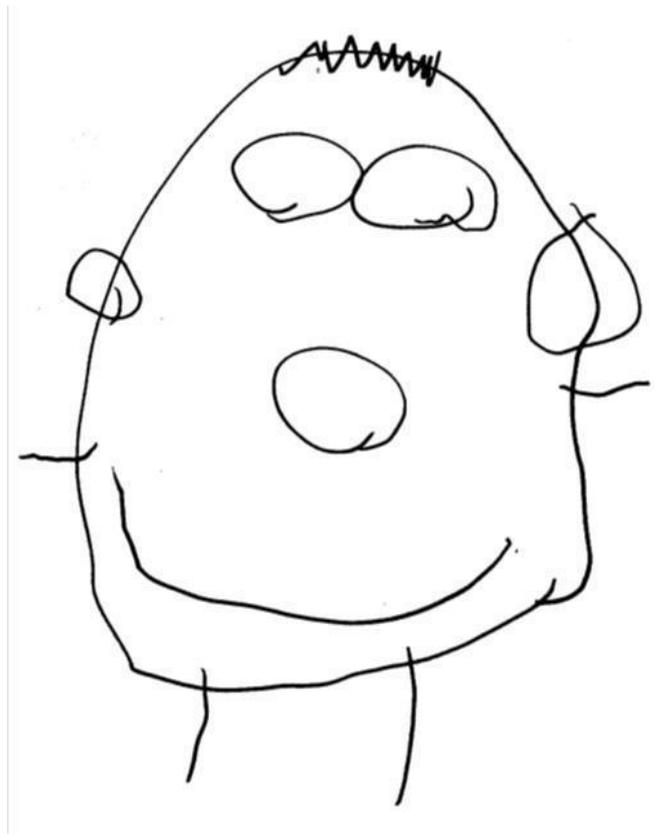


Larkfield Children's Centre



Handbook 2020-2021

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Dear Parents/Carers,

Welcome to Larkfield Children's Centre. I hope you will find the Centre's handbook informative and helpful. This will give you all the information you will need to know about us as you settle into the Centre.

We want you to feel welcome and hope you find the Centre a safe and happy place to be, where everyone is valued, respected and included. Please come in and get to know us. We work hard to promote effective partnership with parents and want you to be involved in your child's learning.

The children are encouraged to develop a positive attitude to learning, making choices and gaining the confidence to tackle challenges, but most of all, to have fun while they play and learn.

If you have any concerns or questions regarding your child's learning, development or progress, please do not hesitate to speak to me or any member of the staff team.

We look forward to getting to know you and your child, and hope you enjoy your experience at Larkfield Children's Centre.

Theresa McGoldrick
Head of Centre

Our Vision, Aims and Values

Our Vision for Larkfield Children's Centre

To provide an inclusive high quality early learning childcare and education service for all children and families. To enable children to become successful learners, confident individuals, effective contributors and responsible citizens, and develop their skills for life and work, and ensuring better outcomes for all children.

We aim to carry out our vision by:

- Providing a safe, caring and motivating learning environment.
- Providing fun and relevant learning experiences that allow children to engage in their learning.
- Promoting positive relationships with all stakeholders.
- Working effectively as a team to ensure high quality care and learning is delivered whilst being committed, knowledgeable and enthusiastic.
- Providing the best possible support and outcomes for all our families within our service and in the community
- Provide support and better outcomes for all children to reach their full potential.
- Ensuring parent/carers are involved and engaged in all aspects of their child's learning.

Our Values

- Promote all round respect to ensure children, parent/carers and staff respect and value each other.
- Promote an ethos of trust and confidentiality within the centre.
- Ensure all families feel included, accepted and are confident that their views and opinions are valued.

Meet the Staff Team

The staff in the Centre who work with the children are all highly qualified professionals, have their PVG and are registered with the Scottish Social Services Council.

Senior Management Team

Theresa McGoldrick Head of Centre

Mo McKinlay Depute Head of Centre

Cheryl Houston Senior EYECO

Staff in the 3-5 Room

Emma Henderson Early Years Education & Childcare Officer

Megan Cunningham Early Years Education & Childcare Officer

Cheryl Houston Senior EYECO

Linda McGill Early Years Teacher

Anne Kane Early Years Graduate

Staff in the 2-3 Room

Alison Carson Early Years Education & Childcare Officer

Karen Thomson Early Years Education & Childcare Officer

Muriel McKenzie Early Years Education & Childcare Officer

Staff in the 0-2 Room

Claire Brown Early Years Education & Childcare Officer

Joan MacLeod Early Years Education & Childcare Officer

Jenna Dooley Early Years Education & Childcare Officer

Janet Gregson Family Support Worker

Jean Wyatt Caretaker/Cleaner

Kairen Rodgers Clerical Assistant

Early Years Support Assistants

Claire Wallace 3-5 room [AM]

Ann McDonald 3-5 room [PM]

Mary Gallacher 0-3 room

Larkfield Children's Centre
Westmorland Road
Greenock
PA16 0TS
Tel: 01475 715759
Website: <http://larkfield.inverclyde.sch.uk/>
Email: INLarkfield@glowscotland.onmicrosoft.com
Twitter feed: @LarkfieldCC

Our Service

Larkfield Children's Centre is a non-denominational centre and provides care and education for children from birth until they start primary school. The Centre offers a service for children aged 0-5 in our 3 playrooms. The 0-2 room caters for a maximum of 6 children at any one time, the 2-3 room caters for a maximum of 15 children at any one time and the 3-5 room caters for a maximum of 24 children at any one time. In line with the Care Inspectorate guidelines, we must adhere to the following staff/child ratios:

0-2 room - 1:3

2-3 room - 1:5

3-5 room - 1:8

The Centre is opened Monday to Friday, 50 weeks in the year, 8am - 5pm.

Pattern 1 Morning session 8:45-11:55am

Pattern 2 Afternoon session 12:30-3:40pm

Pattern 3 Monday & Tuesday 8:45am-3:20pm, Wednesday 8:45-11:50am

Pattern 4 Wednesday 12:30-3:10pm, Thursday & Friday 8:45am-3.15pm

To enable your child to get the full benefit from nursery, it is important that they attend regularly.

Wrapround

The centre offers a Wrapround service for parents who are in employment, training for employment, or full-time education. Please speak to the Head of Centre or Depute if you would like any further information. The current charge for wrapround is £4.10 per hour.

School Holidays and In-Service Days

2019-2020 School Calendar

August 2019						
Su	M	Tu	W	Th	F	S
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September 2019						
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December 2019						
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January 2020						
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- School Closed/ Holidays
- Teacher in-Service Day (no school for students)
- School Open

Inverclyde Council ~ Education Services

2020-2021 School Calendar

August 2020						
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January 2021						
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June 2021						
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July 2021						
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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

Admissions Policy

Inverclyde Council is committed to the delivery of flexible, high quality, early learning and childcare. The Admissions Policy ensures that places are allocated fairly and transparently. Children are entitled at the moment to 600 hours of nursery education. These hours will change in 2020 as the entitlement will be 1140 hours. The following table is the intakes for nursery for the year 2019/20

Children who are 3 years of age between:	Admission month	2 Year old children whose parents meet the qualifying benefit criteria (birthday dates)	Admission month
1 st March - 31 st August	August intake	1 st March - 31 st August	August intake
1 st September - 31 st December	January intake	1 st September - 31 st December	January intake
1 st January - Last day in February	April intake	1 st January - Last day in February	April intake

Applying for a place

Once an Early Years application form has been completed and handed in to the Centre, your child's name may be placed on our NAMS system at the age of 2 years. You must provide your child's birth certificate and proof of address when applying for a place. The information contained in the applications is collated centrally and places allocated. Please note that the length of time a child's name has been on the system will not affect the child's priority for admission. If circumstances change which affect the application, you should speak to the Head of Centre or Depute.

Enrolment Procedures/Open Day

If your child's application is successful, you will be notified by letter. Once you have accepted the place, you will be given a date for you and your child to come for a visit. This is an opportunity for your child to see round the nursery, meet their key worker, all the staff, fill out appropriate forms and complete an 'All About Me Booklet'. If you are a working parent, we will be happy for the child's carer to accompany him/her on this visit. On this day you will be given your child's start date and time.

Getting to know us

Your child's first day - settling in

The staff are aware that this may be your child's first experience of separation from you and can be difficult for you and your child. To help make this a little easier, we ask parents to spend approximately one hour with their child on their first day. If you are unable to stay on the first day, maybe there is someone else such as an aunt, uncle, grandparent or close friend who will help to settle your child in. All children settle in at their own pace so don't worry if it takes a while for your child to settle. Once your child is happy, you can leave knowing that your child is in safe hands.

Arrival and collection of children

Children arrive between 8:45-9am for the morning session and 12:30-12:45pm for the afternoon session. It is expected that a responsible adult aged 16 or over will bring your child to the nursery and collect them at the end of the session. In the interest of your child's safety, you should inform the Head of Centre, Depute or key worker, if your child is to be collected by someone not known to the Centre staff. On arrival the adult must sign your child in, and sign them out upon collecting your child.

Emergency Contact

Please keep us informed of any changes of address, telephone number or emergency contact so that our records are kept up to date.

If your child becomes unwell during the nursery day, we will inform you by telephone. If we cannot get you, we will contact your emergency contact.

Security

The centre operates a security system at all times. Please press the buzzer and a member of staff will open the door for you. We ask that you do not open the front door at any time. This is the staff responsibility.

Snack Fund

Children are offered a snack every day at nursery with the emphasis being on Healthy Eating. This is in line with 'Setting the Table' Document. The children have a choice of milk or water to drink. A selection of fruit and healthy snacks will be available. We ask for a voluntary donation and this will go towards snack, birthday treats, and outings.



Health and Safety

Health and Safety is always at the forefront of our practice. We continually risk assess the Centre to ensure children and adults are in a safe and secure environment. All playrooms have been risk assessed and these are displayed in the individual playrooms. When going on outings, we also ensure the location has been risk assessed. If you have any concerns about anything regarding health and safety in the Centre please speak to the Head of Centre or Depute.

Getting to know us continued

Sickness/Absence

If your child is going to be absent from nursery, a parent/carer should phone the Centre that day to let staff know. It is our policy that when children are absent from their sessions, we contact the parent/carer to find out why the child is absent; this will usually be done by text message for you to contact us to let us know the reason for absence.

A 'Guide to Preventing the Spread of Infection' leaflet is included in the enrolment pack. Please make sure you read this as it provides important information on different illnesses. If you would like another copy please ask.

If a parent/carer has any concerns they should speak to the child's key worker or the Head of Centre or Depute.



Visits by medical staff

The nursery takes part in the Child Smile Programme run by the Greater Glasgow Health Board. We also take part in Dental Screening. Eye screening is carried out in the Centre in your child's pre-school year. Parents must complete a parental consent form for their child to participate in the eye screening programme.



Administration of Medication

If at any time your child requires medication which has to be administered during their time at nursery, please let a member of staff know. Before any medication can be administered, a parent/carer must complete the relevant paperwork and discuss this with the Head of Centre or Depute

PLEASE NOTE WE CAN ONLY ADMINISTER MEDICATION WHICH HAS BEEN PRESCRIBED BY A GP



Clothing

We ask that children are dressed in suitable clothes when coming to nursery. Children often take part in messy activities so it is wise not to dress them in their best clothes. We try to make sure they wear aprons but accidents do happen. Please also ensure that your child has suitable outdoor clothing for going out on trips and outdoor play. It would be helpful if your child's coat etc. is clearly marked with their name. Sweatshirts and polo shirts, with the nursery logo embroidered on them, can be purchased from Smiths Sportswear on West Blackhall Street, Greenock.

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

- potentially, 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 for example shell suits in practical activities
- could cause damage to flooring
- carry advertising, particularly for alcohol or tobacco
- could be used to inflict damage on other pupils or be used by others 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 any 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.



Parental Partnership

At Larkfield Children's Centre we operate an open door policy and you are always welcome in the nursery. Working in partnership with parents is crucial in the life of the Centre. There are many ways that you can help out such as:

- Parent's group
- Eco Group
- Stay and Play sessions
- Fundraising
- Progress evenings
- Information/curriculum evenings
- Sharing your skills within the playroom
- Participating in Self-evaluation for improvement



We recognise that parents are the prime educator and we will endeavor to involve you in all aspects of the life of the Centre. Please read any newsletters and letters and keep an eye on Twitter and our notice boards to keep up to date with what is going on in the Centre.

The Scottish Schools [Parental Involvement] Act 2006 recognises the vital role parent's play in supporting and involving parents in children's education and the life of the school. The Act aims to:

- promote learning at home
- improve home/school partnership
- promote parental involvement in child's learning



If you would like to read more on the Act, here is the link to the website

<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parent zone <http://www.parentzone.org.uk/>

Inverclyde Council Education and social Care Service Parental Involvement Strategy
www.inverclyde.gov.uk

Reporting to Parents

Reporting to parents is an important part of involving parents/ carers in their child's learning and development. Staff report to parents in various ways, both formally and informally, encouraging you to be involved by contributing to your child's personal learning/care plan, looking at children's work and wall displays to see examples of their child's learning and development. Progress meetings and Information Evenings are held throughout the year to discuss your child's progress, development and achievement. Staff are also available at the beginning and end of each session for informal chats. Time can be set aside if you wish to speak to staff. The Head of Centre and Depute are always available. We also have 'stay and play sessions throughout the year for you to be involved to see what your child is learning while at nursery.

Family Support

The Family Support Worker supports parents of children attending the Centre and in the wider community, offering 1-1 support in the child's own home or helping parent's access appropriate services to support their child. The Family Support Worker has established a parent and toddler group called 'Wean's World' which meets twice per week. This group is held in the local community hall and is very well attended by younger siblings of children attending the nursery and by parents in the wider community. Book Bug sessions are held after the toddler group sessions 11:00-11:40 a.m.

If you need any further information on our family support services, please speak to a member of staff, Head of Centre, Depute or Janet Gregson, our Family Support Worker.

Improvements/Achievements

For information on our improvements, achievements and successes from the previous year, and how we intend to improve in year 2020-2021, please see our Improvement Planning Document and our Standards and Quality Report. These are displayed in the corridor outside the playrooms. The documents we use to benchmark our service against are "How good is our early learning and childcare" and the Health and Social Care Standards.



Policies and Procedures

As we are a local authority establishment, we are obligated to follow Inverclyde Council Policies, Standard Circulars and Education Safety Standards. These are located in the office. Please ask if you wish to see them.

The Centre also has a range of policies and procedures which we follow to ensure best practice and a quality service is offered. A policy and procedures folder is located in each playroom. Please feel free to read these and if you have any questions or suggestions, please ask.

Smoke free Policy

Inverclyde Council has a Smoke free Policy in and on all Council premises and grounds. Smoking is not permitted in any areas of the nursery. This includes the use of e-cigarettes.





Learning through Play

Play is an important part of a child's early stage of brain development. Through play, children develop language skills, their emotions and creativity, social and intellectual skills (Early Years Matters) Staff facilitate the children's learning by providing a high quality curriculum that meets the needs of the individual child.

Outdoor learning and Loose Parts

Children are out doors on a daily basis to promote their health and wellbeing. We provide waterproof clothing to allow the children to be outdoors in all weathers. Our Loose parts provide experiences for the children to be curious, creative, imaginative and make sense of the natural world around them.

What is Curriculum for Excellence?

The aim of Curriculum for Excellence is intended to help children and young people gain the knowledge, skills and attributes needed for life in the 21st century, including skills for learning, life and work.

Its purpose is to enable children and young people to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors.

These are referred to as the four capacities.

There are eight curriculum areas:

- Expressive arts
- Health and wellbeing
- Languages (including English, Gaidhlig, Gaelic learners and modern languages)
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies.

Literacy, numeracy and health and wellbeing are recognised as being particularly important - these areas are seen as being the 'responsibility of all' staff. The Curriculum is divided into different levels. We will be working on the Early Level which starts in nursery and continues into Primary One.

Through careful planning and observations, we will support your child's learning and development to enable them to progress at their own pace of learning. We will involve you in each stage of your child's learning.

You can find out more information on Curriculum for Excellence by logging onto:

www.educationscotland.gov.uk/parentzone

The staff in the nursery use various documents, 'Pre-Birth to Three' and 'Building the Ambition', to help us plan for our younger children's learning. Staff carefully observe children during play and plan individually for children according to their age and stage of development.

The four key principles of the Pre-Birth to 3 are:

- Rights of the Child
- Relationships
- Responsive Care
- Respect

Nine features have been identified to put the key principles into practice.

These are:

- Role of the adult
- Attachment
- Transitions
- Observation, assessment
- Planning
- Partnership working
- Health and wellbeing
- Literacy and numeracy
- Play environment

Building the Ambition

Wellbeing

I can move my body in different ways



Promoting curiosity, creativity and inquiry

I can use my fingers to explore a range of materials



Communication

I enjoy looking at books and listening to simple story.



Planning

Our planning builds on the experiences the children bring to nursery. We aim to provide provocation and activities which will extend and expand children's knowledge and skills. Our planning is flexible in order to address individual needs and interests. Children are consulted about their learning and lead their learning, sharing ideas and knowledge. Our learning walls display examples of the skills children are learning and are updated regularly as we work our way through each block.

Assessment

'Assessment should be an integral part of the daily routine in the early years setting. It occurs as adults listen, watch and interact with a child or group of children'.

'The purpose of assessment is to provide useful information about children's learning and development. This is gathered from staff, parents, multi-agency professionals and the child, and which will be helpful in forming future planning.' Assessment is for learning (2005).

Staff gather information about the children from parent's, by spending time with them, listening, observing and interacting with them. This information is recorded in different ways and is used to build up a record of your child's progress and achievements which is transferred into each child's individual personal learning plans. We also use this information to plan how to take their learning forward. Children's personal Learning plans can be accessed outside your child's playroom and are labelled with your child's name and photograph. Please feel free to look at your child's profile at any time and speak to staff if you have any questions or make some comments.

Transitions

The key to effective transition is effective communication between each playroom, the early year's establishment, schools and parents. The transition process will begin early in the child's placement, their pre-school year and will continue into early primary 1. Children normally transfer to school between the ages of 4-1/2 and 5 years, Information on registration for a nursery place and enrolment to school will be in the local press early January, on our notice board and twitter page.

A profile of a child's progress during their time at nursery is passed on to the P1 teacher.

Links with Primary Schools

We have strong links with our feeder primary schools St Andrews and Aileymill. During the year, children visit the schools to participate in various activities. We encourage the Primary 1 teacher to visit the nursery to get to know the children before they start Primary 1. A member of the nursery staff attend induction days and also attend the school on the first day of term.



The Centre and the Community

We have very good links with the community such as:

- Local library
- Other early years establishments/Primary/Secondary schools
- Colleges/Universities
- Morton Physical Literacy Programme
- Police/Fire Services/Community Wardens
- Go on visits to the local Parks/shops
- We take part in Port Glasgow Bulb show
- Christmas singing in the care home
- Fundraise for charity



Support for Children

[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 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 arrangement 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 person 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 or other partner agencies make children known to Education Services. Other additional support needs may be identified 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 co-ordinated 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 person in the arrangements referred to in paragraph [b]

You have the right to ask the education authority to establish whether your child needs a co-ordinated support plan. Your child can make this request them, 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 Grant McGovern, Head of Inclusive Education, Culture and Corporate Policy at the address below

e) The officer or officers of the authority from whom parents of children having additional support needs, and young person's 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; and

© Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741."

www.enquire.org.uk

www.siaa.org.uk

www.scis.org.uk

Other Important Information

Positive Relationships and Positive Behaviour

We aim to promote positive behaviour in the nursery by encouraging children to respect one another, be tolerant, to share and to negotiate with others. All staff are consistent and fair in handling children's behaviour. If staff are concerned about a child's behaviour, they will inform the parent and work with and support them to resolve the problem. The nursery follows Inverclyde Council's Policy 'Positive Relationships, Positive Behaviour' Policy. Parents are welcome to see the policy at any time.

Information in Emergencies

We make every effort to maintain a full educational service however, on some occasions, circumstances arise which lead to disruption. For example, establishments may be affected by severe weather, power failure, difficulties of fuel supply etc. In such cases we shall do all we can to keep you informed.

In the event of an emergency where we have to leave the building and it is unsafe to return, all children and staff will be evacuated to St. Andrew's Primary School. A member of staff will contact you by phone or inform you upon arrival at the nursery entrance.

Child Protection

Inverclyde Council Education Services have 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.

General Data Protection Regulation 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 Act 2018.

For further information please refer to

<https://www.inverclyde.gov.uk/site-basics/privacy>

Equality

Inverclyde Education Service is committed to ensuring that no children or members of staff or service users receive less favourable 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 given right, where everyone is valued and treated with respect.

Suggestions/Complaints

We are always seeking ways to maintain and improve our service. If you have any suggestions or complaints to make about the service please speak to the Head of Centre or your child's keyworker in the first instance. If you wish to make a formal complaint you can do so in writing to any of the addresses below.

Useful Addresses

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

Corporate Director of Education, Communities & Organisational Development

Ruth Binks
Municipal Buildings
Clyde Square
GREENOCK
PA15 1LY
Greenock
Tel. No. - 01475 712761

Head of Education

Michael Roach
Inverclyde Council
Education Services
Wallace Place
GREENOCK
PA15 1JB
Tel No. -01475 712761

Quality Improvement Officer [Early Years]

Linda Wilkie
Inverclyde Council
Education Services
Wallace Place
GREENOCK
PA15 1JB
Tel No. 01475 712812

Care Inspectorate

Renfrewshire House
Cotton Street
Paisley
PA1 1BF
Tel: 0345 600 9527

Convenor of Education and Lifelong Learning Committee

Municipal Buildings
Greenock
01475 712975

Councillors -Inverclyde South West

Councillor Gerry Dorrian, Councillor Ciano Rebecchi, Councillor Innes Nelson
Tel No -01475 715450

Although this information is correct at time of presenting, 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.