



# Handbook 2026/2027.

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### **Welcome to Glenbrae Children's Centre**

Hello and thank you for taking the time to read our handbook for session 2026/2027,

On behalf of the Glenbrae Family, I would like to offer a warm welcome to Glenbrae Children's Centre. This handbook gives general information about the Centre however if there are any further questions please do not hesitate to speak to myself or any member of the team. Glenbrae is situated in the East End of Greenock in a beautiful, bright building. We are an extended year centre and cater for 54 children from 0-5 years in the nursery at any one time.

We have high expectations in everything we do including children's learning, development and attendance. At Glenbrae we want to give our children and families the best possible start to life and education – for everyone to reach for the stars! We believe that positive relationships are so important. Building and maintaining these relationships with all stakeholders and fostering close links between home and nursery are essential building blocks to working together. We firmly believe that the centre's commitment to building positive, loving relationships based on trust, respect and empathy enables us to support our children and families as a community and as a family. We are also committed to providing a nurturing environment where children and adults will feel safe, secure and happy. We value individuality, abilities and skills and ensure that achievements are celebrated.

We aim to provide a high standard of education, care and learning through play and we are sure that you will see and feel this when you visit. We are on a journey where we are committed to developing high quality learning environments and a high quality service that offers endless opportunities for curiosity, creativity, risk taking and learning. Most importantly we want children to feel loved, have fun and learn through play making Glenbrae a place where children look back with fond memories and a feeling that it was a magical place and time in their lives.

We look forward to building positive relationships and providing a positive early learning and childcare experience for everyone at Glenbrae.

Yours sincerely

*Craig*

Craig Scott  
Head of Centre

## Our Vision and Values

At Glenbrae Children's Centre we are committed to:

Getting it right for our children and families.

Learning and growing together through child led play.

Equity and equality for all.

Nurturing and loving ourselves, each other and our community.

Building positive relationships.

Reaching for the stars and beyond.

Adventures, fun and being creative.

Every day has lots of smiles and hugs.



In our nursery, every child has rights. That means you have the right to play, to learn, to feel safe, to be listened to, and to be treated fairly. We promise to respect and care for these rights every day.

We believe in fostering and promoting a warm, caring ethos where fun, love and friendships are developed through strong attachments and nurture. Curiosity, creativity and inquiry are also key elements in this.

Our vision is regularly updated by our stakeholders and is at the core of our ethos, thinking and practice.

## Our Improvement Journey

Information on our performance including achievements is available in the Standards & Quality Report. Our Strategic Improvement Plan shares our priorities for the year. Both of these are available in the Centre and on the Nursery website. Below is a snapshot of our priorities for 2025/2026 and our achievements for 2024/2025.

National Priorities	Establishment Priorities Session 2025-2026
Placing the human rights and needs of every child and young person at the centre of education.	Child Protection and Safeguarding.
Improvement in children and young people's health and wellbeing.	Child Protection and Safeguarding.
Closing the attainment gap between the most and least disadvantaged children and young people.	Parental and Community Engagement and Curriculum Planning.
Improvement in skills and sustained, positive school-leaver destinations for all young people.	Parental and Community Engagement.
Improvement in achievement, particularly in literacy and numeracy.	Curriculum Planning.

Key Achievements of the Establishment 2024/2025	
<p>A successful Primary One Reunion was held in August. We welcomed a number of new children and their families to the centre and built strong, positive relationships. Continued positive, welcoming environment and ethos. Successfully introduced and embedded the local authority 3–5 tracking tool. Staff took part in a range of CPD opportunities including Keeping Trauma in Mind, Learning Environments, Building Racial Literacy, First Aid, personal research on learning environments, planning etc. Community Lending Library successfully introduced. Parent/ Carer Information session and workshops on Child Development and Play organised and delivered. The PATHS Programme continued to be implemented successfully. Worked in Partnership with Food Network to provide opportunities for children to plant, care for and grow their own food. Joint support Team was established and met termly which contributed to our Girfec Pathway. Collaborative working with cluster group and primary schools took place to develop smooth transitions to school. All pre-school children participated in very successful transitions.</p>	<p>Successful partnership working with local organisations and groups to improve outcomes for children and families including Auchmountain Halls, Belville Gardens, Inverclyde Shed, Tesco Community Champion. Stay and Play Sessions were held and well attended in all playrooms. Glenbrae Goals football programme was held and all children had opportunities to participate in this. The children and staff made good use of our local and wider community to learn new skills, information and participate in new experiences. Continue to build positive relationships with Kincaid House residents and staff. Dinky Diggers Outdoor Play sessions held. A number of Scottish and multicultural events celebrated. Woodwork pilot programme was extended to introduce a Tinker Table in 3-5 room. Relationships with Barnardos and Community Police were developed. Celebration of Maths Week. World Book Day was celebrated with literacy activities and Bookbug. 3-5, 2-3 and 0-2 room continued to successfully implement Learning Journals. The Calm Cabin was redesigned and is now an important part of the centre – available to all children and adults. To celebrate a successful 2024/2025 we held Sports Days, Graduation, ZooLab visits, Boogie Bugs, theme days and parties.</p>

Our most recent Care Inspectorate report can be found on the Care Inspectorate Website and our own website.

## **General Information**

At Glenbrae Children's Centre, we are passionate about Getting it right for our children and families. Located in the East End of Greenock, our vibrant centre is a place where children are supported to learn and grow together through child-led play in a nurturing, inclusive environment. With three beautifully designed playrooms and engaging outdoor spaces, we offer rich opportunities for discovery, creativity, and fun. We believe in equity and equality for all, and we are committed to ensuring every child and family feels valued, respected, and supported. At the heart of our practice is a deep understanding of the importance of building positive relationships, creating a loving and secure atmosphere where children and adults feel safe, celebrated, and ready to thrive.

Glenbrae Children's Centre  
Kilmacolm Road  
Greenock  
PA15 3LD  
Telephone: 01475 714987  
Email: [office@glenbrae.inverclyde.sch.uk](mailto:office@glenbrae.inverclyde.sch.uk)  
Website: [glenbrae.inverclyde.sch.uk](http://glenbrae.inverclyde.sch.uk)  
X: @CentreGlenbrae

## **Hours of Opening**

The centre is open Monday to Friday, extended year, closing only for 7 public holidays and 5 in-service training days. The nursery is open 8.05am – 5.45pm providing 5 different patterns of attendance including term time and extended year options. We also have wraparound available. Over the Christmas and New Year period a restricted service is offered.

Dates of public holidays and in-service training days are issued at the beginning of each school term. These can also be found on the nursery and Inverclyde Council websites.

## **The Centre caters for:-**

0 - 2 yr olds	6 children at any one time
2 - 3 yr olds	15 children at any one time
3 - 5 yr olds	30 children at any one time

## **The Glenbrae Team**

Head of Centre: -	Craig Scott	
Acting Depute Head of Centre: -	Laura Gallagher	
Acting Senior EYECO: -	Gillian Hart	
Clerical Assistants: -	Sheila Clark and Gillian Bovaird	
Early Years Education: -	Gillian Scanlon	Paula McGeachie
& Childcare Officers	Vacancy	Marie Bell
	Maria Watson	Laura Nolan
	Patricia McWaters	Lorna Strutt
	Stephanie Gillen	Lisa Brewster
	Jennifer Hanley	Rebecca Lynn
	Dawn Gallagher	
	Gael Strachan	
Excellence and Equity Lead: -	Jaclyn Sweeney	
Support Assistants: -	Lynne Harvey	
	Rachel Boyland	
	Ava Lang	
	Donna Elder	
	Pauline Lafferty	
Janitor/Driver: -	Jim McDonald	
Kitchen Staff: -	Janice Wright and Chloe Grant	
Cleaner: -	Vacancy	
Barnardos Link Worker: -	Lynn McGaw	
Homestart Link Worker: -	Laura Smith	
Wise Group Link Worker: -	Sharon Haldane	

All members of the team who work directly with children are registered with Scottish Social Services Council (SSSC).

The whole staff team are employed by Inverclyde Council and are members of the Protection of Vulnerable Groups (PVG) Scheme. Photographs of all staff are displayed at the nursery entrance.

### Early Learning and Childcare Places

All eligible 2-year-old and 3 -4 year-old children, in Scotland have a statutory entitlement of up to 1140 hours of funded early learning and childcare the term following their 2<sup>nd</sup> or 3<sup>rd</sup> birthday in a year.

Eligible 2-year-old and 3 -4 year-old intake	
Birthday Month	Intake Term
1 March – 31 March	August Term
1 April – 30 April	
1 May – 31 May	
1 June – 30 June	
1 July – 31 July	
1 August – 31 August	
1 September – 30 September	January Term
1 October – 31 October	
1 November – 30 November	
1 December – 31 December	
1 January – 31 January	April Term
1 February – last day of February	

### Eligible 2-year-old places

If you are the parent of a two-year-old child and currently receive certain benefits, you may be eligible for Funded Early Learning and Childcare for your child the term following their second birthday. To find out if you qualify, please refer to the criteria on the Inverclyde Council website. The website also provides detailed information on the application process, when you can apply, and the evidence required to apply.

### 3 – 4-year-old places

All children aged 3 – 4 years are eligible for an ELC place, the term following their third birthday. There is a set application windows to apply. This will always open on the first day of the new term in January of each year. You cannot apply for a place until the application window opens.



Application forms are available at any Inverclyde Council establishment, an approved funded provider Childminder or private voluntary or independent (PVI) nursery. You must complete the application form fully and all supporting evidence must be submitted at the time of your application.

For up-to-date information on application windows, timelines, and the release of allocated ELC places, visit the **Inverclyde Council website**.

### **Deciding priorities for admission**

All ELC applications follow Inverclyde Council's ELC Admissions Policy. While Inverclyde Council aims to allocate preferred choices, there is no guarantee that your preferred choice will be available. If the preferred establishment is full, an alternative place may be offered.

Every effort will be made to offer a suitable place within the Early Learning and Childcare defined area, but this is also not guaranteed.

### **Enrolment Procedures**

When allocated a place the parent/ carer will receive a letter informing them of the place available and inviting them to the Centre for enrolment. We hold enrolment sessions before children are due to start nursery. This is where an informal information session and tour of the building will take place. The child's keyworker will also be introduced on this day. Completing the enrolment pack including a Personal Care Plan will help us get to know each child by sharing as much information as possible. This will help us build positive relationships and attachments which are key in ensuring that your child's time at Glenbrae is as fun and enjoyable as possible!

We also believe that 'Children are not empty vessels' - they have a valuable wealth of knowledge and experience on which to construct and adapt new ideas. We embrace and nurture curiosity, promote critical thinking and provide creative learning environments that facilitate purposeful exploration and social interaction.' Sharing this information will help us get to know each child and give us a great starting point in developing their skills and knowledge.

Parents/ Carers of children who have a place or are seeking a place are welcome to contact the establishment to arrange a visit and meet the team.

### **Transition from Pre 5 Establishment to Primary School**

Following 'Inverclyde Council's ELC to Primary Transition - Best Practice Monthly Transition Planner'. A year-long transition period will ensure children have the smoothest transition to school possible. Our aims are:

- To propose a number of simple, practical, small yet significant actions which acknowledge complementary and harmonious association between primary and pre-school children, parents / carers and staff
- To initiate a number of strategies that will ease the transition of all children from pre-school to primary school by supporting the child as a learner and focusing on the child's enjoyment of his / her own development.
- To overcome the sudden changes in pace, expectation and relations with adults that young children can experience on entry to primary school.

The key to a good transition is effective communication between the early years establishment, school and parents. An enhanced transition can be arranged if required. Information on registration and enrolment procedures for schools can be found at [www.inverclyde.gov.uk](http://www.inverclyde.gov.uk)

## School Calendar 26/27

Inverclyde Council ~ Education Services						
2026-2027 School Calendar						
August 2026						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
September 2026						
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27	28	29	30			
October 2026						
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November 2026						
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29	30					
December 2026						
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27	28	29	30	31		
January 2027						
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16	17	18	19	20	21	22
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30	31					
February 2027						
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28						
March 2027						
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28	29	30	31			
April 2027						
Su	M	Tu	W	Th	F	S
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30	31					
May 2027						
Su	M	Tu	W	Th	F	S
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23	24	25	26	27	28	29
30	31					
June 2027						
Su	M	Tu	W	Th	F	S
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27	28	29	30			
31						
July 2027						
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23	24	25	26	27	28	29
30	31					

■ School Closed/ Holidays
 ■ Teacher in-Service Day (no school for students)
 ■ School Open

In-service days – 5  
 Teacher days – 195  
 Pupil days – 190

## Our Curriculum - Learning Through Play in Glenbrae

It is important we provide and promote a **learning environment** that is fun and stimulating while also providing safety and security for our youngest children. The staff team have a sound knowledge of child development and understand that all children are individuals that will meet milestones at their own pace (Bruce). From the outset **building positive relationships** and developing strong links between nursery and home are crucial. This begins during the very first interactions between the team, the child and their family whether it be through a phone call, visit or email and continues through the Settling In process. We try our very best to build strong attachments and a nurturing ethos which are 'associated with positive outcomes including self esteem, confidence, emotional regulation, resilience and more harmonious relationships in childhood and early adulthood.' (Sroufe 2006; Prior and Glaser, 2006). Routines and consistency are also key as when a child knows what is going to happen and who is going to be there, it allows them to think and feel more independently, and feel more safe and secure. These should be flexible too (Myers 2011).

**Schematic Play** is really a fancy word for the urges that children have to do things like climb, throw things and hide in small places. They appear through play; perhaps it is the way they choose to do things, or what they desperately need to do out of the blue! There are lots of different schemas and they can come one at a time, in bunches, some are super strong and last for ages... each child is different. They are the building blocks for the brain, repeated behaviour that in turn forge connections in the brain, patterns of unfolding, learning and growth. The urge to throw, drop and other actions that are all part of the Trajectory schema. Transporting can be the urge to carry many things on your hands at one time, in jars, in buckets and baskets, or even better containers with wheels.

We value high quality **outdoor play** experiences which have a direct and positive impact on children's physical, cognitive, social, mental health and emotional development. Outdoor play also has a positive impact on children's movement and coordination development and the development of fine motor and concentration skills. Regular contact with nature can engender an appreciation and respect for biodiversity. It can also connect them to their local community and sense of place, helping them to develop as responsible citizens committed to sustainability (Realising the Ambition, 2020).

You can find out more information about the Realising the Ambition: Being Me and access the document at:  
<https://education.gov.scot/improvement/learning-resources/realising-the-ambition/>

You can also find out more about A Curriculum for Excellence at: <https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/what-is-curriculum-for-excellence/>

The Glenbrae curriculum takes a holistic approach to learning and development. It is designed to provide a cross-curricular learning experience that supports the holistic development of each child. With a strong focus on literacy, numeracy, and health and wellbeing, we aim to equip children with the essential skills, knowledge, and experiences needed for life. We nurture curiosity, creativity, and confidence, ensuring a solid foundation for lifelong learning. By offering a rich, integrated curriculum, we strive to give our children and their families the best possible start in the early years and beyond, promoting growth, resilience, and a love for learning that lasts a lifetime.

### **Rainbow Room 0 – 2 Years**

Using the Realising the Ambition document as guidance all children have opportunities to access and experience a responsive curriculum that meets their individual care and learning needs in a safe, secure and nurturing environment supporting challenge and progression in partnership with parents and carers. High quality spaces, interactions and experiences are offered through the themes of Wellbeing, Movement and Co-ordination, Confidence, Creativity and Curiosity, Literacy and Numeracy. All children will have opportunities to participate in stimulating and fun learning experiences including Sensory and Exploratory Play, Role Play, Song and Stories, Messy Play etc.

### **Sunshine Room 2 - 3 years**

'Realising the Ambition: Being Me' provides staff with guidance to support and deliver a responsive, child-led curriculum which builds on children's interests and focusses on the importance of learning through play based on the themes of: Wellbeing, Movement and Co-ordination, Confidence, Curiosity and Creativity, Literacy and Numeracy.

Each child's individuality is celebrated, and their care & learning needs, support and challenge are nurtured and met through high quality play and care spaces, positive and sensitive interactions, stimulating and fun experiences and close partnerships with parents, carers and the community. Sunshine Room EYECO and Support Staff encourage children to explore, discover and investigate their world as they become more independent and support children in developing confidence, enthusiasm and a love of learning

### **Butterfly Room 3 - 5 years**

At Glenbrae the academic year is divided into 12 week Learning Blocks. A backdrop theme is chosen by the children at the start of each block and can last up to 12 weeks. This theme is fluid and moves with the interests of the children. Taking the child's lead this can and will change. Staff and parents meet regularly to discuss how we can support and challenge their children's learning. Following A Curriculum for Excellence and using Inverclyde's Early Level Developmental Tracker, individual learning targets are set relating to Literacy, Numeracy and Health & Wellbeing. Stories and Rhymes are also chosen by the children to support learning in literacy alongside our word aware programme. Our approach is child centred and this is encouraged and supported by all staff in partnership with parents/ carers and other agencies where appropriate

### **Partners in Learning and Development**

We value the support given to us by parents and recognise them as the prime educator of the child. We welcome parents/ carers sharing knowledge, skills, achievements through discussions, visits to the centre, email, Learning Journals, Twitter etc. At certain points throughout the year the nursery will also seek to gather parents/ carers views more formally through questionnaires, focus groups etc. Parents/ Carers will be kept updated and involved in their children's learning through: Twitter, Newsletters, SWAY's, Learning Target discussions, Profiles, Personal Care and Learning Plans.

### **Assessment**

The nursery has a planned programme of recording children's achievements which parents/ carers will be involved in with the child and keyworker. The first part of this process involves the child's All About Me being completed by parent/ carer and keyworker on enrolment. This

information offers a starting point for learning and development for nursery. This is a working document however we review these bi-annually. Once enrolled every child will have a 'My First 28 Days at Nursery' completed and shared 28 days after start date. Individual Targets will be discussed and set which becomes a part of a Personal Learning Plan. Parents/ carers and keyworkers will discuss general progress, review previous target (if required) and agree new targets. This will be recorded on the Personal Learning Plan. Any changes or updates in a child's life that has an impact on their learning, development, routines and care both at home and nursery is recorded on the 'Significant Events, Learning and Milestones' sheet at the back of the child's Personal Care Plan.

At Glenbrae we also use online Learning Journals to record, track and assess our children's learning, progress and next steps through the Inverclyde's Early Years Developmental Tracker. On enrolment parents/ carers will complete a form which will then enable access to their child's Learning Journal. Here they will be able to see photographs, observations, links to the curriculum and also be able to share achievements from home. If anyone has difficulty accessing the Journals at all please let us know and we will help in any way we can.

The Centre has very good relationships with other local nurseries, partner agencies, the local and wider community and our cluster group. Our main feeder primary schools are Kings Oak and All Saints Primary School however we work closely with most schools in Inverclyde to ensure our children and their families experience smooth transitions when moving on to school. Throughout the year we work closely with our Primary colleagues to plan events which enable the children to become familiar with the school environment and build relationships with staff and children in the school. We also work in partnership with colleges and universities to support young people and students in work experience, apprenticeships; and further and higher education. Glenbrae is a vital part of the local community and offers a variety of services/activities to meet the needs of our stakeholders. For children transitioning to school, a 'Transfer of Information' form is also completed by keyworkers and parents/ carers which will help the class teacher provide continuity for your child.

### **Read Write Count**

Read Write Count with the First Minister is a National gifting programme, aiming to build parents' confidence and encourage families to include easy and fun reading, writing and counting activities in their everyday lives. Every Primary 2 and Primary 3 child in Scotland will receive a free bag with books, educational games and writing materials to be gifted during Book Week Scotland, in November. Resources for schools and extra activities for families to use at home can be found [Read Write Count with the First Minister - Scottish Book Trust - Scottish Book Trust](#)

### **First Ministers Reading Challenge and Reading Schools**

The First Minister's Reading Challenge and Reading Schools programmes provides a range of options and support on how to build a love of reading and/or develop a reading culture in your setting. These programmes are brought to you by Scottish Book Trust. Both programmes are flexible to your setting and open to every stage of your reading journey. They have been proven to improve attainment in children and provide professional development opportunities. Whatever stage you are on your reading journey these programmes can support you to get to the next level.

**Bookbug**

Bookbug is Scotland's universal early years book gifting programme which supports families to read, sing, and play with their little ones from birth to give them the best start in life. Starting school is an exciting and challenging time for your child and your support at home makes a real difference to their learning. Look out for your Bookbug Primary 1 Family Bag, a free bag of books and activities your child will receive at school in November from Bookbug, to help support their reading, writing and counting skills. You will find films of the books being read aloud and more information about the P1 Bag [The Bookbug Primary 1 Family Bag - Scottish Book Trust](#)



## **Meeting and Supporting the Needs of our Children**

Through careful observation the key worker may identify children with an additional support need or perhaps requiring support with the challenges of attending the Children's Centre. The Getting It Right For Every Child (GIRFEC) approach has been national policy in Scotland since 2010. Inverclyde Council have developed the Girfec Pathways to support these children. Any child may need extra support in his/her learning at some point. This may be a short-term need (for example if the child has experienced bereavement) or the child may require longer term support. Learning and Development Profile tools such as the I Can Talk toolkit, Up, Up and Away (The Circle) and TEACCH Talk may be used to inform next steps.

Initially strategies may be put in place to support children's learning; these would be discussed with the parent. Further advice may be obtained through Educational Psychologists, Speech and Language Therapists etc if necessary.

Every team member has a responsibility to support the learning of all children. The type of support offered will vary according to the needs of the individual. This includes consideration given to children with social, emotional and behavioural needs, children with learning needs of a specific or general nature, children who are exceptionally able, those who demonstrate underachievement relating to gender issues, children whose learning has been interrupted through absence or illness, bilingual children who have English as an additional language, travelling children and those children whose family circumstances impact on attendance and learning.

Support can be offered through:

- Girfec Pathway Child's Plans (where appropriate)
- observing Local Authority and National policies and procedures, including Child Protection
- attending case conferences and reviews
- maintaining good communication with parents and other agencies involved
- Using appropriate learning and teaching strategies to support children
- liaising with partner agencies
- supporting at the transfer stage.

Depending on individual circumstances a Single Agency Led Plan may be created to support the child/family.

The Education (Additional Support for Learning) (Scotland) Act 2009 states the following –

(a) the authority's policy in relation to provision for additional support needs,

A child or young person's needs are identified at the earliest possible stage and can be met in a number of ways, for example by adaptations to the curriculum or learning environment, as well as input from the Support for Learning Teacher and on occasion support from visiting specialists. The appropriateness of the support is determined through a process of assessment, planning and monitoring, working jointly with parents and carers, and is regularly reviewed.

(b) the arrangements made by the authority in making appropriate arrangements for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.

Learning outcomes for children and young people with additional support needs are set out in a plan and all educational establishments hold regular review meetings with parents and carers to determine needs and the most appropriate supports. Everyone's views are equally important in order to consider what is currently working and how to determine next steps

c) the other opportunities available under this Act for the identification of children and young persons who -

a) have additional support needs,

Children and young person's needs are identified in a number of ways, and the process of assessment is an ongoing, shared process with partnerships with parents and carers at the forefront. On some occasions health service staff or other partner agencies make children known to Education Services. Other additional support needs may be notified to Education Services by parents themselves or identified by one of a range of staff working closely with the child;

b) require, or would require, a co-ordinated support plan,

Some children and young people will have additional support needs arising from complex or multiple factors which require a high degree of co-ordination of support from both education and other agencies in order that their needs can be met. In these cases, the school will hold a meeting to decide whether the child or young person meets the criteria for a co-ordinated support plan.

The coordinated support plan is a statutory document which ensures regular monitoring and review for those children and young people who have one;

c) the role of parents, children and young persons in the arrangements referred to in paragraph (b).

You have the right to ask the education authority to establish whether your child needs a coordinated support plan. Your child can make this request themselves, if they are aged 16 or over. You and your child, if they want to, will attend a meeting with staff at their school. Other professionals from different agencies who may be involved in providing support for your child will also attend. If your child does not want to attend meetings or feels unable to, their views must still be sought and considered;

d) the mediation services provided:

Inverclyde's mediation service can be accessed by contacting Michael Roach, Head of Education at the address below;

e) the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.

For further advice please telephone 01475 712850 or write to;

Education Services

Wallace Place

GREENOCK PA15 1JB

School Handbooks must also contain information of any organisations specified by Scottish Ministers which provide advice, further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:



(a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527;

(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576;

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.”

[www.enquire.org.uk](http://www.enquire.org.uk)

[www.siaa.org.uk](http://www.siaa.org.uk)

[www.sclc.org.uk/](http://www.sclc.org.uk/)

If you have a concern about your child please speak with your child’s keyworker or the Head of Centre  
Partner agencies may be asked to offer support where necessary.

### **Promoting Positive Behaviour and Relationships**

Positive relationships built on trust, respect and honesty are very important to Glenbrae. Adults also encourage empathy, treating others the way we would like to be treated, positive role modelling and kindness with all children, parent/carers, staff and other stakeholders. We aim to promote a safe, nurturing and stimulating environment where children feel secure and can have opportunities to learn about routines, rules and boundaries while taking risks. We use the guidance from the local authority's Positive Relationships policy to ensure consistency in our approach.

### **PATHS**

Paths is a programme to help children get on with others and become aware of their own feelings, which promotes positive behaviour. It uses stories, puppets, discussion and activities to help them with self-confidence, talking about feelings, calming down, making friends and problem solving.

## **Working in Partnership with Parents and Families**

In recognising the parent as the prime educator we will endeavour to involve them in all aspects of centre life.

We aim to:-

- Create an atmosphere where everyone feels valued.
- Develop positive, meaningful relationships.
- Provide regular opportunities to discuss children's progress.
- Keep parents/ carers informed and, where appropriate, consult with them about the centre.
- Be sensitive and responsive to individual needs.
- Provide appropriate opportunities/activities within the parent's room.

Throughout the academic year parents/ carers will have opportunities to speak to their child's keyworker through phone calls, chats, care and learning reviews, monthly phone check ins and progress meetings. Parents are also encouraged to discuss their child's progress on a daily basis with the child's keyworker. The centre staff support the whole family whenever it is required.

We also communicate through emails, Twitter (X), nursery website, newsletters, SWAYS etc.

## **Parental Engagement Strategy**

Throughout the year we also provide numerous opportunities for Parents/ Carers to engage and become involved in the life of the centre through Stay and Play Sessions, Parent/ Carer Workshops, Parent Council, Questionnaires, Other Nursery Events and Fundraisers. We are always welcome to suggestions. Please speak to a member of the team about this.

The Parent Council meet bi monthly to discuss nursery events, curriculum, fundraising and other matters, If you would like to be involved please speak to the Head of Centre

## **Parentzone Scotland**

[Parentzone Scotland | Education Scotland](#) is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Parentzone Scotland also has details about schools, including performance data for school leavers from S4-S6 and links to the national, local authority and school level data on the achievement of Curriculum for Excellence levels.



## **Our Local Community**

### **Outings**

The local community is recognised as a valuable resource. Quite often we will explore the local area on foot especially the Auchmountain Glen. Children have opportunities to participate in outings to many places of interest including the museum, local libraries, parks and local allotments, fostering links with the local community. We work closely with Auchmountain Halls Community Centre, Kincaid House Care Home and our feeder Primary Schools. We are always looking to build relationships with new and existing organisations, businesses etc.

### **Other Agencies**

We have strong links with a variety of agencies within the community and enjoy visits from agencies such as Health Improvement Team, Health Visitors, Community Police, Barnardos, Homestart and The Wise Group etc. We will make contact with other services as required.

### **Links with other educational establishments**

The centre is associated with many ELC Centres and schools across Inverclyde. Throughout the year there will be times when we work together in joint projects, visits and transitions. Our main feeder Primary Schools are All Saints Primary School and Kings Oak Primary School.

## **Health and Wellbeing**

### **Medication, Allergies and Dietary Requirements**

If a child requires medication in nursery parents/ carers must speak to a member of the team about this and we can decide how to move forward. An Administration of Medication pack must be completed before medication can be signed in and administered in the nursery. All medication must be in the original packaging and have a prescription label if prescribed by a doctor. This includes nappy creams such as Sudocrem, Bepanthen etc.

We ask that parents do not leave any medication or creams in your child's bag. If this has to be handed over to a parent/ carer or pick up we can store this for you. We also ask that parents/ carers are mindful of anything else that is left in their child's bag as there may be times when other children can access these.

We also need to know if children take medication at home. If a child has had any medication before coming to nursery we need to be informed of this. Parents/ carers will be asked to record this on an Administration of Medication Sheet which will be kept with a child's All About Me Booklet. Administration of any medication is at the discretion of the Head of Centre.

If a child has any dietary requirements we ask that we are informed of this immediately. This will ensure we follow the plans in place and that your child is kept safe and well.

### **Allergies**

At Glenbrae the safety and well-being of our children are our top priorities. To ensure a safe environment for all, we are an Allergy Aware Establishment. This means that no nuts or nut products are allowed in our nursery. We appreciate your cooperation in helping us keep our community safe and healthy for every child. Thank you for your understanding!

### **Illness**

If a child becomes unwell at nursery we will make the child as comfortable as possible and then contact the parent/ carer in the first instance or one of the emergency contacts.

It is important that if a child is unwell prior to coming to nursery that they stay at home. This will ensure a speedier recovery and prevent other children or staff becoming infected.

### **Sickness/Diarrhoea**

If your child has been sick or has had diarrhoea please do not return him/her to nursery until 48 hours have passed from their last bout.

**Minor Accidents/ Incidents**

Your child's keyworker and / or our trained First Aider will deal with minor accidents. Accidents are recorded on an accident form and the adult that collects the child will be asked to sign this at pick up time. It is good practice to contact parent/ carer if a child has a bump to the head however if a child requires further treatment we will inform parents/ carers immediately. We encourage children to be independent learners and take risks in a safe, nurturing environment. There can be times during Risky Play that the children may hurt themselves or another child. If this happens we have recording and reporting procedures in place and this will be shared by phone or at pick up time. As well as having rigorous health and safety and risk assessment procedures in place, the adults are always dynamically risk assessing and working hard to ensure children learn in safe, secure and nurturing environments where they will be challenged to reach their full potential. Although we try our very best we ask that you understand that accidents can and will happen.

**Toothbrushing Programme/ Routine Medical Visits**

All children have the opportunity to take part in a programme of regular tooth brushing, as part of the NHS Scotland Childsmile programme. During the course of the school session children may undergo routine medical inspections i.e. hearing and eye tests. Parents/ carers will be advised, in advance, of these and of the outcome.

## **Our Policies and Procedures**

You can access a number of our policies on our website. These can also be accessed on request in the centre.

## **Child Protection, Safeguarding and PREVENT**

Inverclyde Council Education Services has Child Protection Guidelines and Procedures which all schools and establishments are required to follow. Education Services work very closely with other agencies namely Police Scotland, Social Work Services, NHS Greater Glasgow and Clyde and the Children's Reporter to support children. Common responsibilities of all staff are to protect children from abuse and exploitation, to respond appropriately when abuse is identified, and to ensure whenever possible that all children are able to exercise their right to be raised in a warm, stimulating and safe environment with the support of staff, their families and carers.

We are all important people in the lives of our children and young people. Part of our role is to ensure we keep children safe and well. The Glenbrae team have a very important part to play in this and have a duty of care to our children and families. As well as taking action on any concerns we have if parents/ carers or member of the public have any concerns about a child's wellbeing please let a member of the team know immediately and we will act on this accordingly. Glenbrae's Child Protection, Safeguarding and PREVENT Lead Person is the Head of Centre, Craig Scott or in his absence Laura Gallagher Depute Child Protection, Safeguarding and PREVENT Co-ordinator.

Following The Children (Equal Protection from Assault) (Scotland Act) 2019 any concerns about harm to a child from abuse, neglect, exploitation, or violence will be reported without delay to social work or in situations where risk is immediate, to Police Scotland.

We appreciate that this may cause unwanted stress and upset to parents/ carers however as professionals we have a duty of care and a legal obligation to report any child protections and safeguarding concerns or disclosures made by children. We hope that you appreciate and understand our role and responsibilities should these situations arise.

## **Prevent**

Preventing terrorism, extremism, radicalisation and the Prevent strategy

If you're worried that someone you know might be at risk of getting involved in terrorism, extremism or radicalism, you should report this. There is no single type of person likely to become involved in terrorism or extremism and the process of radicalisation is different for every individual.

Please follow the link below for more information <https://www.inverclyde.gov.uk/community-life-and-leisure/community-safety-and-resilience/prevent>

## Children's Attendance

At Glenbrae we encourage high levels of attendance to ensure the best possible early learning and childcare experience for all children. If your child is going to be off nursery for any reason we ask that you please phone and let us know. If your child is off and we have not heard from you we will make contact on the first day of absence to make sure everything is ok. Below is our cluster guidance on promoting good attendance at nursery.:



Not attending nursery can have a negative impact on a child's academic learning, friendships, wellbeing and overall development. Help us give the children the best possible start to life ensuring they come to nursery as much as possible.

Depending on individual circumstances and reasons for absence, a member of the Senior Leadership Team may meet with you to discuss this and any help or support that we can offer. Please remember that any discussions are to help get your child to nursery.



## **Equal Opportunities**

Inverclyde Education Service aims to:

- Offer education of the highest quality to all young people within a developing culture of inclusion.
- Endorse the principles of inclusion, entitlement and equality of opportunity in the development of best practice.
- Value the diversity of interests, qualities and abilities of every learner.
- Believe that every child and young person is entitled to educational opportunities which enable the achievement of success and further development of the individual's learning potential within the least restrictive environment.
- Affirm the right of all young people to have access to the highest quality of educational provision which is appropriate to learning needs, is supportive of the young person and is delivered in partnership with young people, parents and the wider community. In meeting the needs of all of our pupils we will demonstrate no discrimination on the basis of race, gender, disability, sexual orientation, religion or belief. This encompasses curricular, extra-curricular and playroom activities and is foremost in the attitudes which we develop in our pupils.

## **The Equality Statement for Inverclyde Establishments**

Inverclyde Education Service is committed to ensuring that no children or members of staff or service users receive less favorable treatment on any ground including gender, race, disability, age, sexual orientation, religion or belief. We have a moral, social and legal obligation to mainstream and put equality at the heart of everything we do. We aim to promote a culture in which equality of opportunity exists for all. We are opposed to all forms of discrimination, direct or indirect, and aim to eliminate all discriminatory practices. We will ensure that, in our schools and other educational establishments, equality permeates the curriculum and underpins all our policies and practices in terms of access to education. We must ensure that all our children achieve their full potential to develop physically, emotionally and academically. Finally, we believe that equality and inclusion should be a given right, where everyone is valued and treated with respect.'

## **Clothing**

There are forms of dress which are unacceptable in school, such as items of clothing which:

- Potentially could encourage faction (such as football colours);
- Could cause offence (such as anti-religious symbolism or political slogans);
- Could cause health and safety difficulties, such as loose fitting clothing, dangling earrings, or clothing made from flammable material such as shell suits in practical classes;
- Could cause damage to flooring;
- Carry advertising, particularly for alcohol or tobacco;
- Could be used to inflict damage on other pupils or be used to do so.

The council is concerned at the level of claims being received regarding the loss of children's clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to the establishment. Parents should note that the authority does not carry insurance to cover the loss of such items and claims submitted are likely to be met only where the authority can be shown to have been negligent.

Parents should note that the activities the children may become involved in may be restricted because health and safety requirements state that jewellery of any kind must not be worn where children are undertaking physical activities. This includes jewellery worn as a result of body piercing.

We have a nursery sweatshirt and polo shirt, which have the nursery logo. Any parent interested please speak to a member of the team or visit Logo'd or Smiths in Greenock. This is not compulsory.

Children have the best fun when they are doing messy work. We will always try to make sure they wear aprons but accidents do happen, so please do not send children in their 'best' clothes. Please also make sure that the child has suitable outdoor clothing for outdoor play and outings.

### **No Smoking Policy**

In line with council policy smoking is not permitted in the Centre or on Centre grounds.

### **Photographs**

The centre records many events/activities using a camera or camcorder. These are usually displayed in the corridors or the playrooms.

Occasionally the press may take photographs of the children for features in the local newspaper.

We kindly ask that during all nursery events you only take photos or videos of your own child. Please do not take images of other children, even if you know them or their families. This is to protect the safety and privacy of all children and to safeguard you as parents/carers.

As a nursery, we follow strict safeguarding procedures and gain permission from parents/carers before taking or sharing any photos of children. These images are only used for specific purposes, such as on X (formerly Twitter) and children's individual Learning Journals. We do not use any other social media platforms.

In addition, parents/carers are asked separately for permission if photos are to be shared on our website, local newspaper, or their social media page.

If you have any concerns or questions about this policy, please speak with a member of the Senior Leadership Team.

Thank you for your understanding and cooperation in helping us keep all children safe.

### **Emergency Contacts**

Parents are asked to provide the centre with the names, addresses and telephone numbers of at least two people we can contact, for use in the case of emergency. It is important that this information is kept up-to-date at all times, these people know who they are and are contactable at all times.

### **The Promotion of Healthy Eating**

At Glenbrae Children's Centre we promote healthy eating as an important part of the nursery curriculum. Children who attend on a full-time basis receive a two-course meal at lunchtime which they are encouraged to choose from the menu. Children enjoy a snack that is healthy and

nutritious, consisting of milk, fruit, vegetables, sandwiches, cheese, toast etc. If your child has any allergies or dietary requirements please speak to Craig or Fiona. There are processes in place to support children affected by this.

### **Arrival and Collection of Children**

It is expected that a responsible adult will bring and collect your child from the nursery. In the interest of child safety parents/ carers should make a point of telling a member of staff if their child is to be collected by someone not known to centre staff and arrangements can be made. It is important that session start and finish times are adhered to.

### **Outings and Consent Forms**

At enrolment parents/ carers will complete a consent form that allows each child to be taken on local outings. When outings outwith the local area are planned, a member of staff will advise in advance Risk Assessments are carried out for all outings.

### **Emergency Closure Arrangements**

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Establishments may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties in fuel supply. In such cases we will do all we can to keep parents/ carers informed about the details of closure or re-opening. We will keep in touch by email, twitter, text message, local media etc.

### **Fire Evacuation Procedures**

In the event of a fire causing the premises to be unsafe children will be evacuated to All Saints Primary School or Auchmountain Glen.

### **Inspections**

Our services are inspected regularly by the Care Inspectorate and Education Scotland.

### **General Data Protection Regulations and Data Protection Act 2018**

Information on children, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. In processing personal information, Inverclyde Council must comply with the General Data Protection Regulation and Data Protection Act 2018. For further information please refer to <https://www.inverclyde.gov.uk/site-basics/privacy>

## **Building and Maintaining Positive Relationships, Maintaining our High Standards and Complaints**

Positive and open relationships are important and key to us as an Early Learning and Childcare Centre. We are always keen to ensure that parents/carers are aware of how we would prefer to handle situations when things maybe haven't gone as any of us would have liked. Our initial hope is that we can resolve matters swiftly and informally. To help with this I have attached a copy of a letter which should help if you have any concerns.

We are always striving to maintain and improve our service. Any suggestions or complaints about the service can be discussed with the Head of Centre in the first instance. If this is not satisfactorily resolved please contact:

Yvonne Gallagher  
Quality Improvement Officer  
Education Services  
Wallace Place  
Greenock  
PA15 1JB  
Tel: 01475 712812

**and/or**

Care Inspectorate  
Floor 4 No. 1 Smithhills Street  
PAISLEY  
PA1 1EB

Tel: 0141 843 4230

## **Useful Addresses**

Please note the following names, addresses and telephone numbers:

### **Early Years**

#### **Childcare Organiser:**

Inverclyde Council  
Education Services  
Wallace Place  
Greenock  
PA15 1JB  
Tel: 01475 712815

### **Local Councillors**

Provost Drew McKenzie  
Cllr. Colin Jackson  
Cllr. Michael McCormick  
Cllr. Pam Armstrong

Inverclyde Council  
Municipal Buildings  
Clyde Square  
Greenock  
PA15 1LY  
Tel: 01475 712727

## **Frequently Asked Questions at Glenbrae Children's Centre**

We have compiled this list of questions that we are often asked by parents/ carers and other family members. We hope that this is helpful.

### **My child is not used to mixing and playing with others. How will nursery encourage this?**

At Glenbrae we know that every child grows and develops at their own pace. We appreciate that some skills such as turn taking and sharing can be difficult for some children. Our highly skilled team are committed to nurturing and supporting each child to learn and develop these skills. We also know that there are times when children can find it hard to express or manage their emotions and feelings becoming frustrated which leads to them expressing themselves in other ways such as being 'handy,' hitting, throwing, being destructive, biting/ scratching etc. The nursery has policies and procedures in place to monitor and record these incidents and we will work in partnership with parents/ carers to keep them informed if required. There may be occasions where a member of the team will discuss this in person, through a phone call or an accident or incident report may need to be read and signed. It is important to remember that almost all children will go through this at some point in their lives and although it is a part of child development there are times when we may need to chat about this. Should this happen then the adult who observes this behaviour will approach the child in a sensitive manner and talk the child through what has happened encouraging reflection on their actions and feelings and how this makes others feel. The adult will also positively role model play experiences and situations to support the child. Strong relationships, knowing the child and an understanding of child development are key to supporting any child who is going through these experiences. We welcome parents/ carers coming forward to share any concerns about a child's learning, development or wellbeing.

### **My child likes to take a comforter into nursery. Is this ok?**

We understand that some children may need this and are happy to discuss this with parents/ carers on an individual basis. Please bear in mind we cannot be held responsible for any loss or damage to toys/ comforters etc.

### **My child is not doing the same as other children is this unusual?**

As previously mentioned at Glenbrae we know that every child grows and develops at their own pace and we are committed to nurturing and supporting each individual child in partnership with those involved in the child's life. We know it can be hard but we always try and encourage parents/ carers not to compare their child to others. It is important to remember that we all get there in our own time however if there are any concerns we can discuss these and there have been occasions where we have contacted other agencies for support such as Health Visitor, Speech and Language Therapy, Social Work etc. We welcome parents/ carers coming forward to share any concerns about a child's learning, development or wellbeing.

### **Should my child be toilet trained before starting nursery?**

Promoting independence and self-help skills is an important part of our ethos. When doing this we understand that every child is an individual. If a child is not yet toilet trained or is in the process of toilet training we will work with together to help the child make the next step. There are times when the keyworker may make an observation and suggest starting toilet training or changing our approach to this.

**Will my child have opportunities to play outside every day?**

We do strive to provide daily outdoor play experiences for all of our children if they choose regardless of the weather and ask that children are always dressed for the weather bearing in mind we do live in Scotland where 4 seasons can be in one day!

**What kind of food will my child have at nursery?**

At Glenbrae we are committed to promoting the Health and Wellbeing of all children. This is always at the forefront of our thinking when providing snacks although we do have the odd sweet treat during special events. We follow the lunch menu from Inverclyde Primary Schools and the 'Setting the Table' Document. If sending in a packed lunch we ask that the amount of sugary snacks are minimised. If your child has any allergies or dietary requirements please speak to Craig or Laura. There are processes in place to support children in these situations.

**What if my child requires medication in the nursery?**

If required the nursery can administer medication to children. This is done on an individual basis and only if it is absolutely necessary for the health and wellbeing of a child. If this is the case then please speak to Craig or Laura and we can discuss how we will move forward. We follow strict guidance on this from the Care Inspectorate and paperwork must be completed by parent/carer before any medication can be stored and administered in the nursery.

**My child likes to drink a lot at nursery. Will he/ she have access to a drink at any time?**

The nursery provides milk and water to all children and they have access to these throughout the day. We ask parents/ carers not to send in any other drinks for snacks, lunches etc. however if a child has any allergies or dietary requirements please speak to Craig or Laura.

**Does the nursery celebrate children's birthdays?**

For a child's special day comes around we will celebrate this by singing Happy Birthday. They will also receive a card and a book from their friends. Unfortunately we cannot accept birthday cakes, balloons, banners etc.

**If my child is to be absent from nursery what should I do?**

At Glenbrae we expect and encourage the highest levels of attendance possible. If a child is not attending or this is inconsistent we may speak to parents/ carers about this with the aim of supporting in any way we can. Please follow the 'Absent from Nursery and Preventing the Spread of Infection' Guidance and contact the nursery if your child is unwell. If you are unsure at all please contact the nursery on 01475 714987.

**How do I keep in contact with the nursery?**

Open communication is a huge part of our ethos. Phone calls, emails, X and the Learning Journals are used. As well as these we do try to have chats with parents/ carers when dropping off/ collecting children. We appreciate that this can be challenging if it is busy. There is a space within the centre where chats can take place if this is required. Our monthly newsletter – 'The Glenbrae Gazette' is also a great way to keep informed.

**If I need to pass on information or have any questions/ queries who would I speak to?**

All members of the team are happy to listen and help however if this is specific to an individual child it may be helpful to speak to the child's keyworker. The Senior Leadership Team are also available. Everyone will try their very best to make themselves available however there will be times when this may not happen straight away as the nursery is a very busy place.

**Funds and Fundraising**

We hold 2 fundraisers throughout the year and all money raised goes towards events and activities for the children. Any ideas or suggestions are more than welcome. We also welcome any donations to 'Glenda The Glenbrae Elephant' who you can find at the main entrance.

Hopefully these have answered any questions you have. If not please feel free to get in touch where we would be happy to answer any further questions. If we cannot answer these then we will try our very best to find out and get back to you.



Thank you for reading our Handbook. We hope you have found this information helpful. If you have any questions or need anything else please contact us at:

Glenbrae Children's Centre  
Kilmacolm Road  
Greenock  
PA15 3LD  
Telephone: 01475 714987  
Email: [office@glenbrae.inverclyde.sch.uk](mailto:office@glenbrae.inverclyde.sch.uk)  
Website: [glenbrae.inverclyde.sch.uk](http://glenbrae.inverclyde.sch.uk)  
X: @CentreGlenbrae

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document:  
(a) before the commencement or during the course of the school year in question.  
(b) In relation to subsequent years.