



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



North Ayrshire Council: Education Directorate

LARGS EARLY YEARS CENTRE

HANDBOOK

Session: 2024- 2025

A warm welcome to Largs Early Years Centre.

On behalf of the team I would like to thank you for your interest in our Centre. I hope you find the information detailed in our handbook both informative and interesting. If the information does not answer any questions you may have, please give us a call and we will be happy to help you.

Largs Early Years Centre was established in March 2018 and is situated in the grounds of the Largs Campus. It was the amalgamation of the three early years classes from St Mary's Primary School and the Kelburn and Brisbane campuses from Largs Primary School.

The Centre will provide high quality early learning and childcare to children aged 2-5 years old. We have the equivalent of 100 full time places although almost all places are allocated into patterns. The Centre follows both Local and National Guidelines within its Curriculum.

The Centre will provide a welcoming, safe, secure environment that offers a high quality, flexible service to meet the needs of individual children and families within our local community.

The Centre is inclusive and actively supports children with additional support needs. The Centre is wheelchair accessible and has access to toilet facilities suitable for wheelchair users.

Please note that since August 2021 the Centre has provided 1140 hours to all children who attend. The patterns of delivery available are full year either 5 x AM or PM or 2.5 day model.

I hope you and your child enjoy your time at the Centre, should you need any further information please do not hesitate to speak to myself or one of the Centre staff.

Alicia Train

Head of Centre

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Education Directorate Priorities

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the gap between the most and least disadvantaged children and young People.
- Improvement in skills and sustained, positive school-leaver destinations for all young people.
- Improvement in children and young people's health and wellbeing.
- Placing human rights and needs of every child and young person at the centre of education.

Mission Statement & Aims

In Largs Early Years Centre we will provide a welcoming, safe, secure, nurturing environment that offers high quality early learning and childcare, that meets the needs of individual children and families within our local community.

Our Main aims are:

- To provide an inspiring environment indoors and outdoors which motivates children to be happy and excited to learn, ensuring they reach their full potential.
- To promote the children's confidence, self-esteem, creativity and Independence through offering a wide range of choices in a fun play based approach.
- To promote inclusion and equality ensuring children's individual needs and learning is celebrated and supported.
- To engage with parents in a meaningful way to support their child's development and learning at home and within the Centre.
- To provide opportunities for staff for life- long learning and to further develop their skills, qualities and knowledge to confidently provide a quality curriculum.
- To provide a nurturing ethos which promotes positive relationships for all our children, families, staff and wider partners which includes mutual respect.

Our values are: Kind, Learning, Caring and Inclusive

Names & Job Titles of our Staff Team

Staff Name	Job Title
Alicia Train	Head of Centre
Shirley Anne Jess	Depute Head of Centre
Julie Tonner	Senior EYP
Meghan Taylor	Excellence and Equity Lead
Irene Whent	Education Business Assistant
Gemma Tweedie	Early Years Practitioner
Yvonne Quin	Early Years Practitioner
Joanne MacDonald	Early Years Practitioner
Phillipa Taylor	Early Years Practitioner
Jennifer Mailey	Early Years Practitioner
Laurie Gilchrist	Early Years Practitioner
Abigail Skinner	Early Years Practitioner
Natalie Whyte	Early Years Practitioner
Ashley Smith	Early Years Practitioner
Kirsty Kelly	Early Years Practitioner
Connor Jamieson	Early Years Practitioner
Claire Lappin	Early Years Practitioner
Shannon McGreal	Early Years Practitioner
Gail Ferguson	Early Years Practitioner
Elaine Howie	Early Years Practitioner
Caitlin Morton	Early Years Practitioner
Stephanie Blakely	Early Years Practitioner
Natasha Cahill	Early Years Practitioner
Eryn Stevens	Early Years Practitioner
Rebecca Welsh	Early Years Assistant

We also have links with the following agencies: Psychological Services

Speech and Language Therapy

Health Visitors

Child smile dental team

In addition to the above members of staff, the Centre often accommodates students studying N.C and H.N.C in Childcare and Education, students of nursing as well as pupils from local secondary schools on work experience.

[Centre Information](#)

Address: Alexander Avenue, Largs KA30 9DR

Telephone Number: 01475 687687 Option 4

E-Mail : gw18largseyc@ea.n-ayrshire.sch.uk

Twitter: @LargsEYC

Hours of Opening - 8 am. - 6 pm

8am – 12.45pm: Morning session

1.15pm – 6pm: Afternoon session

8am - 5.30pm: Full Day session

The centre is open throughout the year and will offer full year patterns only from August 2024. Parents will be notified of all closures including Public Holidays and In-service days.

Age Range of Children in the Establishment

Largs Early Years Centre caters for children from 2-5 years. We have a 2-3 playroom that can accommodate 20 children at any time.

Our 3-5 playroom can accommodate up to 80 children at any time.

Admissions Policy

All Early Years places are allocated in line with the Council's Admissions Policy and the centre staff will be happy to advise you how this policy operates when you apply for a place for your child. This is done online and more information can be found on North Ayrshires website.

Admissions

Making an Application

Parents can apply for a 3-5-Early Years place at any time throughout the year by completing a registration form. This should be completed online via North Ayrshire's website whereby it will be processed. Applications for entitled two places in our 2-3 room can be made online or by an external agency through the Named Person service.

Allocation of places is decided on a priority basis in line with the Council's Admissions Policy.

Children Under 3

Most places for under three's children are allocated by our Named Person Service on an individual basis and will allocate support dependent on their needs and availability. We also provide places for eligible two year olds.

3-5 Children

All children aged three are eligible for an Early Years place with three intakes during the year ie., August, January and April.

Registration week is usually in February; North Ayrshire Council advertises this in the local press. All children eligible for a place should apply at this time. Details can be found on North Ayrshire's website. www.north-ayrshire.gov.uk

Eligible Two Year Olds

To be eligible you must be in receipt of any of the following benefits:

- Income Support
 - Jobseekers Allowance (income based)
- Employment and Support Allowance (income based)
 - Incapacity or Severe Disablement Allowance
 - State Pension Credit

For further information, contact: 01294 324 942 or email earlylearningchildcare@north-ayrshire.gov.uk

Enrolment Procedures and Settling in Procedures

On the first day you bring your child to the centre you will be asked to complete an enrolment form. This provides us with all the essential information that we need to know about your child. It is essential that this information is accurate and that all emergency contacts/medical requirements etc. are completed at this time.

The need for a settling in procedure is to ensure all children feel happy and secure within the centre. If children are happy within this setting, parents are usually happy and confident their child is having a positive learning experience.

A “settling in” time will vary from child to child or family to family. The following information is a guide and may change depending on individual children.

1st Day - Parent and child come along to the centre. You will meet your child’s key worker and fill in an enrolment form which gives us all the essential information we need about your child. You will also receive a welcome pack. This provides you with the essential information you need to know about the centre. On the first day you will usually spend **up to an hour** in the playroom with your child. This gives your child an opportunity to explore the room and also helps staff to observe how confident your child feels within their new environment and how your child may settle. During this time it is **essential** that the parent **stays** in the playroom with their child.

2nd Day – Parent and child come back to the centre. Again you and your child will spend up to 2 -3 hours in the playroom. During this time the parent may be able to leave their child for a short period of time to go to the parent’s room. This is in close negotiation with staff and would only happen if staff felt sure that the child would be ready to move into this stage of settling. During this time staff will be able to observe how your child copes with this short period of separation. Dependent on this, staff will discuss with the parent what the next step would be for the following day.

3rd Day – Parent and child return to the centre. Parent will settle child into the room; staff may have discussed the next step for settling the child or may wait to see how the child has separated on this particular day. Staff will discuss with the parent how they feel the child is progressing and will discuss the proposed next step. This could be that the parent remains in the centre a short distance away in our parent’s room, or on some occasions the child may be settled enough for the parent to leave the centre for a short period of time. In consultation with staff a decision will be made on when the parent should return.

For Children under 3 years, the settling in procedure may take a different approach, depending on the child and the family’s needs.

Arrival and Collection of Children

It is expected that a responsible adult will bring your child to and from the centre. (This is someone over the age of 16 years of age). Please bring any new person or family member to the centre to introduce them to staff if they are going to collect your child,

In the interests of your child’s safety you should make a point of telling the key-worker if your child is to be collected by someone not known by the Head of the establishment or staff members. This avoids difficult situations when a child cannot be allowed to leave with an adult who is a stranger to the staff.

In the event that no one arrives to collect your child at the time expected, and no-one has called to explain why, the Centre will try to get in touch with you and then your emergency

contacts. If no-one can be contacted and your child is still here when the Centre is due to close then we will have to inform Social Services in order that your child can continue to be cared for until you are located.

Security Procedures

There is a main entrance into the centre and this has a secure entry system. On arrival please press the buzzer to gain entry. Please do not let any other adults who are not in your company enter as you are coming in or leaving, as they may not be known to staff and require to be met at the door.

The children will be welcomed into the Centre through the main door which can be accessed via Reception between the times of: 8.00 – 9.00 a.m. & 1.15 – 1.30 p.m. The doors will also be opened for collection from 12.20 pm – 12.45pm. At all other collection times the buzzer at the main entrance should be used.

All visitors are required to sign in and out and wear a security badge, which can be obtained from the reception office.

Absence from the Centre

We realise, that during their first experience of an Early Years Centre children may easily catch colds etc. However, regular attendance at the centre is very important as children can miss out on many opportunities available to them. If your child is going to be absent from the centre parents/carers should contact the centre to inform them. As part of our Absence Monitoring Policy and Child Protection Policy parents will be contacted if we have not been informed as to why their child is off. Continued absence without explanation may result in the loss of your child's Early Years place. The centre will be guided by North Ayrshire Council's Policy in relation to non-attendance.

Suitable Clothing

Children have the best fun when they are doing messy work. We will always try to make sure that they wear aprons, but accidents happen. Please dress your child in **suitable clothing/footwear**. The centre has polo shirts and sweatshirts for sale within the local community, this is a great way to save your children's 'good' clothes however please note that uniforms are not mandatory in the early years. We also ask that you leave a **change of clothes** on your child's peg in case of any 'little accidents'. Outdoor play is a large part of children's day so we ask that your child has **suitable outdoor clothing** however we have welly boots and suits that can be used. If you wish your child to wear plimsolls or soft-shoes, please leave them on their peg/box, and don't forget to put their name inside the shoes.

North Ayrshire Council's dress code policy also does not allow children in educational establishments to wear football strips.

Insurance

Sometimes children like to bring something special or new to the centre for their friends to see. Parents should ensure that valuable items are not left at the centre, particularly as the authority has no insurance to cover the loss of such personal items. Claims submitted are likely to be met only where the authority can be shown to have been negligent. We also encourage parents to write their child's name on their jackets.

Excursions and Consent Forms

When outings or excursions for the children are planned, the Head of Centre or member of staff will advise you in advance. You will be asked to complete consent forms, which give your permission for your child's participation. Local excursions, i.e. within Largs and the surrounding areas, are covered by the enrolment form and the parental consent form you fill in on your first day.

Please note that children cannot take part in outings unless completed consent forms have been submitted by their parent/guardian.

Emergency Closure Arrangements

The centre will be opened on the times already outlined, but on some occasions circumstances that may arise which mean the centre has to close.

Establishments may be affected by, eg. Severe weather, transport problems, power failures or difficulties with fuel supplies. If this happens, we will do all we can to let you know about the details of closure and re-opening. We may keep in touch by telephone, seesaw, twitter, notices in local shops and community centres, announcements in the press and on local radio.

Emergency Contacts

Parents whose children are in the centre are asked where possible to provide the establishment with the names, addresses and telephone number of two emergency contacts for use in case of an emergency. This is required twice per year, by Care Inspectorate.

You are also asked to keep the centre **up to date with any changes** in this information, such as new mobile phone numbers etc.

Child Protection

Education Services has a fundamental duty to contribute to the care and safety of all children and young people in North Ayrshire. In fulfilling this duty, the service must engage in close partnership with parents/carers and relevant agencies, primarily the Health and Social Care Partnership and where appropriate the Scottish Children's Reporter's Administration. The Service will work in partnership with a number of levels within the establishment or school within the cluster or local area and through Integrated Children's Services and Community Health Partnership.

The Standard Circular entitled, "Protecting and Safeguarding North Ayrshire's Children" provides guidance for policy and practice within all educational establishments. The Council is one of the key partners in the North Ayrshire Child Protection Committee, a multi-agency group which takes the lead role in ensuring that our children and young people are cared for, protected from harm, and grow up in a safe environment.

Each school has a named Child Protection Co-ordinator who is the main point of contact for school staff and for external agencies seeking contact with the school on child protection matters. There is an extensive staff-training programme available to staff and, in addition, at the beginning of each school session all staff receive an update on child protection policies, safeguarding and procedures. The centre has an establishment policy on Child Protection and one for Parents/Carers. The policy will be explained to all parents at the child's first visit a copy will be given. Parents are required to sign to say this has been explained

Getting it Right for Every Child – Ensuring their wellbeing

The Children and Young People (Scotland) Act 2014 puts children and young people at the heart of planning and services and ensures their rights are respected across the public sector. It seeks to improve the way services work to support children, young people and families. GIRFEC is all about ensuring that children get the help they need when they need it – the right help at the right time. For you and your child, GIRFEC means that you are the expert on your child and what you think matters.

Taking a 'Getting it Right for Every Child' approach to supporting every child is a priority within our Centre and we aim to assist every child to reach their full potential in each of the areas listed below;

- Healthy - Experiencing the highest standards of physical and mental health, and supported to make healthy safe choices.
- Achieving - Receiving support and guidance in their learning
- Nurtured – Having a nurturing and stimulating place to learn
- Active – Offering opportunities to take part in a wide range of activities
- Respected – To be given a voice and involved in the decisions that affect their well-being
- Responsible – Taking an active role within the school
- Included – Receiving help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn
- And above all, to be safe ... protected from abuse, neglect or harm

The life chances of each young person are improved if we all work together to educate and support them. Today's young people can become more healthy, more self-sufficient, have better achievement and employment prospects and be enabled to be positive contributors to the communities in which they live. All in society will benefit from these outcomes.

For more information on 'Getting it Right for every Child' in North Ayrshire go to www.girfecna.co.uk

Meals/Lunch

All children who attend the centre will be provided with a hot meal, this will come down from the kitchen in the campus. Children who attend in the morning will have a 2 course lunch, and children in the afternoon will have a 2 course lunch served when they arrive at the centre. Dietary requirements can be accommodated following the completion of a dietary request form.

Snack

The centre follows the NHS Guidance 'Setting the table'. Our snack is a range of fresh seasonal fruit with milk or water.

Healthy snacks are considered in all our activities including birthday celebrations, Christmas parties etc. As such when the children have a birthday we provide a Special Birthday Box and try to discourage Birthday Cakes.

In partnership with Ayrshire & Arran Department of Dental Health promotion, all children are provided with a toothbrush for cleaning teeth.

Accommodation for Parents/Carers

The centre has a pleasant and inviting Family Room where tea and coffee making facilities are available. Parents/carers are welcome in this room most times. Occasionally the room may be used for other purposes, such as a child's progress meeting or a workshop. On these occasions there will be a notice on the door.

Smoking Policy

North Ayrshire Council has a **No** Smoking Policy in line with the new legislation; therefore, smoking is prohibited within the building and on the school grounds, which includes the car park. Your co-operation is appreciated.

Medication

If your child is in need of medication during his/her time at the centre you should discuss his/her requirements with the Head of Centre/Keyworker. Please note only medication prescribed by a doctor may be given and you will need to fill in a form which authorises the centre's staff to administer any medication to your child. The Head or Depute Head of the Centre will give you the necessary forms to complete.

If your child suffers from any condition which is ongoing or more serious e.g. asthma, epilepsy etc. Parents should meet with the keyworker and Head of Centre to discuss this in more detail. This helps us ensure we are best equipped to deal with your child and plan any training if required. An emergency action plan will be developed so that all staff are clear on the procedures in place. Every three months parents will be asked to confirm whether or not your child is still requiring medication.

If Your Child is ill

It is important that you notify the centre that your child will be absent. Referring to Community Health Guidelines staff can also give information on how long your child should be absent for Childhood illnesses such as Measles, Chicken Pox etc.

If your child is suffering from sickness & diarrhoea please ensure that your child is kept from the centre until they **have had a clear 48 hours**. This prevents other children in the centre becoming infected or unwell.

If your Child becomes ill while at the Centre

If your child becomes ill while at the centre staff may feel it is more appropriate for your child to be at home. The parent/carer will be contacted in the first instance, but then an emergency contact will be notified if the parent is not available.

There are regulations governing the administration of medicines to children in Early Years Centre. It is best if you give any medicines personally outside the centre's hours. Where it is imperative that a child receives medication in the centre time please inform centre staff who will put the necessary procedures into operation. On no account should a child be allowed to carry medicines in the centre or have them in their bag.

Minor Accident and Upsets

Parents/Carers will be notified if their child has had an accident or has been upset during their session. Parents will also be asked to sign an accident form to ensure they have been informed of the incident. If medical treatment is required the parent/carer or emergency contact will be notified. Please note if your child has bumped their head it is our policy to contact you to inform you of this.

Visits to the establishment by Medical Staff

The centre currently receives visits from local Health visitors, Dental Health and the Orthoptist. Any contact with these professionals make with your child will always be authorised by parents/carers prior to these visits.

The Early Years Curriculum

Children aged 3-5

What is a Curriculum?

In Early Years Centres, the curriculum is everything that we do with your child that involves teaching, learning, and assessment.

A Curriculum for Excellence is for all children 3- 18 which means it will continue through Early Years, Primary and High School for your child. In an Early Years Centre and primary 1 & 2 the focus will be on active play. This recognises that all learning for young children takes place through play and by children having the opportunity to do things that are 'hands on'. The Curriculum reflects what we value as a nation and what we seek for our young people.

The Aims of Curriculum for Excellence are that every child and young person should know they are valued and will be supported to become a **successful learner**, an **effective contributor**, a **confident individual** and a **responsible citizen**.

These capacities should be promoted in all the experiences that are offered for your child. Staff also use Building the ambition as a guide to effective practice and use a range of self-evaluation tools to help make improvements in our service.

Every term we will give you an update on how we feel your child is progressing and discuss the targets for your child. You will also have the opportunity to add any comments you may have during the meeting. Parents and children are also encouraged to take their child's Special Book home regularly to share their experiences. This will show how your child is progressing in the Curriculum.

Further information about Curriculum for Excellence can be found at www.educationscotland.gov.uk

How we Promote Learning

Children aged 3-5

- s. By supporting all children to become **successful learners, effective contributors, confident individuals** and **responsible citizens**.
- By ensuring children have access to the 8 Curricular areas which are Health and Wellbeing, Literacy and English, Numeracy and Mathematics, Technologies, Social Studies, Religious and Moral Education, Sciences, Expressive Arts

* For 3-5 children we refer to the Curriculum for Excellence

Children Under 3

For Under 3s, we will refer to *Pre - Birth to Three, Positive Outcomes for Scotland Children and Families*. This promotes Respect, Relationships, Responsive Care and the Rights of the Child. We also use *Realising the Ambition* which is a national practice guidance to support

staff. This document focuses on wellbeing, movement & coordination and creativity & curiosity.

Our environment is offered to promote independence, confidence and good self-esteem. Principles we use in the playroom are based on the theory that children learn best from experiences that they plan and carry out by themselves. To achieve this; the playroom is set out so that all resources are easily accessible to our children.

- a. We use talking and thinking books to consult with children about their interests and ask them about their ideas and plans. Staff skillfully marry children's interests to the Curriculum for Excellence
- b. We have a keyworker system to ensure that every child is being monitored individually so that staff can identify individual learning.
- c. Staff and children will evaluate planning in order that the "next steps" for learning can be clearly identified.
- d. The staff team will carefully plan and implement their ideas involving the children where possible.

Assessment

In the centre assessment is ongoing. Every child in the centre has a 'Special Book' which is a record of what children 'can do'. Ongoing observation is carried out by staff within the playrooms. Through observation and monitoring staff then evaluate this to establish continued steps for development for individual children. Parents will be involved in identifying personal learning targets for their child each term. You will also receive a written report of how your child is progressing, and we also discuss their next steps. Staff use trackers to record children's learning under literacy, numeracy, Health and Wellbeing. Staff will pass their trackers onto their primary one teacher, as well as having discussions with them; this is to ensure they can build upon their prior learning. This also enables the primary one teacher to take over where the Early Years Centre has left off and ensures your child is not repeating areas that they have already learned.

Working together to Support Learning

Good home and Early Years links are vital to the progress of the children. When children start the centre, parents are asked to complete a personal care plan which gives us valuable information. This information is crucial to how we plan for your child. Parents are most welcome in our centre and their help and support is much appreciated. In addition Early Years staff in the centre will keep you informed by letter, newsletter and notices of any special centre events. We invite children and parents to share any home learning or wider achievements so we can celebrate this within the centre, this can be seen through our 'Wow wall' and throughout children's individual special books. Seesaw is an excellent way to share those WOW moments.

Equalities

In line with North Ayrshire Council policy, educational provision is open to all pupils, regardless of sex, age, religion, race, disability or any other potential barrier and all reasonable measures will be taken to ensure that the curriculum is available to every child. Schools also have a duty to promote equality and to eliminate racist and other discriminatory behaviours.

Equality Act 2010

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of protected characteristics. It brings together several existing laws and aims to make understanding the law simpler and also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

The duties set out in Chapter 1 of Part 6 of the Equality Act apply to all schools. These provisions protect pupils at the school and in the case of admissions, those applying or wishing to apply for admission. Former pupils are also protected from discrimination or harassment.

Guidance on the Act and its requirements for schools in relation to the provision of education can be accessed via the Scottish Government website.

Inclusion

North Ayrshire Council is committed to supporting the well-being and educational progress of *all* learners including those with additional support needs. Including learners requires all staff to demonstrate commitment, innovation, and flexibility in order to ensure that all children and young people have access to quality learning opportunities and experiences. Our Inclusion Strategy states that:

An inclusive approach to education supports an ethos of achievement and high expectation, recognises difference, respects these differences, and sees differences between learners as opportunities for learning.

An inclusive approach to education promotes tolerance and a positive understanding of diversity.

An inclusive approach to education alleviates the barriers to learning, supports the achievement of all and has positive relationships at its heart.

The presumption of mainstream as outlined in Standards in Scotland's Schools (2000) sets out that children will be educated in a mainstream setting unless exceptional circumstances apply. North Ayrshire has a duty to ensure clear assessment outline the additional needs of a child or young person which may require support in an alternative provision.

Where this is the case, North Ayrshire has a clear process that supports the Team Around the Child (TAC) to make a recommendation for consideration of alternative provision. This is outlined in the Standard Circular E19 and requires establishment staff to work with parents and carers to ensure all supports have been put in place for a child or young person in their

mainstream context before submitting clear evidence before requesting alternative provision. North Ayrshire council staff will then make a recommendation based on the evaluation of this evidence, a review of the needs of the young person and the current peer group in each setting.

The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act, October 2002, requires local education authorities to prepare and implement accessibility strategies to improve, over time, access to education for young people with disabilities. Access covers:

- The physical building and grounds
- The curriculum (both formal and informal)
- Information on any educational planning that might affect the child or young person's education.

The Education (Additional Support for Learning) (Scotland) (2009) Act sets out certain duties on local education authorities and confers certain rights on children and their parents.

These duties include the need to:

- Identify, assess, and address the need for additional support for any child or young person failing to benefit from school education, for whatever reason.
- Seek and take account of the views of the child or young person on issues relating to their education.
- Engage in helpful partnership working with parents/carers and staff from other agencies.

Additional Support Needs

Any child who needs more or different support to what is normally provided in schools or early years is said to have 'additional support needs'. This includes children who may need extra help with their education as a result of issues arising from social and emotional difficulties, bullying, physical disability, having English as an additional language, a sensory impairment or communication difficulty.

The Additional Support for Learning Act

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and came into force on November 2010.

Main provisions of the Act

- The Act provides the legal framework underpinning the system for supporting children and young people in their education, and their families.
- This framework is based on the idea of additional support needs. This broad and inclusive term applies to children or young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning.

- The 2009 Act automatically deems that all looked after children and young people have additional support needs unless the education authority determine that they do not require additional support in order to benefit from school education.
- In addition, education authorities must consider whether each looked after child or young person for whose school education they are responsible requires a co-ordinated support plan.

Duties under the 'Additional Support for Learning' legislation

North Ayrshire must assess any pupil with additional support needs and provide any support necessary for them to benefit fully from their education. All the evidence says that it is best to intervene early to prevent difficulties developing and taking root. For example, by making sure reading is well taught and that all pupils gets encouragement and support at home we can hopefully reduce the likelihood of the young person encountering literacy difficulties later on.

Whatever the type of challenge that arises, it is important to detect it early, develop a shared understanding of what is needed (the establishment may request extra specialised help to do this) and take action to help to pupil achieve. Whenever we start this process for any child or young person, we will always explain to them and to their parents or carers our concerns and what we will do to help.

The establishment can get support from a range of visiting professionals including educational psychologists. Each establishment has a link educational psychologist and staff can ask for informal advice on supporting learners. If more detailed individual help is required, they will talk to you about formally involving the educational psychologist. The educational psychologist can only be involved in consultation, collaborative assessment, and planning interventions for your child with your agreement.

Staged Intervention

A young person's need for support is addressed through a cycle of identification, assessment, planning, support and review. This process is called Staged Intervention.

In North Ayrshire we organise support under the following headings:

- Enhanced Universal Support
- Stage 1
- Stage 2

Universal support is a fundamental element of the service provided by all educational establishments. There may be times when a child or young person needs some additional support to help them achieve their full potential and this is where the stages of support need to be identified and explained.

Enhanced Universal

Some supports are considered as **Enhanced Universal**, reflecting that they are provided within universal services but are planned and delivered with enhancement to day-to-day practice.

Within **Enhanced Universal** a young person may require a higher level of support due to concerns surrounding their wellbeing or learning, or a combination of both.

The needs of the child or young person are met within their classroom or playroom with some adjustment to their environment, curriculum, and/or approaches to learning and teaching. Some aspects of work may be planned individually or as part of a group however this will be recorded as part of playroom or classroom planning. Class teachers and keyworkers will monitor and record progress.

Stage 1

This stage applies to children and young people whose support needs cannot be met through Enhanced Universal services. They require additional support available within their own establishment which may include Support for Learning and/or targeted pastoral support.

Stage 2

This stage signifies that the needs of the young person are significant and/or exceptional and are not being fully met through Enhanced Universal or Stage 1 supports and services. The young person requires more specialist and/or intensive support.

At both Stage 1 and 2, a Team Around the Child discussion will review the learner's strengths and needs, agreeing appropriate interventions and supports. The learner and their parent/carer must be fully involved in this process and the young person's targets and progress will be recorded using the North Ayrshire Staged Intervention planning format.

Where a child or young person has additional support needs, extra planning is required when they move to a new class, new school or when they are moving on from secondary school. How far ahead this transition planning needs to start depends on the young person's individual needs, but for most children and young people with Additional Support Needs transition planning should start at least one year before the date of the planned move.

Further advice and guidance around supporting needs can be found on the [ENQUIRE website](#).

Dispute Resolution Procedures

You may feel that things are not being done properly to support your child. If you feel like this then the Council has a range of ways to work with you to resolve any issues. You can ask at any time for a copy of the booklet called 'Resolving Disagreements'. This booklet will give you ways to make sure your concerns are listened to and addressed.

Data Protection

The school and the educational psychology service are required to keep records which are, of course, available to you. These records are strictly confidential however both schools and educational psychology are subject to inspection by Her Majesty's Inspectors of Education

who may look at confidential files in order to make sure children and families are getting the best possible service.

The following organisations are able to provide advice, further information and support to parents of children and young people with ASN.

1. Enquire: Scottish Advice and Information Service for Additional Support for Learning

Website: <http://enquire.org.uk/>

Helpline: 0845 123 2303

Email: info@enquire.org.uk

2. Scottish Independent Advocacy Alliance

Website: <http://www.siaa.org.uk/>

Telephone: 0131 260 5380

Email: enquiry@siaa.org.uk

3. Scottish Child Law Centre

Website: <http://www.sclc.org.uk/>

Telephone: 0131 667 6333

Email: enquiries@sclc.org.uk

Psychological Services

The Educational Psychology Service in North Ayrshire is part of and contributes to the aims of Education Directorate by improving outcomes for children and young people. Educational Psychologists work together with teachers, parents and other professionals to help children and young people make the most of their lives, within educational settings and the wider community. Educational Psychologists are involved in working with individuals, but also have a significant role in offering training, support and consultation to education establishments on a wide range of issues.

Your child's school/ Early Years Centre already has a system of staged intervention for identifying, assessing, monitoring and reviewing the ongoing progress of all children and young people. As part of this wider system of support, each school and authority early years centre has a link educational psychologist.

Partnership with parents

Our Aims:

- a. We aim to establish a real partnership with parents and we recognise their role as educators of their own children.
- b. To encourage parents to take an active part in the daily life of the centre
- c. To actively involve parents in the recording of their child's progress and achievements
- d. To build up good relationships with the parents through our keyworker system
- e. To actively involve parents in the Early Years Improvement Plan and evaluation of our service

Working with you

Parents are welcome in the centre and are an integral part of the centre's team. Shared information and observations contribute to effective record keeping and curriculum planning.

Through Stay & Play sessions in our 3-5 room parents can participate fully in all aspects of their child's day. To manage this in an effective way we identify two terms per year where calendars and times are displayed to enable parents to choose when would be suitable.

The centre also provides a wide range of workshops, family learning evenings and groups to allow parents to feel more active and involved within the centre.

If you are unable to get involved in this manner, you may be able to give the centre your support in other ways. For example, do you have a talent or hobby such as sewing or baking which could help our fund-raising efforts? Perhaps you are musically talented and could assist us during concerts, shows and parties.

The most crucial way to help your child is to appreciate and nurture their development and learning through talking about what they have been doing in the centre, as well as to take home their paintings, models and baking. Reading stories with your child will encourage their Literacy and English as well as building an interest and enjoyment in books and pictures. You could even come in and be a regular storyteller for the children.

A range of home learning packs are available for families to access as well as our lending library. These are all located in the hall and can be easily signed in and out.

Working together to promote positive relationships

Promoting positive relationships is a strong component of the whole Early Years ethos and is actively encouraged in our centre.

Parents are asked to support staff in this work and help convey to their child concepts of fair play, consideration and self-discipline.

Many children, and certainly almost all of the younger ones, find it difficult to share, take turns, and so on, when they start at the Centre. This inevitably leads to disputes and tantrums. Our aim is to show children how to handle conflict and cope with frustration without resorting to aggression.

As in all other developmental matters, a consistent approach is necessary to achieve progress in this area. For this reason, it is important that home and at Early Years Centre are consistent in their approach to dealing with any behaviours. If we let each other know what we are each trying to achieve and how, we should have a happy, sociable, friendly child who can benefit from and enjoy fully all social occasions and interactions with others. The Promoting alternative thinking strategies helps support our children to understand and manage their emotions.

Fundraising

We try to keep fundraising to a minimum within the centre and have one fundraising event a year usually at Christmas. This is usually to raise funds for our Zoolab visits, birthday books, leaver gifts and parties.

We have one small fundraising event which helps raise money for the community or a good cause e.g. pink day, McMillan Cancer Research etc.

Links with Primary Schools and other Educational Establishments

The centre has links with the two local primary schools and will work in partnership to ensure a smooth transition for all our children. Information will also be exchanged via the transition records, when children begin P1.

This is to ensure a smooth transfer to primary school and allows for progression and continuity.

A programme of transition is in place which involves children from the centre and the school working together to help the early years children settle into their new environment. Many other activities will take place throughout the year such as shows, competitions, concerts and fundraising events etc.

The centre also takes in pupils from the local secondary school for Work Experience.

Students from Ayrshire College Kilwinning Campus studying for N.C. or H.N.C. Childcare & Education will come to the centre for practical experience.

Transferring Educational Data about Pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient

collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

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

[The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.](#)

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (www.scotxed.net).

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and out with Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print

Suggestions and Complaints

We always strive to maintain and improve our service. If you have any suggestions to make about the service, please contact the Head of the Centre in the first instance similarly, if you have a complaint about any aspect of the service you should contact the Head of Centre. The Head of Centre will respond to your complaint within 14 days. After this time if you feel your complaint has not been satisfactory resolved with the Head of Centre, please contact the Head of Service at Education and Youth employment or the Care commission office.

Their numbers are listed below:

Education Service

North Ayrshire Council

Cunninghame House

Friarscroft

Irvine

KA12 8EE

Tele: (01294) 324430

Care Inspectorate

Compass House

11 Riverside Drive

Dundee

DD1 4NY

Tele: (01392) 207100

Useful numbers:

You may wish to be aware of the following names and telephone numbers:

Largs Primary School Tel: 01475 687687 option 2

St Mary's Primary School Tel: 01475 687687 option 3

Brooksby medical Practice Tel: 01475 674545

Social Work office Tel: 01475 687592

Please note:

Although the information in this handbook is correct at the time of going to print there could be changes affecting any of the matters dealt with in the handbook, either before your child's placement begins or during the course of their placement. The Head of the Centre will tell you of any important changes to the information.