

Park School

Beech Avenue,
Kilmarnock
KA1 2EW

Telephone No:	01563 549988 (option 3)
Email:	Mrs McCaffrey Head Teacher rachel.mccaffrey@eastayrshire.org.uk
School Blog:	https://blogs.glowscotland.org.uk/ea/parkschooleastayrshiresite2017/
Twitter:	
School App:	
School Hours:	Primary - 9am – 3pm Secondary - Mon – Thurs 08.45 –3.35pm Friday 08.45 – 1.50pm
Denominational Status (if any):	Non-Denominational and Co-educational
Stages Covered:	Park School provides education for children with moderate additional support needs from 5 years to 18 years of age. There are therefore both Primary and Secondary stages provided for.
School Roll:	176 Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage, and the way in which the classes are organised.
Further information:	www.east-ayrshire.gov.uk/schoolhandbooks

Welcome to Park School

This handbook is intended to give information to parents, professionals and the community about the work of our establishment.

Thank you for taking time to look at our handbook.

At Park School we provide a rich learning environment to support children and young people who have additional support needs arising from mild to moderate learning difficulties & complex needs. We aim to provide all of our pupils with the support and challenge they require to achieve their full potential and to enable lifelong learning.

Park School has a nurturing ethos and is a warm and welcoming school where relationships are at the heart of everything we do. Our children and young people are supported to develop skills for life, learning and work and access all curriculum areas within Curriculum for Excellence across a variety of contexts for learning. We work closely with parents and partners to ensure that children's needs are identified and met through joint planning, dialogue and action.

We provide many opportunities for achievement and pupils are encouraged to develop citizenship and a strong sense of community. At Park School learning is for life.

We have an open door policy at Park School and all parents and visitors are very welcome.

We look forward to welcoming you to our school.

Mrs Rachel McCaffrey
Head teacher

SECTION 1

Establishment ethos, vision, values and aims

In line with the values, purposes and principles of a Curriculum for Excellence at Park School, we aspire to provide all our pupils with access to the highest quality of learning and teaching in order to maximise their successes and encourage achievement in its broadest sense.

Our Vision: *At Park School our learning is for life.*

Everyone who works at Park School shares the same vision for the school.

To provide pupils with a happy, safe environment where they are encouraged, supported and challenged. Where pupils are given every opportunity to be successful and to also develop their independence. ***At Park School our learning is for life.***

Hence our aims are:-

- To develop enthusiastic and motivated learners, who are determined to achieve to their highest standards.
- To encourage individual confidence.
- To enable each child to develop into an honest, respectful, hardworking and helpful world citizen.
- To forge strong, lasting and mutually beneficial links with the wider community promoting a positive image of the school and its students.

We deliver all aspects of the Curriculum for Excellence by

- Motivating pupils to be successful learners
- Enabling pupils to be confident individuals
- Providing opportunities to practise responsible citizenship
- Encouraging pupils to be effective contributor
- To provide a safe, secure and happy environment.
- To raise self-esteem through the celebration of achievement and success
- To develop pupils' personalities, talents and physical abilities to their fullest potential.
- To minimise the effect of additional support needs as a barrier to learning.
- To maintain good lines of communication within the school, with parents and with the wider community.
- To develop partnerships with other establishments and agencies in the local community.
- To develop Park School in accordance with East Ayrshire's Improvement Plan, Community Plan and the Scottish Executive's National Priorities.

Our school values are Relationships. Respect and Resilience which are in line with GIRFEC, ensure our pupils are:



PARK SCHOOL
SECONDARY

OUR VALUES



RELATIONSHIPS



RESPECT



RESILIENCE

OUR VISION

Learning is for Life

RELATIONSHIPS



We build positive relationships, work together and support each other.

RESPECT



We value each other, our school and our community.

RESILIENCE



We keep trying, learn from mistakes and believe in ourselves.

Learning is for Life

Promoting Positive Behaviour

Positive behaviour, respect for others in the school and local community is a vital part of school life at Park School. It is one of the elements which make up the positive ethos of the school where our pupils are learning in a happy and purposeful environment. The need for acceptable standards of discipline is incorporated in pupils' social education. Staffs work extremely hard to develop excellent relationships with pupils. Good behaviour is encouraged and all pupils are supported by staff to display socially, appropriate, positive behaviours at all times. If a pupil is experiencing behaviour difficulties, parents are informed and are involved in planning strategies to reduce these behaviours. We see this as a good example of staff and parents working together for the benefit of the pupil. We use a NME approach where all behaviour is communication,

School Security

To ensure safety of all pupils we ask that no adults enter the playground. For security reasons, school doors will be locked whilst the school is in session. Parents and visitors should enter the building by the main campus entrance at Beech Avenue. They will be directed to the Park School office where they should sign in and collect a visitor's badge. On leaving the building they should again call at the office to sign out and return the badge. Any pupils/staff leaving during the course of the school day will be required to sign in/out.

Photography and Videoing in School

"No unauthorised photography or videoing is allowed within the school premises without the permission of the head of establishment."

Parents and carers are asked to comply with the requests on photography and videoing at school/ establishment events which will be published in relation to each individual event. Such requests are made of you solely to protect the interests of individual children and families.

Accommodation

Grange Campus offers our pupils a spacious and welcoming environment for learning. Park School primary department is located over two areas with our upper primary within the main campus building. We have a state of the art multi-sensory room, outside classroom and two outdoor areas for pupils to use for play and activities. In the secondary department, S1- S3, we have 8 dedicated classrooms throughout Grange Academy including a Life Skills room, Art room and ICT room. All of our classrooms are able to be adapted to meet the individual needs of pupils. All pupils have access to our gym hall and swimming pool and the shared Assembly Hall. During Pr 7 pupils have one transitional day a week in the secondary department to prepare them for secondary education.

Partnership working is paramount at Park School. We have therapist visits from HI, VI, Speech and Language, Occupational and Physiotherapy.

We have 3 school minibuses which are used for outdoor activities and social educational visits on a weekly basis.

Senior Phase:

Senior phase pupils S4-S6 are educated at St Joseph's Campus this is part of our school transition programme and offers the pupils added value to their education with further curricular opportunities which builds pupils capacity for life beyond school. During S3 pupils have one transition day at St Joseph's Campus.

Medical and Health Care

Visiting specialists are a valued part of our team and play a very important role in the life of the school and in the lives of the children and their families.

Our Speech Therapist, **Christine Barr,** is in school each week and will also see parents by arrangement.

Our School Nurse, **Jade Cashmore,** will review and respond appropriately to the needs of the young people on a regular basis. She is also available on an advisory role for parents and can be contacted through the school.

Dental examinations are carried out six monthly for each child in the school. Parents can choose whether to have any necessary treatment carried out by their own dentist or by the school dental service.

The Dental Hygienist visits every term to assist and give advice in the daily care of the children's teeth.

Maddie MacKinnon is our school Educational Psychologist.

All of the above agencies will be invited as appropriate to Annual Team with the Family Meeting and contribute to CSPs and your Child's Educational Plan as appropriate.

Medication

Many of our pupils require medication to be administered as part of their daily routines. Medication can be administered at school by school staff. Parents should complete a permission form and notify school of any changes.

Medicines must be clearly labeled with the child's name and the dosage.

The authority policy for the administration of medicines is fully complied with.

If there are any special procedures to be followed with regard to seizures, please also let the school know.

Emergencies

In the event of a child becoming ill, having an accident or seizure in school, the Head or Depute Head or Principal Teacher will decide on the action to be taken. Every effort will be made to contact the parents or emergency contact to inform them of the situation.

Should hospital treatment be required, an ambulance will be called and a member of staff will accompany the pupil, and remain there until the parent arrives. Any special instructions or procedures should be notified in writing to the Head.

Minor accidents which cannot be dealt with at the school by First Aiders will be dealt with at the local surgery if possible. Parents will be fully informed.

It's essential that you let us know of any particular medical conditions or requirement(s) your child might have. Written parental consent is also required for the administration of medicines.

Please let the school/centre know of any change in your contact information, any change in a child's medical condition and of arrangements we should make should your child become ill, or need to be taken home.

Leadership Groups – Pupil Voice

Every Park School pupil is a member of a leadership group which meet 13 times per year. The groups consist of Rights Respecting School Group, Stonewall group, Eco Group, Ambassador Group and pupil's council group .Park pupil council is now well established. The council is made up of a class representative from each class across the school. The agenda is pre-set and issued to classes prior to the meeting. School Rules are often discussed and the opinion expressed that certain rules need to be reinforced to continue the positive ETHOS of Park School. Everyone is given an opportunity to contribute their ideas, make choices in what they do and learn and plan for school events.

Having their say

All our pupils are offered support throughout the day to make choices as much as is possible. Staff supports pupils to do so in a way which is appropriate to their needs. School pupil representatives attend EAC Youth Forum. Pupils complete a well-being web with staff; we also use a range of tools to support well-being to share pupil's views.

Parents

Partnership with Parents is vital and very welcome in our establishment. Every opportunity is given to parents to be involved in activities. Parents are kept informed of the everyday happenings by means of learning journals in primary, our school app, text message, school Facebook page and twitter feed. Parents and Guardians are asked to use the learning journal, phone call or email to keep us up to date on anything which might affect their child.

In Park School we aim to provide a good quality service. We are committed to maintaining good lines of communication with everyone who uses the school whether parent, pupil, member of staff or visiting specialist. The school "Open Door" policy is appreciated by all of the parents as are the systems in place. In the school app or learning journals, information is passed between home and school. Information of a more general nature is sent out by letter to parents. Parents and carers are welcome into the school. We are happy to discuss any sensitive aspects of your child's learning including Sexual Awareness, Behaviour Management and other issues.

Parents are extremely welcome to phone or visit to speak to the management team or staff at any time. Parents are encouraged to highlight any concerns or issues, in the first instance, to the class teacher or to the Principal Teacher of their child's dept., Head Teacher or Depute Head Teacher and an appointment will be made, at the earliest convenience where we will look to work together to find a resolution.

We involve parents in their child's learning through an annual child's plan review meeting, ILPs, evidence folders, informal and formal education reviews, information meetings, Parents' afternoons, reports and school events.

The school SEEMIS messaging system holds one main contact and will send attendance notifications to the main contact only. It is not possible to generate the automated message necessary to inform all parents/carers. However, should a parent/carer have a significant concern that the main contact is not sharing key information regarding attendance, they should contact the school to discuss possible alternative solutions.

Parent Council

As a parent of a child in attendance at Park School, you are automatically part of the Parent Forum. The membership of the Parent Forum is made up of all parents who have a child at Park School. The Parent Forum can decide to form a smaller body called the Parent Council. The Parent Council is a group of parents selected by members of the Parent Forum to represent them. The Chair of the authorities' Parents Steering Group has a place on Council Cabinet to help influence decision making about all matters relating to education. The authorities' Parent Steering Group is composed of representatives from Parents Councils across East Ayrshire and this group will represent the views of parents in the establishment sector.

Chairperson - Ms Nicola Cheney

SECTION 2

Secondary Education and Senior Phase

At approximately, 11-12 years our pupils move into the Secondary Department. This consists of two stages S1-S3 (Secondary BGE broad general education) and S4-S6 (Senior Phase)

Pupils in the early stages of secondary continue to develop reading, writing and number Skills by continuing to follow a Curriculum for Excellence. National Qualifications, which provide challenge and enjoyment, where pupils are given opportunities to develop interests and talents through personalisation and choice of units including Duke of Edinburgh, John Muir, and Saltire Awards.

All Secondary/Senior Phase pupils follow electives from a range of National Qualifications and wider achievements. Enterprise plays a part in this curriculum through a variety of different activities with pupils given opportunities to take on roles and responsibilities in real life, active, practical, hands on tasks.

Work Experience

The young people are involved in school based work experience and in work experience that has been arranged out-with school with our community partners. The Post 16 in preparation for transition of life beyond school, have the opportunity to participate in a work experience placement in the wider community. This allows pupils experience of the wider community building their confidence and self-esteem and an opportunity to develop new relationships within the community. We also host in-house work experience in our school community café.

College

Pupils will have the opportunity to attend Ayrshire College in senior phase S5 & S6 Pupils attend various courses including Retail and Motor Mechanics. Lecturers from Ayrshire College deliver aspects of the Secondary curriculum in school to S4 pupils.

Transition to Adult Services

School staff will link with social work and adult services in the Senior Phase of a young persons' school life in order to begin preparations for leaving school. A carefully planned approach will allow staff to prepare the young person for what lies ahead. At Park School we are very aware of what a challenging process this can be for the young person and their families and would hope to support families as much as possible throughout this time.

Park School Staff – "Together Everyone Achieves More"

Senior Leadership Team: Head Teacher: Mrs Rachel McCaffrey Depute Head Teacher: Mr Douglas Gooding **Principal Teachers:** Guidance – Mrs A Barbour Primary – Mrs D McGarey BGE S1-S3– Mr S Gallacher Senior Phase S4 – S6 – Ms A Robb **Primary Teaching Staff:** Silver Room – Mrs Brown Blue room – Mrs Fulton Lilac Room – Mrs Grant Orange room – Miss McCance Red Room – Mrs MacNee Gold Room – Mrs Morrison Pink Room – Mrs Coughlan Yellow Room – Miss Snaddon Green Room – Mr Duffy **Secondary Teaching Staff:** Key Teachers S1 – Ms McMann S2a – Mr Corns S2b – Mr McGillivray S3a – Miss Moynihan S3b – Mrs Law S3a – Mrs Pollock S3b – Mrs Lyall S5a – Mrs McMullan S5b – Mrs Martin S5c – Mrs Reynolds S6 – Ms Matthews **Clerical:** Miss J Inglis (Senior Clerical Assistant) Mrs L McLure Miss L Campbell	**Pupil Support Assistants:** Ms Wyper, Mrs Mc Kinnon, Mrs Sharpe, Mrs Mc Minn, Miss Stirling, Ms McGaw , Mrs Wilson. Mrs Adams, Mrs Clark, Mrs Rooney, Mrs Harkin , Mrs Cooper, Mrs Parker , Miss Hughes, Miss Davidson Mr Clark, Miss Burns, Mrs Bone, Mrs Black, Mrs Barrie Manson, Miss Austin, Ms Bennett, Mr Craig.Mrs McIllvaney, Mrs Adams, Miss Stirling, Miss Stevens **BSL Signers :** Mrs Tait **VISITING SERVICES:** **Educational Psychologist**: Maddie MacKinnon **Speech and Language Therapist**: Miss Christine Barr **Hearing Impairment Teacher**: Mrs Louise Phillips **Visual Impairment:** Mrs Carol Rome **School Nurse**: Mrs Jade Cashmore

Education Groups – Principles

Park School is a member of the Grange Education Group.

Associated Establishments

- Grange Academy
- Annanhill Primary
- Crosshouse Primary
- Hillhead Primary
- Gargieston Primary
- Shortlees Primary
- Flower bank Nursery

The structure within the Education Service is designed to ensure effective and responsive operating arrangements, to provide effective support for curriculum development, service improvement and for the collection, interpretation and dissemination of relevant performance management information.

Individual educational establishments are assigned to an Education Group, and each group has an Executive Leadership Team.

The Leadership Team is responsible for supporting the vision of the service and to collectively deliver the priorities in relation to raising attainment, achievement and health and wellbeing.

Through collective leadership, greater use of performance data and the sharing of resources, Education Groups drive forward improvements across the Education Service and in all educational establishments.

Collective leadership means everyone taking responsibility for the success of the Learning Community as a whole – not just for their own school or sector.

This is designed to create a positive, caring and supportive environment for staff, children and young people to enable them to enjoy developing their talents to their maximum potential.

Our teachers and staff

We aim to recruit the best teachers and staff to deliver a superb education and early learning and childcare for your child.

Recruitment and selection procedures are rigorous and consistent and the recruitment process includes a security check – through the Protection of Vulnerable Groups (PVG). All teaching staff are registered with the General Teaching Council Scotland (GTCS).

SECTION 3

The School Day

Each school day is organised as follows:

- Primary - 9am – 3pm
- Secondary - Mon – Thurs 08.45 –3.35pm and Friday 08.45 – 1.50pm

School Terms and Holidays 2026/2027

https://www.east-ayrshire.gov.uk/Resources/PDF/S/school-holidays-2026-27.pdf

SECTION 4

The Curriculum at Park School

The values, purposes and principles of a "**Curriculum for Excellence**", provide a holistic, child-centred approach allowing staff to bring life to learning and learning to life. The curriculum is based on a pupil centred active model of learning within an **ILP (Individual Learning Plan)** drawn up for each child. Alongside core skills and developmental priorities, to which pupils (where appropriate), and parents are consulted, the focus of the curriculum is the theme/topic. Staff recognise however, that many group sessions are invaluable to pupils' learning where independence, self-esteem and confidence develop both in and beyond the classroom environment.

A broad, balanced, fun curriculum is offered promoting skills for learning, life and work. Everyone who works with the pupils shares a responsibility to develop skills in Literacy, Numeracy and Health and Wellbeing and offer the appropriate support for each individual. This ensures pupils learn in a way that works for them, at a pace they can cope with to reach success but also to ensure they are challenged in their learning and develop new skills.

Principles

- Park School will plan and deliver an appropriately differentiated curriculum based on a Curriculum for Excellence, Individual milestones or National Qualifications for each pupil.
- All pupils will have opportunities to achieve and all achievements will be celebrated.
- The curriculum will be broad based, developmentally appropriate and will ensure progression.
- Parental involvement will be encouraged to contribute to the setting of priorities and the assessment of the effectiveness of the curriculum for their own child
- The curriculum is based around the needs of the whole young person – education, care and health needs.

Methodology

Children and young people in Park School are most likely to learn when;

- Teaching and Learning takes place in a safe, stimulating environment.
- Learn through structure and routines such as in primary and some secondary classes' morning group, snack/lunch times.
- Engage in fun, relevant themes providing opportunities to work with others
- Pupils are presented with achievable tasks relevant to their needs.
- High quality resources are used and there is appropriate adult involvement.
- Involvement is in individual, group and whole school activities.
- Emphasis is on practical experience through enterprising teaching.
- ICT is embedded into the curriculum.
- Teaching and learning is backed by Homework. This will be given to pupils where families wish and appropriate to individual needs. Parents will be given support to share in their child's learning at home and help our learners transfer skills learned in school to home.

It is essential that parents are fully involved in their child's teaching/learning process, and that skills being developed in school are, where appropriate, carried over into the home. Parents are actively involved in the determination of their child's annual targets and receive annual written reports on pupil attainment.

Social Education Visits

Class groups are encouraged to participate in visits to the local community. On these occasions' pupils are given opportunities to use the skills they have been learning as part of their daily school work, e.g. reading social sight words in real situations, shopping in local supermarkets, enjoying a snack in a cafe with local residents, using the public library, visiting local parks and amenities. These are important occasions since they offer many opportunities for our pupils to practice their skills. This activity also has a significant role to play in any moves towards a more inclusive society which accepts the individuality of all and promotes fairness, equality, citizenship and social inclusion for all groups.

Swimming

All pupils are timetabled for weekly swimming session as well as use the pool for Hydrotherapy sessions. Pupils with physical difficulties can relax, exercise limbs and experience easier movements in water. Swimming also enables pupils with established physical skills to develop these skills, to develop confidence and self-esteem and to experience and develop co-operation. Secondary pupils access the Galleon Centre for swimming lessons.

Citizenship

The learning environment of Park School also supports and encourages all pupils to be effective members of the school community which will enable them to acquire and practise the skills needed to play a participative role in society.

Health Promotion

Health Promotion covers a number of areas including personal care, administration of medication, healthy eating, physical activities including swimming, horse riding as well as promotion of good mental health and wellbeing.

Sensory Curriculum

Some pupils may have sensory issues which result in a reluctance to interact with a range of textures and materials. The outcome of this can be that learning opportunities are reduced as the children are unable to explore the world around them. A sensory assessment can be completed and sensory tactile sessions are designed to support Pupils and encourage voluntary interaction.

Therapies

Over the past few years the school has been instrumental in introducing a variety of therapies to compliment the current curriculum including massage therapy.

Educational Trips

We are fortunate to have 3 minibuses which have enabled us to have greater access to many places of educational and environmental interest. We have visited, for example, Culzean Country Park and Castle, Glasgow Science Centre, Dick Institute, Burns Monument, Kelvin grove, Catrine House, Dean Park, Dumfries House and Underwood Estate. These visits have become an integral part of the school curriculum and are always used to reinforce areas of the pupils' individual learning programme.

Therapists - Speech, Physiotherapy and Occupational Therapy

Pupils have access to various services. Planning for these services is included in the timetable and targets are included in the ILPs after consultation with staff and parents. Therapists will work with school staff, on a consultancy basis, and parents to ensure a shared approach to best benefit the young person.

Total Communication

We use a total communication approach. This means we use a variety of ways to support each young person in the way they best communicate. This includes Makaton signing, BSL, the use of symbols, and the use of objects of reference. This allows ALL learners regardless of their need and support to be able to communicate in a way that is appropriate for them. This work is supported by our Speech and Language Therapist, Miss Christine Barr. Park School is a Makaton Friendly organisation.

Eco School

The Eco initiative allows us to present a modern day Curriculum for Excellence where Eco targets are embedded into all areas of the curriculum including **Enterprise, Health Promotion and Citizenship.** Park School currently has 2 Green Flags. Eco is very much part of our school ethos and there is a strong sense of community spirit with all parties including children, staff, parents, multi-disciplinary team and the local/wider community.

Outdoor Learning

Park School access the "outdoors" and this is an important part of the curriculum. We are fortunate to have a large playground and garden which the pupils get to use on a daily basis along with the Annanhill Park close to the school. Pupils are afforded the opportunity to transfer skills taught in school to a variety of environmental contexts. Activities have included sailing at Castle Semple, Springhill Outdoor Bowling and partnerships with Outward Bound.

Extra-Curricular Activities

We have a number of activities available during lunch time including a chill club, music club, textile club, football club, movie club, ICT club as well as our after school clubs for our pupils. We run after school clubs weekly We have regular input over the year from Motivators who bring fun sports opportunities to the pupils. In addition to the development of individual physical skills, this is also an opportunity to develop personal and social skills and there are opportunities indoors and outdoors when pupils can experience physical activity in a safe environment.

SECTION 5

School Improvement

Park School continually reflects on our performance and produces an annual Standards and Quality Report to provide information on what has been achieved during the last year. It identifies strengths and highlights areas for further development in our annual cycle of self-evaluation. The report is available for any parent who wishes to read it from the school office.

Children and young people achieve well in Park School:

- Target setting this year has shown that pupils are achieving very well in the key areas of Literacy, Numeracy and Health and Wellbeing.
- Secondary pupils are involved in the SQA programme where they have been presented for National 1, 2, 3, 5 & 5 qualifications across a range of subjects.
- SQA stats raised total unit passes achieved – 406 – mean unit pass rate - 406/28=14.5 passes per student in senior phase
- High level of achievement for pupils in meeting targets this session targets achieved via ILP's impacted by new reading resources purchased from PEF funding 99.8%. achievement.
- Pupils' successes and wider achievements are also recognised and celebrated:
  - 7 pupils completed Duke of Edinburgh, Bronze Level
  - 4 pupils completed Duke of Edinburgh, Silver Level
  - 3 pupils completed Duke of Edinburgh Gold Level

- 10 pupils completed the John Muir Award

School Improvement Plan

The **School Improvement Plan** is a major tool in ensuring quality provision for all our Pupils. The plan is completed annually and is developed through the process of self-Evaluation, using the performance indicators in How Good Is Our School? along with other audit tools. The views of parents, pupils and other professionals are sought using questionnaires and discussion techniques and have a significant effect on the perceived priorities. A summary with our annual priorities is sent to every parent inviting them to request the whole plan if they wish.

Our future Improvements for this academic session include:



SECTION 6

Park School Pupils

We recognise and celebrate the individuality of all the children and young people we work with. The pupils of Park School come from a wide catchment area within East Ayrshire and beyond.

They have a wide variety of additional support needs including moderate learning difficulties, cerebral palsy, complex learning difficulties, autism, social and emotional trauma based behavior and sensory and motor impairments. We work in partnership with a variety of agencies and support services in order to meet these needs and to ensure that our pupils have the best possible opportunities to develop as Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

Wider Achievements

We celebrate success and achievements daily, weekly and termly. This includes Head Teacher Award, Star of the Week and Well Done Certificate at assembly, Termly Certificate for Achievements and Targets and our celebrating success assemblies. We also have Dynamic youth awards, Duke of Edinburgh awards at Bronze, Silver & Gold, Saltire Award and the John Muir Award. We are recording these successes via digital learning profiles of wider achievements.

How Our Regulation Rooms Support Your Child

At our school, we use six specialised Regulation Rooms to support pupils with emotional and sensory needs:

In Primary parents opt in to the **Quiet Room** being used, pupils only access this with parents' permissions and recorded on their regulation tracker. This room is to be used by a young person who is feeling overwhelmed by their emotions and needs quiet time away from intense or difficult situations to be able to regulate. This will be an agreed part of a risk assessment shared, agreed to and signed by parents. Young people who are feeling anxious, angry, upset, afraid or excited may benefit from this private space that they can go to for time to regulate their emotions. The Quiet Room provides a calm, low stimulation environment that can help a young person in times of stress or trauma. Young people using this space must be always supervised.

The **Rainbow Room** provides a safe environment to support our young people that provides a regulated and accessible space that is responsive to the developing brain, supportive of emotional regulation and conductive to positive outcomes for our young people. This room is designed to be used as part of our young people's daily schedule, providing a safe, predictable and calming space promoting a sense of security and regulation. The activities within the room are designed to match the developmental stage of the brain, helping our young people regulate their emotions. It can also be used to aid regulation. This approach emphasises the importance of positive interactions/relationships in the learning environment, which are crucial to healthy brain development. Staff should always accompany our young people in this room and interact with them.

The **Sensory Room** is a carefully designed space that is intended to provide a controlled and stimulating environment that can be tailored to meet a young person's needs. Its primary purpose is to help regulate sensory input, reduce causes of anxiety and promote calm and focus. Within this controlled and predictable environment sensory stimulation may enhance focus and concentration. It provides the tools and techniques to help young people manage their own sensory needs. This room can provide a valuable tool to promote communication and social interaction, movement and exploration.

All our Primary classrooms have regulation areas, fully resourced.

In Secondary pupils may themselves request to access regulation rooms if they or staff recognise, they are requiring regulating out with the class environment. All our classrooms have regulation areas and resources, which promote pupils to return to learning once regulated, these are always available for general regulation purposes across the school day. Staff will co-regulate pupils across the school. Some pupils may require regular access to a regulation room; this would be discussed with parents / carers and recorded on their plan.

- S1, S2 & S3
    - The **Alerting Room** helps pupils who are tired, flat, or struggling to focus.
    - The **Calming Room** supports pupils who feel overwhelmed, upset, anxious, or overstimulated.
- In Senior Phase
    - The **Wellbeing Room** has resources for both alerting and calming, the aim being to return pupils to class and thereby curriculum once regulated.

These rooms are part of our Trauma-Informed approach and reflect the Neuro-Sequential Model (NSM), which recognises that all learning begins with feeling safe and regulated.

We follow a structured system to ensure pupils use the rooms safely and purposefully, and any planned use is reviewed and approved by the Senior Leadership Team.

Pupils only return to class when they are calm and ready to learn.

If you would like more information about how the rooms support your child, please contact a member of our Senior Leadership Team.