our system for your child.

CAUSE FOR CONCERN

We notify parents and carers if there has been any cause for concern such as latecoming, truancy or a low-level behaviour issue in school through text message and/or email. For more persistent or serious concerns, we will telephone or write to parents and carers, and/or request a face-to-face meeting at the school. Parents and carers can contact the school at any point should they have concerns about their child.

SCHOOL COMMUNITY EVENTS & FAMILY LEARNING

During the course of the year, we have a range of formal and informal opportunities for parents and carers to join us to celebrate young people's successes and achievements, at our school fayres, and at information evenings. Please check the Head Teacher Update and also the School Calendar for more details.

7. PARENT FORUM & PARENT COUNCIL

PARENT FORUM

All parents and carers are members of the Parent Forum and we want all our parents and carers to be involved as much as possible in the life and work of the school.

PARENT COUNCIL

Loudoun Academy is very fortunate to have a strong and active Parent Council who support the school in many ways. This includes:

- representing the views of the wider Parent Forum;
- consultation on School Improvement;
- involvement in appointments to senior roles within the school;
- fundraising which supports many projects, activities and trips for school pupils;
- sharing important information about the school; and
- signposting parents and carers to other relevant supports or services that can help them.

All parents and carers are welcome to join any Parent Council Meeting, which is held usually on the first Thursday of the month in the Conference Room at Loudoun Academy.

CONTACTING THE PARENT COUNCIL

The Chair of the Parent Council for Academic Session 2024-2025 is Laura Reid and the Vice Chair is Laura Laing.

The Parent Council Facebook page can be found using the following link: <https://www.facebook.com/people/Loudoun-Academy-Parent-Council/100066144117018/>

CONSTITUTION & MINUTES OF MEETINGS

The Parent Council Constitution and Minutes of recent meetings can be obtained from the Parent Council or from our School Office.

8. COMMENTS, CONCERNS & COMPLAINTS

We aim for all of our young people and their parents, carers and families to have confidence and reassurance in the work we do as a school to improve outcomes for our learners.

Our commitment to deliver a high standard of service is reflected in our School Vision, Values and Aims and in our School Improvement Plan.

Should you have a comment, concern or complaint, the most appropriate member of Extended Leadership Team will record these and will aim to resolve the matter promptly.

Should you remain dissatisfied, your concern or complaint should be addressed to Mr Falconer, Head Teacher in the first instance for response at Stage 1 of the Council's Complaint Handling Procedures. We aim to respond and resolve the matter within five working days.

Should you remain dissatisfied following response at Stage 1 from the Head of Establishment, you can choose to have your concern or complaint investigated further at Stage 2.

More information on the Council's Complaint Handling Procedure can be found using the following link:

<https://www.east-ayrshire.gov.uk/CouncilAndGovernment/Contact-us/ComplaintsProcedure/Commentsuggestionsandcomplaints.aspx>

9. EAST AYRSHIRE COUNCIL – EDUCATION SERVICE

Education Service
Council Headquarters
London Road
Kilmarnock
KA3 7BU

Telephone (General Enquiries): 07551 280834 or

Telephone (General Enquiries): 07721 857059 or

Telephone (General Enquiries): 07392 864105

Email: Education-ServiceSupportA@east-ayrshire.gov.uk

10. FURTHER INFORMATION

You can find further information in addition the School Handbook on East Ayrshire Council Education Service website, including:

- School Emergencies
- Education in East Ayrshire
- School Information
- Policies and Legislation
- Statement of Commitment and Community Plan
- Additional Support Needs
- Early Years, Primary Schools and Secondary Schools

This can be accessed using the following link:

<https://www.east-ayrshire.gov.uk/EducationAndLearning/Schools/School-handbook/School-handbooks.aspx>

11. ASSOCIATED PRIMARY SCHOOLS

LOCAL CATCHMENT

Darvel Primary School

16 Jamieson Road
Darvel
KA17 0AU
(01560) 320257

Head Teacher:
Mr D McIlwraith

Newmilns Primary School

Gilfoot
Newmilns
KA16 9LP
(01560) 320915

Head Teacher:
Mrs J McCracken

Galston Primary School

Western Road
Galston
KA4 8BG
(01563) 820221

Head Teacher
Mrs S Murphy

Hurlford Primary School

21 Academy Street
Hurlford
Kilmarnock
KA1 5BU
(01563) 525098

Head Teacher
Mrs G Campbell

Fenwick Primary School

1-3 Kirkton Road
Fenwick
Kilmarnock
KA3 6DH
(01560) 600403

Head Teacher:
Mr J Houston

CROSSHOUSE PRIMARY COMMUNICATION CENTRE

We also work very closely with Crosshouse Primary School, ECC and Communication Centre where many young people transfer at secondary to Loudoun Academy Communication Centre:

Crosshouse Primary School, ECC & Communication Centre

7 Playingfield Road
Crosshouse
Kilmarnock
KA2 0JJ
(01563) 521459

Head Teacher (Acting):
Ms T Gaitens

12. ENROLLING A CHILD AT LOUDOUN ACADEMY

PRIMARY TO SECONDARY TRANSITION

Your child's Primary School will issue details during their final year, on when to complete their online P7 to S1 transfer forms. Information will then be passed onto Loudoun Academy for children registering to attend secondary school.

MOVING INTO THE CATCHMENT AREA

If you live within or move to the catchment area and wish to enrol your child at Loudoun Academy, please contact the school directly to arrange an appointment to visit the school and to meet the Depute Head Teacher responsible for your child's year group.

ALLOCATION TO THE COMMUNICATION CENTRE

All students moving from a primary school in East Ayrshire to enrol within Loudoun Academy Communication Centre would normally do so as part of transition planning and assessment within the Child's Plan. Students enrolling within Loudoun Academy Communication Centre during the course of secondary school would do so as part of an assessment and referral process, supported by the school's Educational Psychologist.

MAKING A PLACING REQUEST

Normally children and young people attend the school within their local catchment area. However, on some occasions parents or carers may choose to send their child to a school in a different area by making a written request, known as a Placing Request. Information is given below on how to do this.

MORE INFORMATION ON SCHOOL ADMISSIONS IN EAST AYRSHIRE COUNCIL

To find out more, please use the following link to access online information and forms about enrolling a child in a school in East Ayrshire Council:

<https://www.east-ayrshire.gov.uk/EducationAndLearning/Schools/SchoolAdmissions/SchoolAdmissions.aspx>

School Admissions including placing requests:

Civic Centre South

John Dickie Street

Kilmarnock

KA1 1HW

Email: EducationPlacingRequests@east-ayrshire.gov.uk

Telephone: 07500 8917

13. SCHOOL TRANSPORT

School Transport is provided for young people staying more than three miles from secondary school, or where, for safety reasons there is no suitable walking route.

Where their child is eligible, parents and carers should make an application for School Transport for their child using the East Ayrshire Council website, by following the link below;

<https://www.east-ayrshire.gov.uk/EducationAndLearning/TravellingToSchool/Schooltransport/Schooltransport.aspx>

Parents and carers of students who are about to join the school in S1 should make an application for Session 2025-2026 **before their child joins the school**. There is no need to make a new application every year once you have done this once already.

PARENTS' & CARERS RESPONSIBILITIES

It is the responsibility of parents and carers to ensure their children travel to and from school safely. Parents are responsible for the behaviour of their children on school transport. Any misbehaviour which could put the safety of others at risk may result in the confiscation of travel passes for a period of time or even permanently.

More information

Contact information for enquiries related to School Transport are below:

School Transport Section
Opera House
8 John Finnie Street
Kilmarnock
KA1 1DD
Email: School-Transport@east-ayrshire.gov.uk
Telephone: 01563 576334

YOUNG PERSON'S FREE BUS TRAVEL SCHEME

Since January 2022, all young people aged 5 to 21 are eligible to travel by bus using their National Entitlement Card (NEC), also known as the Young Scot Card. Loudoun Academy is served by the Stagecoach Number 1 bus service linking Kilmarnock within the Irvine Valley and the school is a very short walk from the stop on the main road.

TRANSPORT FOR SCHOOL-COLLEGE PARTNERSHIP COURSES

Arrangements for students in the Senior Phase (S1-S6) taking up partnership courses offered at Ayrshire College at either the Kilmarnock, Ayr or Kilwinning Campus involve independent travel from school using

14. THE SCHOOL DAY

Loudoun Academy is open as follows:

Monday – Wednesday 8.50 a.m. to 3.40 p.m.

Thursday – Friday 8.50 a.m. to 2.50 p.m.

There are 33 teaching periods in the week, each lasting 50 minutes.

Students have a 15-minute Morning Interval and 45-minute Lunchbreak, as follows:

Period 1	8.50 a.m. to 9.40 a.m.	
Period 2	9.40 a.m. to 10.30 a.m.	
Period 3	10.30 a.m. to 11.20 a.m.	
Interval	11.20 a.m. to 11.35 a.m.	
Period 4	11.35 a.m. to 12.25 p.m.	
Period 5	12.25 p.m. to 1.15 p.m.	
Lunch	1.15 p.m. to 2.00 p.m.	
Period 6	2.00 p.m. to 2.50 p.m.	
Period 7	2.50 p.m. to 3.40 p.m.	Mon-Weds only

Students are not permitted to leave school during the day unless this is authorised by our School Office after direct contact with parents and carers.

At Lunchtime, we recommend students remain on the School Campus for their own safety – all S1 students must do this **at all times** and no pupils are permitted to leave the school during Morning Interval.

Students in S2-S6 are allowed to leave the school during Lunchtime, but must remember when they do so they are representing the school in our community. Any concerns from the community or latecoming to afternoon classes will result in this privilege being removed.

15. SCHOOL FACILITIES

When on the School Campus, students should remain within the **Main Supervised Areas** during social times. These are as follows:

- The Assembly Hall between 8.20 a.m. and 8.50 a.m.;
- Grounds in front of the Main Building, or the central quadrangle area;
- In the Dinner Halls at Morning Interval and Lunchtime.

Individual students may have permission to access specific parts of the building including the Communication Centre, the Snug or Pupil Support or to Supported Study classes or clubs.

Students should not be Out of Bounds during social times:

- In corridors or stairwells;
- At the Back of the Building behind Science, Technical and PE;
- At the Car Park, Leisure Centre, Rugby Pitch or Astro park;
- In the woods behind or around the School; or
- At the roadside or near neighbouring properties.

16. PARENT PAY

ParentPay is a system where each child has an account that their parent or carer can use to pay for school meals, school events and activities, fundraising and trips and excursions. Please ask the School Office for instructions on how to access ParentPay and to link your child with an activation code to your account. When topping up your child's account, it is best to give three to five working days for funds to clear. We also use ParentPay as a way of emailing information to parents too.

17. SCHOOL MEALS

CATERING FACILITIES

We have three main Catering Facilities – the first floor Dinner Hall (S1/2), second floor Dinner Hall (S3-6) and the Kiosk outside. We operate a cashless system, and all students should key in their Personal Identification Number (PIN) to link to their individual account, and/or present their National Entitlement Card (NEC) / Young Scot Card at the service point.

SCHOOL MEAL DEAL

For Session 2024/2025, East Ayrshire Council's School Meal Deal is be £1.08 for young people who pay for their school meals. Choose from:

- main meal
- deli option
- pizza/burger
- pasta/noodle/rice pot

Plus:

- 250ml carton of water (Radnor)/flavoured water (Radnor)
- a piece of fresh fruit
- soup or a yoghurt or a healthy biscuit or an additional piece of fruit

All other items are not included in the School Meal Deal and will be charged at full price.

MENUS

The menu for our School Catering Service operates on a three weekly rotation and for 2024/2025 can be found via the following weblink:

<https://www.east-ayrshire.gov.uk/Resources/PDF/School-meals/loudoun-academy-school-meals-menu.pdf>

ALLERGENS

Should your child have an allergen, please notify the School Office who will advise our Catering Manager to discuss your child's requirements. Allergen information for School Meals can be found via the following weblink:

<https://eastayrshire-secondary.mysaffronportal.com/>

18. COST OF THE SCHOOL DAY

There are a range of supports available to children and young people and their families to ensure there are no financial barriers to education.

FREE SCHOOL MEALS & CLOTHING GRANT

Parents and carers can check to see if their child is eligible for Free School Meals (FSM) and/or Clothing Grant, up to £175 to help with the cost of School Uniform. You must apply each year and entitlement does not roll over from one year to the next. For more information and to apply, please use the following link:

<https://www.east-ayrshire.gov.uk/CouncilAndGovernment/Benefits/Benefits-EducationAndSchool/Clothing-grants-and-free-school-meals/Clothing-grants-and-free-school-meals.aspx>

EDUCATION MAINTENANCE ALLOWANCE

Students staying on in school over the age of sixteen may be entitled to Educational Maintenance Allowance (EMA) to help support them continuing their education at this stage. EMA is subject to satisfactory attendance at school in full-time education. For more information and to apply, please use the following link:

<https://www.east-ayrshire.gov.uk/CouncilAndGovernment/Benefits/Benefits-EducationAndSchool/Schools-MaintenanceGrants/EducationMaintenanceAllowance.aspx>

SCHOOL MEALS

Information on the cost of all items sold within the Catering Service can be found using the following weblink:

<https://www.east-ayrshire.gov.uk/CouncilAndGovernment/Benefits/Benefits-EducationAndSchool/Schools-MaintenanceGrants/EducationMaintenanceAllowance.aspx>

SCHOOL INITIATIVES

There should be no additional cost to any young person when they come to school. Some examples of the ways in which we try to reduce the Cost of the School Day include:

- Magic Breakfast (in the Assembly Hall before the school day);
- Curriculum costs covered e.g. Home Economics, Technical, Art;
- Stationary Shop for free study materials;
- PE Kit store;
- Free Period Products; and
- School Uniform Bank.

We will continue to develop our Cost of the School Day initiatives, led by student-led Child Poverty Action Group (CPAG).

19. SCHOOL UNIFORM

PROUD TO BE LOUDOUN

Loudoun Academy's School Uniform policy is very well supported by parents and carers. Students' comfort and wellbeing is paramount and we have a range of informal and more formal options available.

School Uniform helps us to ensure high standards within our learning environment, where young people succeed because they are committed to the values of the school and feel that they belong and can achieve. It also allows us to ensure an equitable and fair environment and to reduce the cost of the school day, as well as ensuring security and safety of all.

Students are expected to be **Ready** as part of our School Code, and for S4-6, to be in the more formal option of shirt and tie, with optional blazer – dressing for success!

SCHOOL UNIFORM

- Plain black trousers
- Plain black leggings
- Black skirt with black tights
- Polo Shirt in school colours*
- Sweater in school colours*
- Hoodie in school colours*
- White/Black Formal Shirt with School Tie
- Black Cardigan/Pullover with shirt/tie
- Loudoun Academy School Blazer

*** with the School Badge clearly visible**

NOT ACCEPTABLE FOR SCHOOL

- Tracksuits or jogging bottoms
- Patterned or coloured leggings
- Shorts
- Skirt with no tights
- Crop top or cut away sweatshirts
- Sports clothing
- Designer clothing
- Jeans or denim
- Fashion jackets
- No identifiable item of School Uniform

Where students are dressed in clothes which are not acceptable for school, parents and carers will be contacted so that their child is in appropriate schoolwear.

SCHOOL UNIFORM SUPPLIERS

You can purchase Loudoun Academy School Uniform items from the following local suppliers:

My Little Label Company (Galston)

<https://www.facebook.com/profile.php?id=100065752082275>

Ayrshire Schoolwear (Kilmarnock) <https://ayrshireschoolwear.com/>

My Clothing (Online) <https://myclothing.com/collections/loudoun-academy-29263/>

FURTHER SUPPORT

Please use the following link if you need any assistance with School Uniform using our school supplies:

https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKUSobox3sStAq44Q_LzqEHxUM01VMEZLSDJFRjc3U0FUSFRRQIZZUEhJUC4u

20. ATTENDANCE AT SCHOOL

RIGHTS OF THE CHILD

All children and young people have an entitlement to an effective education. This is legally binding within the United Nations Convention for the Rights of the Child (UNCRC) which is incorporated into Scots Law.

PARENTAL DUTIES

Parents are legally required to ensure their child receives an education by causing them to attend school. Parents have a legal duty to notify the school of reasons for absence which are noted on the child or young person's electronic records.

SATISFACTORY ATTENDANCE

Research shows that children and young people learn and achieve best when they attend school well. This means:

Good attendance = 95% or above (up to two weeks absence per year)

Satisfactory attendance = 90% or above (up to four weeks absence per year)

Cause for concern = below 90% (more than four weeks absence per year)

Critical concern = below 85% (more than six weeks absence per year)

Occasional days off here and there can quickly add up to be a cause for concern.

IF YOUR CHILD IS ABSENT

Please contact the School Office to speak to a member of the team, or leave a message on the answer machine, before the School Day if you know your child is going to be absent because they are unwell or if there are other circumstances. You should provide their name, class, the reason for absence and how long you expect them to be off for.

Parents and carers can also notify of an absence through the Safer Schools Scotland App by using 'Report an Absence'.

IS MY CHILD TOO ILL TO GO TO SCHOOL?

The following NHS website gives parents and carers useful guidance about whether or not to send their child school:

<https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>

IF YOUR CHILD NEEDS TO LEAVE SCHOOL

Sometimes children and young people need to leave school during the day, for example for a medical appointment or if they take unwell whilst at school and need to go home. This must always be arranged through the School Office and not between pupils and parents or carers themselves alone. Students are not permitted to leave school during the School Day without parental permission and authorisation from the School Office. This is to ensure good safeguarding and care and welfare at all times.

PERIOD-BY-PERIOD LATECOMING OR ABSENCE

Each School Day has either seven or six teaching periods. At the start of each lesson, staff will carefully mark the register and update this if it changes during the lesson. Any students who are more than two minutes without permission are marked 'late', and any students much later than this will be given a code for being 'exceptionally late'. Any student who is absent when they were previously present in a class will be followed up to locate the student, and where necessary contact parents, to alert them their child is not in class.

TRUANCY

Truancy is where students deliberately avoid or miss going to class. This is not permitted under any circumstances and, although this is very rare, it is a serious issue.

Truancy is a safeguarding concern because the student is not in class where they should be, and secondly, it is a conduct concern as significant input from school management is needed to respond.

Parents and carers will be contacted immediately to support the school in addressing with their child any truancy or absconding behaviours and to prevent these recurring.

LEARNING AND WELLBEING SUPPORTS

When a child is absent from school regularly or for longer periods of time, we know this can greatly affect their confidence and self-esteem. It can affect their opportunities to learn and achieve, and also to have important social and emotional development through positive relationships with friends and with staff.

If you think that your child may need additional support in place because of attendance concerns, we have a wide range of strategies and supports available. Please speak with your child's Principal Teacher of Pupil Support, or Principal Teacher of Communication Centre in the first instance.

CONTACTING PARENTS ABOUT ATTENDANCE CONCERNS

As a school, we are obliged to make sure we keep in contact with parents and carers if there are patterns of absence from school, if attendance drops below a satisfactory level, or if a young person is truanting or absconds. We will do so at key intervals and contact by telephone or letter or at a meeting at the school to discuss how attendance can be improved.

21. SCHOOL VISION, VALUES & AIMS

OUR VISION

Our Vision is **Loudoun Academy: Learning together, Achieving together**. Loudoun Academy is a caring, ambitious and inclusive school community where everyone can succeed in reaching their aspirations.

OUR VALUES

Our Values are:

- **KINDNESS** – being helpful and always showing care and understanding;
- **DETERMINATION** – working hard to overcome barriers and reach goals;
- **EQUALITY** - valuing everyone equally, seeing differences as strengths;

We show our values in everything we do.

OUR AIMS

We strive for everyone at Loudoun Academy to have:

- A **positive, safe learning environment**, which supports good wellbeing;
- Learning experiences which **develop each person's unique potential**;
- An engaging curriculum which leads to **high achievement for all**;
- Resilient, confident and independent **attitudes, habits and skills**;
- **Ownership, pride and citizenship in our school** and wider communities;
- **Success beyond school** in a range of different pathways.

Our aims set out what we hope to achieve and how we measure success.

22. SCHOOL IMPROVEMENT PLAN

Following a range of stakeholder consultation, our School Improvement Plan priorities for Session 2024-2025 are summarised below:

1. **To build capacity for leadership at all levels to take forwards our shared vision for improvement;**
2. **To improve the quality and consistency of learning, teaching and assessment in S1-3 Broad, General Education (BGE);**
3. **To cultivate an ethos of participation and achievement, reflecting our shared values;**
4. **To improve tracking of students' progress S1-S6 to lead to effective, targeted support.**

A full copy of our annual School Improvement Plan (SIP), and also our Standards & Quality Report (SQR) can be obtained from our School Office or our School Website.

23. SENIOR LEADERSHIP TEAM

At September 2024, Loudoun Academy has one Head Teacher, two substantive Depute Head Teachers and one acting Depute Head Teacher.

The Head Teacher is a Senior Officer of the East Ayrshire Council, responsible for the overall leadership and management of the School and the delivery of educational improvement objectives.

Each Depute Head Teacher is responsible for assisting the Head Teacher in the conduct of the School's affairs, and has a designated Year Group responsibility alongside a broader strategic and operational remit.



**Mr D Falconer
Head Teacher**

Overall School
Leadership &
Management



**Ms L Boyd
Depute Head
Teacher
(Acting)**

Learning & Skills

S1/S6 Year Head



**Mrs L Egerton
Depute Head
Teacher**

Wellbeing & Inclusion

S2/S4 Year Head*



**Mr B Hendry
Depute Head
Teacher**

Curriculum &
Attainment

S3/S5 Year Head**

* In 2025/2026 Mrs Egerton will have Year Head responsibility for S3/S5

** In 2025/2026 Mr Hendry will have Year Head responsibility for S2/S4

24. EXTENDED LEADERSHIP TEAM

PRINCIPAL TEACHERS OF LEARNING & TEACHING

Each department has a Principal Teacher with overall responsibility for the curriculum.

PRINCIPAL TEACHERS OF PUPIL SUPPORT

Responsible for the overall support of students in the wider school within their House group.

PRINCIPAL TEACHER OF SUPPORT FOR LEARNING

Overall responsibility for additional support needs within the wider school.

PRINCIPAL TEACHER OF COMMUNICATION CENTRE

Responsibility for the curriculum and pupil support within the Communication Centre.

PRINCIPAL TEACHER OF EQUITY

Responsibility for supporting positive outcomes for learners through improving equity.

25. OUR STAFF

TEACHING STAFF

At September 2024, we have 72.8 FTE (Full Time Equivalent) teaching staff.

Senior Leadership Team		Mathematics		Business Education & Computing Science	
Mr D Falconer	HT	Mr G Johnston	PT		
Ms L Boyd	DHT(A)	Mr P Blackhurst		<i>Business Education</i>	
Mrs L Egerton	DHT	Ms K Dempster		Mr J Morrison (0.6 FTE)	PT
Mr B Hendry	DHT	Mr J McGhee		Ms L Davis	NQT
		Mrs S Young		Mr A Irvine	PTPS
Pupil Support		Vacancy (1.0 FTE)		Mrs S McKinnon	T
Mrs S Cornelius	PTPS	Modern Language & Religious and Moral Education		<i>Computing Science</i>	
Mrs A Highet (0.8 FTE)	PTPS			Mr B Keirs	PT(A)
Mr A Irvine (0.2 FTE)	PTPS			Art & Design Technology	
Mr R Patterson	PTPS	<i>Modern Language</i>		<i>Technical Education</i>	
Mr P Vickers	PTPS	Mrs A Rose	PT	Mr J Malakoty	PT(A)
Support for Learning		Mrs F Fleming	PTE	Ms M Horn	PTE
Mrs L McPike	PTSFL	Mrs N Costello (0.6 FTE)		Mr D Hutchison	T
Ms L Gilmour	T	<i>RME</i>		Mr A Mullen	
Mrs L Luke	PTE	Ms J Borland (0.8 FTE)		Mr J Robson	CB
Mrs H McCulloch		Mr J Stephenson	T	<i>Art & Design</i>	
Mrs M Thomas		Science		Ms M Nelis (0.6 FTE)	
Communication Centre		<i>Biology</i>		Mrs E Maddocks	
Mrs J Keir	PTCC	Ms AJ Glass	PT	Mrs H McMahan (0.8 FTE)	
Mrs K Robertson	PTCC	Mrs H Dodds (0.6 FTE)		Ms N Tatersfield	T
Mr D Allen	T	Mr S McCall		Home Economics & Physical Education	
Mrs H Beattie		Mrs F Quate (0.6 FTE)		<i>Physical Education</i>	
Ms G Bream		Ms L Wells	T	Mrs N Phillips (0.8 FTE)	PT
Mrs A Curran		<i>Chemistry</i>		Mr K Farrow	T
Mrs F Flood (0.6 FTE)		Mr P Casey		Ms B Masson	
Ms M Kimmett		Ms C Skilling	NQT	Ms N Mathieson	NQT
Mr D McKenna		Mr J Harkness	PTE	Mr C McQuade	PT(A)
Mrs K McLean		<i>Physics</i>		Ms R Ross	
Mr R Sedgewick		Mrs K MacDonald		Mrs H Stewart (0.8 FTE)	
Ms A Thomson		Social Subjects		<i>Home Economics</i>	
English				Mrs S Brown	
Mrs D McCrone	PT	Mrs S McLaughlin	PT	Ms S Johnston	
Mr D Ball		Mr A Cartmell		Mrs D Smith	
Mr C Campbell	T	Ms J Colquhoun		Music	
Ms L Johnston		Mr G Henderson		Ms L Bohan	PT
Mrs C Melson (0.4 FTE)		Mrs S Murray		Ms McCutcheon (0.4 FTE)]	T
Mrs I McDonald				Vacancy (1.0 FTE)	

HT– Head Teacher

DHT – Depute Head Teacher

PT – Principal Teacher of Learning & Teaching

PTPS – Principal Teacher of Pupil Support

PTSFL – Principal Teacher of Support for Learning

PTCC – Principal Teacher of Communication Centre

PTE – Principal Teacher (Acting) Equity

NQT – Newly Qualified Teacher

T – Temporary postholder

SUPPORT STAFF

CLASSROOM ASSISTANTS

Wider School

Ms A Bennett
Mrs L Dawson
Ms F Graham
Mrs L King
Mrs E Lambert
Mrs T Neil
Mrs M Shields
Mrs C Smith

Communication Centre

Ms SA Brennan
Ms J Cotton
Mrs K Donaghy
Mrs L Finnegan
Mrs E Hewitt
Mrs D McAllister
Mrs N McCaig
Mr J Smith
Mrs S Todd
Mrs S Wallace
Mx C Winning

LIBRARY

Library Assistant

Miss K Craven

SCHOOL OFFICE

Administration & Finance Officer

Mrs Y Dick

Administrative Assistant

Mrs J Alexander

Clerical Assistants

Ms D Barclay
Mrs J Campbell
Mrs T Chapman
Mrs Y McRoberts
Mrs F Wilson
Mrs J Wood

JANITORIAL TEAM

Head Janitor

Mr A Calder

Mr S Thompson
Mr C Bell

CLEANING TEAM

Cleaning Supervisor

Mrs J White

Day Cleaner

Mrs M McVie

SCHOOL CATERING

Catering Manager

Mrs M Wylie

PARTNERS

We also have a wide range of partners based at the school including our Home Link Worker, Active Schools Coordinator, Exchange Counselling Service and Campus Police Officer.

Campus Police Officer	PC J Rae
Family Link Worker	Mrs G White
Active Schools Coordinator	Mrs L Murphy
SDS Careers Advisor	Mrs J Robertson

26. UNITED NATIONS CONVENTION FOR THE RIGHTS OF THE CHILD

All members of the school community at Loudoun Academy recognise, respect and uphold the Rights of the Child, incorporating this into all aspects of our work. More information for parents and carers can be found using the following link:

<https://www.parentclub.scot/articles/childrens-rights>

27. STUDENT PARTICIPATION

We place student participation and learner voice at the heart of our work as a school. This includes student evaluation of the quality of their experiences, involvement in school decision making, leadership roles and responsibilities and wider achievement, including:

- School Captains
- House Captains
- School Champions
- Leaders of Learning
- Student Representative Council
- Class Ambassadors
- Participatory Budgeting
- SQA Leadership Award
- Other initiatives

28. PASTORAL CARE

All students in the school have a Named Person, who is the key adult within the school for their care and welfare, and to support their progress and achievement. This is normally their Principal Teacher of Pupil Support, or Principal Teacher of Communication Centre.

Arran House	Mrs S Cornelius	Hoy House	Mr R Patterson
Harris House	Mrs A Hight (0.8 FTE) Mr A Irvine (0.2 FTE)	Skye House	Mr P Vickers
Communication Centre	Mrs K Robertson (S1/2)	Mrs J Keir (S3-S5)	

29. WELLBEING

Getting it Right for Every Child means that all young people are supported in school to be:

Safe – growing up in an environment where a child or young person feels secure, nurtured, listened to and enabled to develop to their full potential. This includes freedom from abuse or neglect.

Healthy – having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices.

Achieving – being supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community.

Nurtured – growing, developing and being cared for in an environment which provides the physical and emotional security, compassion and warmth necessary for healthy growth and to develop resilience and a positive identity.

Active – having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.

Respected – being involved in and having their voices heard in decisions that affect their life, with support where appropriate.

Responsible – having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision.

Included – having help to overcome inequalities and being accepted as part of their family, school and community.

During the course of Academic Session 2024/2025 we will introduce twice annual wellbeing tracking of our students, putting in place additional supports and interventions where needed. This will involve students completing the Pupil Attitudes to Self and School (PASS) questionnaire in classes, and discussing the results with their Principal Teacher of Pupil Support or Principal Teacher of Communication Centre.

30. PERSONAL SOCIAL & HEALTH EDUCATION

All students have Personal, Social and Health Education (PSHE) on their timetable throughout S1-S6. This is normally delivered by their Principal Teacher of Pupil Support or Principal Teacher of Communication Centre. Following local and national guidance, and in responding to emergent trends in our students' wellbeing, topics covered throughout lessons relate to:

- Mental, physical, social and emotional wellbeing;
- Planning for choices and changes;
- Substance misuse;
- Relationships, sexual health and parenthood.

31. RELIGIOUS & MORAL EDUCATION

Our students also have weekly Religious and Moral Education (RME) where they explore a range of issues and the practices and traditions in Christianity and other world religions, to develop their own values and beliefs. This is in line with national curriculum guidance.

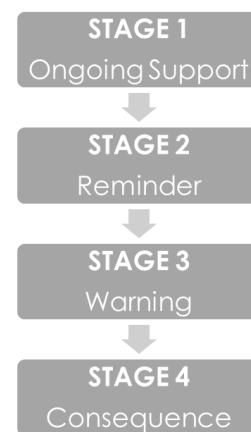
32. PROMOTING POSITIVE RELATIONSHIPS

Following extensive consultation, we launched our Promoting Positive Relationships policy in Academic Session 2024/2025. As part of this we expect all members of the school to **ready, responsible and respectful**.

SCHOOL CODE

This is outlined and agreed in our School Code, with staff supporting and guiding young people to follow this using the stages outlined:

BE READY	<ul style="list-style-type: none">• Be on time to class• Have everything you need (uniform, kit)• Have your homework complete• Put your mobile and devices off and away• Stay in class during the lesson
BE RESPECTFUL	<ul style="list-style-type: none">• Listen to and follow staff instruction at all times• Consider other people's learning and wellbeing• Be cooperative, helpful and polite• Do not use offensive language• Keep our school property clean and looked after
BE RESPONSIBLE	<ul style="list-style-type: none">• Concentrate in class and give your best effort• Keep left in corridors, moving around calmly• Stay in the Main Supervised Areas at social times• Choose to do the right thing at all times• Reflect and act to change when things go wrong



ROLE OF PARENTS & CARERS

Parents and carers have a vital role to play in ensuring their young people can get the most from school by following these expectations and taking appropriate steps when this is not the case. We alert parents and carers of any issues through text and email and ask for your support to ensure your child is guided at home to make good choices in school.

RESTORATIVE PRACTICE

When things do not go well in school, we will ask young people to reflect and restore matters and consider the following questions:

What happened?

What were you thinking at the time?

Who has been affected by your actions?

How was your own and others' learning, wellbeing or safety affected?

What needs to be done to make things right?

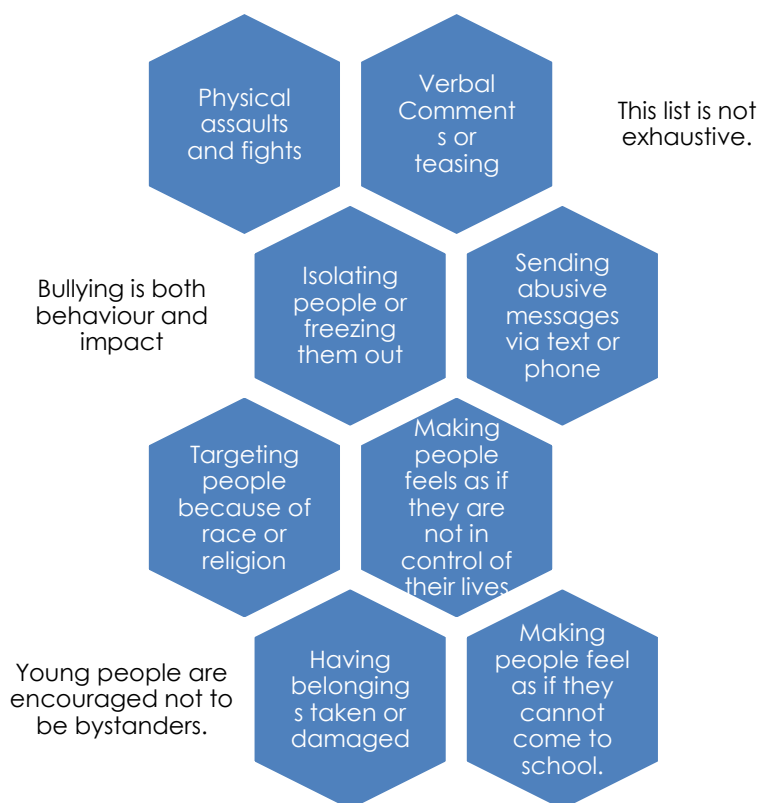
What will you do differently next time?

The most important part about this process is that there is a dialogue between the teacher and student, and student and parent and carer about the steps to be taken to make things right.

33. BULLYING & EQUALITIES

All students, staff, parents and carers should be able to identify bullying behaviours, and to know how to report these, to be supported and to know how matters will be recorded, investigated and addressed. Bullying is both **behaviour** (i.e. what someone says or does) and also **impact** (how it makes another person feel).

Some examples are given below:



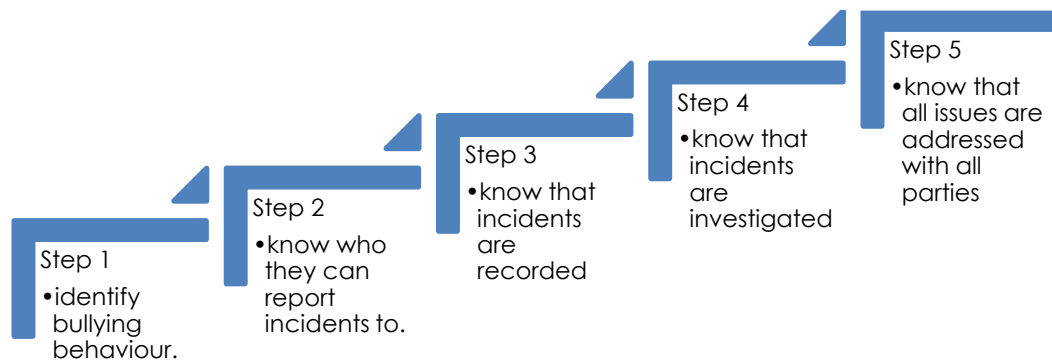
Our Principal Teachers of Pupil Support and Principal Teachers of Communication Centre are available to speak with young people every day (through PSE periods, QR codes and Ready to Learn periods) and they are also accessible to parents via telephone or email.

When a report of bullying behaviour is made, our Principal Teachers of Pupil Support or Principal Teacher of Communication Centre and the Senior Leadership Team will ensure that incidents are investigated carefully and that feedback is provided to the individuals involved and their families. All reported instances of bullying behaviour are entered into our Bullying and Equalities log and are subject to regular review.

We endeavour to ensure that young people realise the impact bullying behaviour can have on young people and we know that highlighting this can bring about change. We encourage a restorative approach where young people can discuss issues and agree how they will move forward.

Further to this, we may employ other measures such as detentions, redirection, access to programmes offered by partners (including Police Scotland and Exchange Counselling), PSHE and Assembly input.

At the heart of our approach is the wellbeing of our young people and we will work with pupils and families to ensure a positive outcome is found. At Loudoun Academy we encourage all our young people to:



Moving forward, we will regularly review our policy with parents and carers, our young people and our staff. We will continue to ensure that our staff and young people can access quality training and resources across the school. It is important that we work together to ensure we continue to have a calm, safe and respectful environment for our school community.

If you would like a copy of our Anti-Bullying policy, or to discuss this further, please contact the School Office.

For more information on Bullying, please use the following link to access the Respect Me website:

<https://www.respectme.org.uk/>

34. ADDITIONAL SUPPORT NEEDS

DEFINITION

All children and young people need support to help them learn. Through a range of universal supports, schools are able to meet a diverse range of children and young people's needs without any additional planning. However, some children and young people will require support that is in addition or different to that received by children and young people of the same age to ensure they benefit from education. This would be identified as an additional support need (ASN) and could be short-, medium- or long-term.

ASSESSMENT OF ADDITIONAL SUPPORT NEEDS

Key staff within the school or other agencies and services may undertake a range of assessment to identify an additional support need. Parents and carers can ask for their child to be assessed, and if the child or young person is deemed to have the capacity to do so, they can request this assessment themselves.

ASN FACTORS

The Education (Additional Support for Learning) Act (Scotland) 2004 defines an additional support need in four broad categories:

**disability or health condition
learning environment**

**family circumstances
social and emotional factors**

This includes a wide range of circumstances which can give rise to a child or young person needing additional support for learning.

TARGETTED SUPPORT

Where a child has an additional support need, this would be detailed in their Child's Plan maintained by either their Principal Teacher of Pupil Support, Principal Teacher of Communication Centre or Principal Teacher of Support for Learning. The Child's Plan is normally reviewed within a twelve-month period or sooner if there are significant changes. This contains important information for all staff on any strategies or supports in place, agreed by the Team with the Family (TWF).

FURTHER RESOURCES

Parentzone Scotland on the Education Scotland website gives more information to help parents and carers understand additional support needs. This can be accessed using the following link:

<https://education.gov.scot/parentzone/additional-support/what-are-additional-support-needs/>

Enquire is an independent advisory service for young people, parents, carers and families of young people with an additional support need. More information can be found using the following link:

<https://enquire.org.uk/>

35. FACULTY OF SUPPORT

The Support for Learning department is led by Mrs McPike, Principal Teacher of Support for Learning and team of teachers and wider school classroom assistants.

This provision is for any student in the wider school (mainstream) with an identified additional support need. Support is offered to students from S1-S6 and covers a wide variety of forms including small group extraction, support with social and emotional needs, nurture and resilience classes, support for assessments and SQA examinations, and a safe space at interval and lunchtimes in the Snug. The staff team specialise in literacy, numeracy, Modern Languages and ICT.

From September of their S1, each pupil in the Support for Learning department has an identified key teacher. The key teacher has responsibility for ensuring staff have appropriate information relating to pupil's identified ASN and support strategies, maintaining the pupil's Child's Plan and ensuring appropriate SQA Additional arrangements are in place.

The Faculty of Support is located on the Second Floor of the Main Building.

36. LOUDOUN ACADEMY COMMUNICATION CENTRE

Loudoun Academy has East Ayrshire Council's secondary additional support needs provision for students with language and communication needs. Young people are allocated a placement in the Communication Centre through a process of assessment related to a language and communication difficulty, typically but not always related to autism or neurodivergence.

As young people grow and develop throughout their time, the Communication Centre aims to prepare our young people to learn and to achieve, and be as independent as possible for the world after school through a broad and varied curriculum.

All young people in the Communication Centre are students at Loudoun Academy, link with a wider school House and registration/practical group and accessing teaching and resources across the whole school in different ways. Students may be in our Enhanced Provision, with learning and teaching taking place in the Communication Centre, or with support to access the wider school curriculum or a combination of both depending on students' Child's Plan.

The Communication Centre is led by Mrs Robertson and Mrs Keir, Principal Teachers of Communication Centre and a core team of teaching staff, who also undertake key teacher duties for groups of students. We also have a dedicated team of Classroom Assistants. The staff team share information and expertise to support students throughout the school.

The Communication Centre learning spaces are in the Main Building on the Third Floor.

37. STUDENT HEALTH

IF YOUR CHILD HAS A MEDICAL NEED

It is important that the school has an updated picture of students' individual medical needs. In many cases, conditions are often well-managed and students are able to take steps independently to meet their healthcare needs. If you need to keep medicines in the school for your child, we need your parental permission to administer these and a form can be obtained through the School Office.

HEALTH CARE PLAN

For some children and young people with more serious conditions, we may need additional planning in place should they take unwell and a Health Care Plan would be required so everyone is clear on the right steps to take. Please speak with the School Office in the first instance if you think this may apply.

SCHOOL NURSING SERVICE

The School can make a referral to the School Nursing Service for a range of supports and services, usually through your child or young person's Principal Teacher of Pupil Support or Principal Teacher of Communication Centre. More information can be found in the following link: <https://www.nhs.uk/services/services-a-z/school-nursing/>

IMMUNISATIONS

At key points in the year the School Nurse team will visit to make sure students are up-to-date with immunisations for their age and stage. Information about when this will happen is contained in the School Calendar: 2024-2025 School Calendar for Parents & Carers

Further information about the immunisations provided is given in the following link:

<https://www.nhs.uk/services/services-a-z/childhood-immunisations/>

EXCHANGE COUNSELLING

All East Ayrshire Council schools have provision for youth counselling, provided through Exchange. This can support students' mental health and wellbeing, including low confidence or self-esteem, friendship or family issues, experiencing bereavement or trauma, or any other concerns. Students can self-refer, or a referral can be made through students' Principal Teacher of Pupil Support or Principal Teacher of Communication Centre. The Exchange Counselling Service is free, confidential and takes place within the school environment.

For more information, please see the following link:

<https://www.exchange-counselling.com/secondary>

38. CHILD PROTECTION

All children and young people have the right to be protected from all forms of abuse. This includes:

- **Physical abuse**
- **Emotional abuse**
- **Sexual abuse**
- **Neglect**

Mrs Egerton, Depute Head Teacher is the Child Protection Officer for Loudoun Academy. All staff receive annual Safeguarding and Child Protection Training and we work in accordance with East Ayrshire Council – Education Services, Standard Circular 57: Child Protection and national frameworks and guidance, alongside other agencies.

Should you wish to know further information about our safeguarding and child protection procedures or have a concern about a child, please contact Mrs Egerton, Depute Head Teacher or Mr Falconer, Head Teacher at the school.

39. CURRICULUM

All children and young people aged 3-18 in Scotland experience Curriculum for Excellence – a forward looking, coherent, flexible and enriched curriculum that provides young people with the knowledge, skills and attributes they will need to flourish in life, learning and work, now and in the future.

CONTEXTS FOR LEARNING

The curriculum includes all of the experiences that are planned for children and young people to support the development of their skills, and includes not only those experiences in the classroom to include:

Curriculum areas and subjects

Interdisciplinary learning

Ethos and life of the school

Opportunities for personal achievement

BROAD GENERAL EDUCATION (BGE) & SENIOR PHASE

The curriculum has two stages: the Broad General Education (from the early years to the end of S3) and the Senior Phase (S4 to S6). The Broad General Education has five levels (early, first, second, third and fourth). The Senior Phase is designed to build on the experiences and outcomes of the broad general education, and to allow young people to take qualifications and courses that suit their abilities and interests.

CURRICULUM AREAS

The curriculum areas are as follows:

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Science
- Social studies
- Technologies

Our learning and teaching activities are based on the outcomes and experiences within these curriculum areas and all learners are entitled to experience these in all eight curriculum areas up to and including the third level – as far as this is consistent with their learning needs and prior attainment.

LITERACY, NUMERACY AND HEALTH & WELLBEING

Literacy, Numeracy and Health and Wellbeing are recognised as being particularly important – these are seen as being the 'responsibility of all' staff. Developing skills for learning, life and work is central to all learning experiences.

CURRICULUM PRINCIPLES

Our curriculum has been developed in line with the seven broad principles that schools take into consideration when planning children's learning:

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

S1-3 BROAD GENERAL EDUCATION (BGE)

Across the Broad General Education young people learn within the following Curriculum for Excellence levels:

Level	Stage
Early	Pre school and Primary 1, or later for some
First	To the end of Primary 4, but earlier or later for some
Second	To the end of Primary 7, but earlier or later for some
Third	S1 to S3, but earlier for some
Fourth	Broadly equates to SCQF Level 4, from S3 onwards

Our curriculum is planned to allow young people to consolidate prior learning and to work across the third level within curriculum areas until S2, and progress to fourth level in S3 where learners are ready to do this, supporting progress to the Senior Phase.

S1 & S2 CURRICULUM

Pupils in S1 & S2 experience learning in all curriculum areas through Core English, Mathematics, Science, Modern Language (French), PSHE (Personal, Social & Health Education), RME (Religious and Moral Education) and PE (Physical Education). Social Studies are delivered by single period delivery of Geography, History and Modern Studies. Expressive Arts are delivered through discrete teaching of Art & Music and Technologies through discrete teaching of ICT (Information and Communications Technology), Technical Education and Home Economics. Pupils learn in Tutor groups or in practical classes where appropriate and in mixed ability sections with the exception of Mathematics and English by S2 where young people learn according to the level of learning.

S3 CURRICULUM

At the end of S2, young people will continue core experiences of English and Mathematics according to their level of learning, as well as PE, PSHE, and RME. Additional learning time is provided for an enhanced focus on literacy and numeracy. Challenge, depth of learning and specialisation takes place at this stage as learners select one option from Social Studies, Expressive Arts/Health and Wellbeing, Sciences, Language and Technologies, in addition to one Free Choice from any curriculum area.

S4-6 SENIOR PHASE

S4 CURRICULUM

In S4, young people take **seven courses** at National 4 or National 5 from their S3 subjects. Each course will be taught for **four periods**. Learners have two periods of Core PSHE, two of PE and one of RME. National 4 Qualifications and some National 5 Skills for Work (SfW) courses are internally assessed, meaning there is no final examination, and the qualification is awarded through the achievement of units. National 5 Qualifications are achieved through a combination of coursework submitted and a final examination.

S5 CURRICULUM

In S5, young people go on to take five courses at National 5 or Higher from their previous studies in S4 or in new areas of study at National 5. Some National 5 qualifications are aligned with S4 classes and are delivered as a single Senior Phase cohort (S4-6) for four periods per week. Higher courses are studied in six periods per week. National 5 and Higher Qualifications are awarded through a combination of coursework and a final examination. Students have one period of PSHE, and one of PE which supports an ongoing focus on health and wellbeing.

S6 CURRICULUM

In S6, students go on to take a further **five** courses at National 5, Higher or Advanced Higher level. This can include subjects taken at an earlier stage at the next level, or a range of wider achievement options such as Barista, Volunteering Skills and Leadership Award.

LEARNER PATHWAYS

For more information on Learner Pathways at your child's stage of learning, please refer to the School Website:

<https://blogs.glowscotland.org.uk/ea/loudounacademy2022/option-choice-process/>

40. LEARNING, TEACHING & ASSESSMENT

At Loudoun Academy, our staff work in close collaboration to ensure there is excellent learning and teaching in every classroom. For each lesson, we expect the following should be in place:

- Learning Intentions and Success Criteria are explained and understood;
- Assessment is appropriate for all learners;
- Pace / challenge / content of lessons is planned and accessible to all learners;
- Content is relevant to the curriculum and skills for life and work;
- All members of the class are engaged in learning;
- All resources including ICT should foster creativity;
- High aspirations are encouraged, and achievement is celebrated;
- Relationships are positive, engaging and consistent.

We have a model of Learning Walks and Talks where staff regularly sample learning and gain feedback from young people on the quality of their experiences and use this to guide improvements in practice.

41. EXTRA CURRICULAR ACTIVITIES

There are lots of clubs and activities for young people to get involved in throughout the course of their time at Loudoun Academy, contributing to their wider achievement:

- Computer Games
- Art
- Crafts
- Crochet
- Cookery
- Embroidery & Weaving
- Basketball
- Dance
- Swimming
- Dodgeball
- Netball
- Fitness
- Football
- Just Dance
- Gymnastics
- Badminton
- Volleyball
- Band
- S1-3 Performing Club
- Woodwind Ensemble
- Musical Theatre