

Focus. Passion. Inspiration.



North Ayrshire Council  
Comhairle Siorrachd Áir a Tuath

## Annick Primary School Handbook 2018

It's  
good  
to be part of something  
great





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## Headteacher Introduction



Dear Parent/Carer

On behalf of the staff at Annick Primary School I have great pleasure in presenting the School Handbook for 2018.

The handbook contains information regarding all aspects of school life and aims to highlight the ethos of the school to staff, parents and pupils. It is a welcome to new parents to the school, a help for parents choosing a school and in preparing their child for school. It also acts as a reference tool while your child is at this school.

At Annick Primary we try to ensure that all children achieve their potential in every area of a wide curriculum and leave the school with those skills which will enable them to confidently undertake secondary education. We also try to ensure that each child attains, to the best of his/her ability, the objectives set out for each area of the curriculum. In all schools in Scotland there is an ongoing development programme for the curriculum, assessment and reporting. This is the **Curriculum for Excellence** and work on that programme is well underway at this school.

Every member of staff does their utmost to establish an ethos in the school within which the children will work in an atmosphere that is happy and industrious, where they will learn to be independent, to be responsible for themselves and to carry out their tasks with a spirit of co-operation, courtesy and respect for others. We seek to maximise our pupils' potential and to make them '*all they can be*'. To this end we take every opportunity to celebrate our pupils' successes, whether they occur within school or outwith.

The school has built up effective links with many sectors of the community and it is our intention to strengthen these and to establish many more. It is our belief that the school is an integral part of the community and by creating a welcoming environment, by maintaining good relations with parents and the wider community and by being involved in many local events we will do our best to promote that ideal.

In all of the above, the role of parents cannot be stressed too greatly. A number of parents are already involved in school activities and this has been of tremendous benefit to the children. We would hope to increase this involvement and so enhance the provision within the school. As well as those occasions during the school session when parents have the opportunity to come up and discuss their child's progress it is important that parents are welcome at any time. We must all strive to maintain and enhance the positive partnership that exists between the school and parents.

Yours sincerely

A yellow rectangular box containing a handwritten signature in black ink that reads 'Stuart Brown.'

Stuart Brown  
Head teacher

# Education and Youth Employment Directorate

## What we want to achieve

### Our Overall Aim

Ensuring people have the right skills for learning, life and work.

### Our Priorities

- *We are reducing inequalities and delivering improved outcomes for children and young people.*
- *High quality learning and teaching is taking place in our establishments*
- *Self-evaluation and performance improvement are embedded throughout our schools and central support teams.*
- *Levels of attainment and achievement are improving for all learners.*
- *High numbers of our young people are entering positive and sustained post-school destinations.*



## Section 1: School Information

### School Vision, Values and Aims

#### Vision

Annick Primary School strives to provide the best quality learning and teaching in a happy, safe and secure environment, creating an ethos which promotes positive behaviour and attitudes by valuing and supporting each individual. We endeavour to promote education as an active partnership between parents, pupils, teachers, support staff and all sectors of the wider community in order to ensure that we help develop and educate our young people and invest in them to become:

**Successful Learners** *with enthusiasm and motivation for learning and openness to new ideas and determined to reach high standards of achievement*

**Confident Individuals** *with physical, mental and emotional well-being, self-respect and ambition.*

**Responsible Citizens** *with respect for others and a commitment to participate responsibly in political, economic, social and cultural life whilst developing a knowledge of the world and Scotland's place in it.*

**Effective Contributors** *with resilience and self-reliance who can communicate, work in partnership and apply critical thinking, solve problems and be enterprising and creative*

#### Values

We value the many qualities, principles and '*learning thoughts*' which will help our pupils to be all they can be – to maximise each person's potential in learning and in life. By treating others as they would like to be treated themselves and through pupil self-reflection we promote five key principles in particular:

- *Responsibility*
- *Honesty*
- *Respect*
- *Determination*
- *Belief*

#### Aim

We aim to aspire to our school motto and be a '*Learning, Caring, Sharing*' School for our Community.

This approach will enable Annick Primary School to:

- *Ensure that children have high expectations and high standards in every area of a wide curriculum through a quality learning and teaching programme.*
- *Develop those skills which will enable the children to confidently undertake further education.*
- *Establish a positive ethos within the school.*
- *Ensure that the pupils learn to be independent, to be responsible for themselves and to work together with a spirit of co-operation, courtesy and mutual respect.*
- *Consolidate links with, and present the school as, an integral part of the local and wider community.*
- *Maintain a positive partnership with parents, Parent Council and Parent Teacher Association.*
- *Promote the professionalism of staff through an agreed staff development programme.*

### School Contact Details

**Mr Stuart Brown** (headteacher)  
Annick Primary School  
Bensley Rise  
Girdle Toll  
IRVINE.  
KA11 1BQ

**Telephone:** (01294) 211654  
**Fax:** (01294) 223998  
**Mobile Calls:** 07789 878 629  
**Mobile Texts:** 07860 051 356  
**Email:** annick@ea.n-ayrshire.sch.uk  
**Website:** [www.annick.northayrshireschools.co.uk](http://www.annick.northayrshireschools.co.uk)  
**Twitter:** @AnnickPS

## School Staff

<u>Teaching Staff</u>	Mr Stuart Brown <i>**vacancy</i> Mrs V McGregor	Head Teacher Acting Deputy Head Teacher Acting Deputy Head Teacher	& P4B (0.2) & P2B (0.2)
	Mrs S Gaw Mrs L Wilson Mrs M McAllister Mrs J Dawson Miss H Sclater Mrs J Mitchell Mrs A Watson Miss J McMath Miss J Ryrie	Principal Teacher Teacher Teacher Teacher Teacher Teacher Teacher Teacher Teacher	P1A P1B P1/2 (0.4) & *NCC (0.4) P1/2 (0.6) P2A P2B (0.8) P3A P3B (0.8) P3B (0.2) & *NCC (0.8)
	Mrs C Callander Mrs L Burns Miss K Wallace Mr S McKenzie Miss E Burns Mr A Cripps Miss A Fulton Mr A Murdoch Miss K Gunn	Teacher Principal Teacher Teacher Teacher Teacher Teacher Teacher Teacher Teacher	P4A (0.6) P4A (0.6) P4B (0.8) P5A P5B P6A P6B P7A P7B
	Mrs N Price Mrs V Lang	Pupil Support Teacher <u>*PEF</u> - Pupil Support Teacher	(0.6) & *NCC (0.4) (0.4)

\*NCC – non class contact cover

\*PEF – Pupil Equity Fund

## Ancillary Staff

Mr M Fisher	Janitor
Mrs C Kerr	Education Assistant
Mrs J Marshall	Education Assistant
Mrs Y Armour	Classroom Assistant ( <i>part time</i> )
Mrs J Henry	Classroom Assistant ( <i>part time</i> )
Mrs M McMillan	Classroom Assistant ( <i>part time</i> )
Mrs M Morrison	Classroom Assistant ( <i>part time</i> )
Mrs P Parrott	Classroom Assistant ( <i>full time</i> )
Mrs C Pointer	Classroom Assistant ( <i>full time</i> )
Mrs L Alcroft	<u>*PEF</u> - Classroom Assistant ( <i>part time</i> )
Miss J Morrison	<u>*PEF</u> - Early Years Practitioner

## Visiting Staff

Mr R Watson	Music Instructor ( <i>fiddle</i> )
Mr G Sharpe	Music Instructor ( <i>whistle</i> )
Mrs C Robson	Music Instructor ( <i>brass</i> )
Mr R Eslar	Music Instructor ( <i>pipe band drum</i> )

## School Day

Morning Bell	8.55am ( <i>first bell</i> )
	9am ( <i>start of school day</i> )
Morning Interval	10.40am – 11am
Lunch Interval	12.40pm – 1.35pm
	3.15pm ( <i>end of school day</i> )

**School Holidays and In-Service Dates 2017/18 (all schools except Arran)**

<b>2018 Term 3</b>			
	Pupils Return	Monday	8 <sup>th</sup> Jan
Local Holiday	School Closed	Friday	9 <sup>th</sup> Feb
	School Closed	Tuesday	13 <sup>th</sup> Feb
In-service Day 4	Staff Return Only	Wednesday	14 <sup>th</sup> Feb
	Pupils Return	Thursday	15 <sup>th</sup> Feb
Easter Holiday	School Closed	Friday	30 <sup>th</sup> Mar to
		Friday	13 <sup>th</sup> Apr
<b>2018 Term 4</b>			
	Pupils Return	Monday	16 <sup>th</sup> Apr
May Day	School Closed	Monday	7 <sup>th</sup> May
Local Holiday	School Closed	Friday	25 <sup>th</sup> May
In-service Day 5	Staff Only	Monday	28 <sup>th</sup> May
	Pupils Return	Tuesday	29 <sup>th</sup> May
Summer Holiday	School Closes at 1pm	Friday	29 <sup>th</sup> June

**School Holidays and In-Service Dates 2018/2019 (all schools except Arran)**

<b>2018 Term 1</b>			
In-service Day 1	Staff Return Only	Thursday	16 <sup>th</sup> Aug
In-service Day 2	Staff Return Only	Friday	17 <sup>th</sup> Aug
	Pupils Return	Monday	20 <sup>th</sup> Aug
In-service Day 3	Staff Only	Monday	24 <sup>th</sup> Sept
October Holiday	School Closed	Monday	15 <sup>th</sup> Oct to
		Friday	19 <sup>th</sup> Oct
<b>2018 Term 2</b>			
	Pupils Return	Monday	22 <sup>nd</sup> Oct
Local Holiday	School Closed	Friday	16 <sup>th</sup> Nov
	School Closed	Monday	19 <sup>th</sup> Nov
	Pupils Return	Tuesday	20 <sup>th</sup> Nov
Christmas Holiday	School Closed	Monday	24 <sup>th</sup> Dec to
			4 <sup>th</sup> Jan
<b>2019 Term 3</b>			
	Pupils Return	Monday	7 <sup>th</sup> Jan
Local Holiday	School Closed	Friday	8 <sup>th</sup> Feb
	School Closed	Monday	11 <sup>th</sup> Feb
In-service Day 4	Staff Return Only	Tuesday	12 <sup>th</sup> Feb
	Pupils Return	Wednesday	13 <sup>th</sup> Feb
Easter Holiday	School Closed	Monday	1 <sup>st</sup> Apr to
		Friday	12 <sup>th</sup> Apr
<b>2019 Term 4</b>			
	Pupils Return	Monday	15 <sup>th</sup> Apr
	School Closed	Friday	19 <sup>th</sup> to
			22 <sup>nd</sup> Apr
	Pupils Return	Tuesday	23 <sup>rd</sup> Apr
May Day	School Closed	Monday	6 <sup>th</sup> May
	Pupils	Tuesday	7 <sup>th</sup> May
In-service Day 5	Staff Only	Monday	27 <sup>th</sup> May
	Pupils Return	Tuesday	28 <sup>th</sup> May
Summer Holiday	School Closes at 1pm	Friday	28 <sup>th</sup> June

## Section 2: School Procedures

### **School Security**

North Ayrshire Council has introduced procedures to ensure the safety and security of children and staff when attending or working in a school. A number of security measures are used including the use of a visitors' book, badges and escorts while visitors are within the school building. Anyone parent/carer or visitor at a school for any reason will be asked to report to the school office. The school staff will then make any necessary arrangements in connection with the visit to the school.

It is the policy of the school that any member of staff will approach a visitor and ask for verification of identity. This measure ensures that children work in a safe and protected environment. We appreciate your support in carrying out all of the above measures.

### **Positive Relationships**

The school is committed to developing a nurturing approach and promoting positive relationships. Like every community, our school is built on the relationships within it, across it and its connections with others. Every member of staff is responsible for establishing and maintaining positive relationships with each other, with parents and with partners and most importantly with the young people in their care.

Our expectations of behaviour for children and young people are high. Some children may require additional support in relation to their behaviour, and the school will work positively with the young person and the parents, and other partners, as appropriate, to ensure positive outcomes are achieved.

North Ayrshire Council is committed to the principles of restorative practices. This is a solution-focused approach to managing behaviour and resolving difficulties and which promotes healthy relationships that enable better behaviour and better learning.

The school has a code of conduct to ensure the safety and well-being of all and parents are asked to support the school fully in this matter.

### **Playground Supervision**

The Council meets the terms of the legal requirement that pupils be supervised in the playground by at least one adult during the interval or lunchtime if there are fifty or more pupils at the school. Our policy reflects that of North Ayrshire Council in terms of the Schools (*Safety and Supervision of Pupils*) (Scotland) Regulations 1990.

An adult presence is provided in playgrounds at break times. Pupils who travel by contracted school transport and arrive at school more than ten minutes before the start of the school day have accommodation allocated to them within the school during inclement weather.

### **Absence from School Premises at Breaks**

Schools have a duty to look after the welfare of their pupils. This means that the staff should take the same care of pupils as a sensible parent would take, and this includes taking reasonable care of pupils' safety during intervals and lunchtimes.

It is the policy of North Ayrshire Council that pupils should not leave the school grounds at intervals. Primary pupils should only leave school grounds at lunchtimes when they are going home for lunch with their parents' agreement. Parents should put this request in writing to the Head Teacher. Pupils will leave and return through main entrance door of the school.

Parents should encourage their children to follow these rules in the interests of safety.

### **School Dress Code**

It is the policy of North Ayrshire Council to support the introduction of a reasonable and flexible dress code in schools in its area. The Council encourages each school to adopt its own code, after consultation with parents and pupils.

The Council believes that establishing a school dress code has many benefits. These include improvements in safety, security, discipline and community spirit and a decrease in bullying and in expense for parents.

The Council will support schools in encouraging and helping pupils to conform to the chosen dress code. Some types of clothing will not be allowed at school in any circumstances, for reasons of safety, decency or discipline.

Types of clothing which will not be allowed include:

- *Clothes which are a health or safety risk*
- *Clothes which may damage the school building*
- *Clothes which may provoke other pupils*
- *Clothes which are offensive or indecent*
- *Clothes which encourage the use of alcohol or tobacco*

The Council will support schools taking disciplinary procedures against pupils in serious or persistent cases.

All items of clothing should be clearly labelled with the child's name in case of loss. It is appreciated that parents and pupils are distressed over the occasional loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items of clothing or personal belongings are not brought to school.

Annick Primary School Uniform consists of:

- *Grey Blazer*
- *Red Cardigan*
- *Red Fleece*
- *Red Sweatshirt*
- *White Polo Shirt*
- *Red Jacket*  
*(All of the above with School Badge)*
- *Black V-neck Jumper/Cardigan & White Shirt and Tie (for P7's only)*
- *Red Sports Hooded-Sweatshirt (for P7's only)*

The school strongly encourages the wearing of school uniform by all our pupils for a variety of reasons: it is extremely smart - pupils are easily identified - issues surrounding the wearing of expensive '*brand names*' are negated.

The school uniform can be purchased from the school office at the following cost:

<i>Tie</i>	£ 3.00
<i>Polo Shirt</i>	£ 7.00
<i>Sweatshirt (age 5-12)</i>	£ 9.00
<i>Sweatshirt (S, M, L)</i>	£ 11.00
<i>Cardigan</i>	£ 11.00
<i>Red Fleece</i>	£ 14.00
<i>Red Core Jacket</i>	£ 18.00
<i>Reversible Jacket</i>	£ 21.00

*(Price correct at time of printing)*

House T-shirts can also be purchased from Russell Costumes, Main Street. Kilwinning. Tel. (01294) 537420

### Dress Code for PE

For health and safety reasons all children must wear suitable clothing for PE. This consists of shorts and t-shirts (*white polos or house t-shirts*) with soft shoes for indoor activities.

We adhere strictly to health and safety guidelines and pupils must remove any item that may cause danger, *i.e. metal buckles, jewellery*. These items are the responsibility of the pupil. Long hair should be tied back.

Annick Primary School Gym Uniform consists of:

- *White Polo shirt (with school badge)*
- *Black Shorts*
- *Gym Shoes (rubber soles – no black soles)*

## **Personal Belongings**

It is appreciated that parents and pupils may be distressed over the occasional loss of pupil's clothing and/or personal belongings. Parents are asked to assist by ensuring that valuable items of clothing or personal belongings are NOT brought to school.

**Parents should note that the authority does not carry insurance to cover the loss of such items.**

## **Mobile Phones**

While the benefits of mobile phones are recognised, they can be a serious distraction to work. Pupils whose mobile phones disrupt lessons can have them confiscated until the end of the school day. Repeated disruption may result in phones being retained until uplifted by a parent.

Inappropriate use of text messages and/or photographs/recordings (*video and audio*) whilst in school may be treated as a breach of school discipline or a serious incident, which could be referred to the police.

## **Information in Emergencies**

We make every effort to maintain a full educational service but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, and temporary interruption of transport, power failures or difficulties of fuel supply. In such cases, we shall do all we can to let you know about the details of closure or re-opening. We will keep you in touch by using letters, texts (*where possible*), NAC website, notices in local shops and community centres, announcements in the press and West FM.

Should you have doubts about deteriorating conditions during the day, it may be advisable to contact the school. Parents should ensure that the school is aware of the emergency arrangements made for their child and have responsibility to update us with contact numbers.

## **Listening and Learning**

It is the policy of North Ayrshire Council to try to encourage feedback on the education service from parents and pupils. This is part of our overall commitment to giving the best possible service and to working in partnership.

We are therefore very interested in feedback of all kinds, whether it is compliments, suggestions or complaints. If you wish to register a comment of any type about the school you can do this by writing, telephoning or making an appointment to see someone. All feedback is welcome and helps us keep in touch.

If, in particular, you have a complaint about the school please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the home/school relationship. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible. If we have made a mistake we will apologise quickly and clearly and try to put things right.

There are some things which you should take note of in relation to making a complaint:

- *It is helpful if complaints are made initially to the Head Teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.*
- *We will try to respond as quickly as possible, but often issues are complex and need time to investigate. It is therefore helpful if you can give some details of the issue and ask for an early appointment to discuss it.*
- *If you are not satisfied with our response then you still have the right to take up the matter further with the Head of Education and Youth Employment at Cunningham House, IRVINE KA12 8EE Tel. (01294 324400).*
- *You should also note that you have the right to raise unresolved concerns with your local councillor MSP/MP.*
- *Parent Councils have an important role in developing links between the school and the wider parent body and can often be helpful in helping to deal with issues of general concern. However parents are advised that individual, more personal complaints are not appropriate for raising via parent councils due to the need for appropriate confidentiality.*

## **Good Behaviour/Positive Relationships**

Everyone working with our young people at Annick PS is very much aware that they are a 'role model' for our children's behaviour. We aim to promote a positive attitude towards everyone around us and strongly believe that this approach is the key to the very positive behaviour, good relationships and motivated pupils we see as the norm at our school. Rather than any type of '*three strikes and you're out*' rigid approach, we foster a common sense restorative / solution oriented / nurturing approach towards pupil's behaviour. All incidents of poor behaviour are reported to the Headteacher who then manages the situation with the pupils involved and parents (*where necessary*). The Headteacher is then able to consider incidents in their broader context and act accordingly. At Annick, we strongly believe that we have excellent discipline and a very positive ethos – children come here and feel safe while trying their very best to achieve. For this to continue the school requires the backing of parents in dealing with 'difficult' situations. Parental trust in the school dealing with all matters is an objective, yet understanding way and being prepared to acknowledge that their child's behaviour just could be '*not acceptable*' is essential if Annick's excellent learning environment is to be maintained.

## **School Discipline & Behaviour**

The relationship between the staff and the pupils is the same as that between parents and children; requiring mutual respect and consideration on both sides. It is our aim to promote positive behaviour and to:

- *develop in pupils a sense of self-discipline and responsibility for their own actions*
- *develop in pupils a positive and caring attitude to their community*
- *create a climate of confidence and trust and thus maintain a mutual respect for everyone*
- *be fair and firm in seeking and maintaining good standards of behaviour.*

The school acknowledges the central role of parents in the upbringing of their children and therefore the need to establish a close relationship with the home. We make early contact with the parents of pupils who are experiencing difficulties and we encourage the positive involvement of parents in finding solutions to problems. Parents must be aware that ultimately it is they who are responsible for ensuring the good behaviour of their children – regardless of whether they agree with the discipline strategies of the school or not.

## **Anti-Bullying Policy**

An Anti-Bullying Policy is in place at Annick Primary School. The main features of this Policy will be regularly reviewed by our Care and Welfare Group.

## **School Rules**

The consistent enforcement of a fair and necessary framework of rules is essential to the maintenance of order. The school rules are:

- I will keep the school tidy by putting litter in the bins.*
- I will be considerate and truthful and treat others as I would expect to be treated myself.*
- I will be polite and courteous.*
- I will do my best in everything I am asked.*
- I will consider the safety of myself and others by:*
  - (a) *walking in the school building,*
  - (b) *playing safely,*
  - (c) *acting responsibly in school and on the way to and from school.*
- I will respect other people's property at all times.*
- I will remember that I represent the school when I am involved in any school activities.*

It is our intention to provide a caring and understanding ethos in the school where every pupil can work and play in peace. There will, of course, be occasions when disciplinary measures will have to be enforced, and it is our policy to contact parents sooner rather than later in disciplinary action.

**Parents should remember that they alone are responsible for ensuring the good behaviour of their children at school.**

## **Prizegiving**

At the end of each session the school holds its Annual Prize-giving Ceremony. This occasion enables the school to celebrate all our pupils' attainment and achievements over the school year. It also allows the Head Teacher the opportunity to reflect upon the many activities undertaken at Annick PS since the previous August and to thank the school's many supporters and friends.

The Prize-giving itself involves 'Class Prizes' awarded for a wide range of reasons eg. '*Excellence in . . . .*'; '*Effort*', '*Progress in . . . .*' etc. Specific '*Sports*', '*Arts*', '*Attitude/Aptitude*', '*Caring and Excellence*' prizes are also awarded across P1-P7. All prizes of a 'subjective' nature are agreed by the whole staff during formal meetings at the beginning of June each year. Our 'top' prizes of '*Dux*' and '*Proxime Accessit*' for our P7's receive particularly close attention with records and reports over pupils' seven years at the school being taken into consideration.

Most of the prizes have been awarded by organisations or individuals with close links to the school; two are memorial awards.

The prize-giving ceremony also offers the school the opportunity to bid '*farewell*' to our departing P7 pupils; each young person is presented with a gift from the school and from the P.T.A. together with the community's best wishes. Our prize-giving is considered an integral part of '*The Annick Primary School Experience*'.

### **Spiritual, Social, Moral & Cultural Values**

Children should be aware of the importance of religion to individuals and to society and should realise the significant role it has played in shaping our civilization as it is today. The programme of Religious and Moral Education in the school is based firmly on Christianity, but at the same time enables the children to learn about and be sensitive to the beliefs of other world religions. In addition to the R.M.E. programme, regular assemblies are taken by the school chaplain and by each class. The chaplain also makes regular class visits and church visits are arranged to Girdle Toll Church. Although moral education is a significant part of any R.M.E. programme, it must be remembered that the teaching of moral values is implicit in everything a child experiences in and out of school.

The Personal and Social Development Policy/Guidelines addresses all Spiritual, Social, Moral and Cultural issues surrounding school life here in Annick Primary School.

### **Religion Education and Withdrawal from Religious Observance**

Under the terms of the Education (Scotland) Act 1980, parents have the right to ask for their child to be withdrawn from religious observance. The school will deal with such requests with sensitivity and understanding. The head teacher will offer to meet with any parent wishing to withdraw their child to ensure that they are clear about the school policy on religious observance.

In particular, parents should be reassured that the religious observance planned by the school adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families.

Where a child is withdrawn from religious observance, suitable arrangements will be made for the pupil to participate in a worthwhile alternative activity.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorized absentee in the register.

### **Pupil Experience**

Each morning classes will say a generic class prayer, beginning with '*Dear God*'. In the upper school these may be written by the pupils or with pupil input. The class prayer should be displayed on the class notice board. A religious / moral message forms part of our weekly, whole school Assembly. This is delivered through a class presentation, a story / presentation from senior staff or from our visiting minister/preacher.

In the Infant department, regular hymn practice will take place with the children singing a range of chorus' or practicing specific songs in the lead up to a service. A story will also be read at this time. The P4-7 department will have a hymn practice ahead of termly services as required.



## Section 3: Educational Grants: Footwear, Clothing, Free School Meals and Transport

### **Footwear and Clothing Grants**

Parents receiving Universal Credit will normally be entitled to grants for footwear and clothing for their children. Universal Credit claimants must earn less than £610.00 per month or £7,320 per annum. However, some parents who still receive Income Support, Income based Job Seeker's Allowance, any income related element of Employment and Support Allowance, Support under part V1 of the Immigration and Asylum Act 1999, Child Tax Credit, Working Tax Credit or Housing Benefit may also still be entitled to grants for footwear and clothing for their children.

Parents who may be unsure whether they can apply should contact the Council on **01294 310000** for further advice.

Information and application forms may be obtained from schools.

### **FREE School Meals**

Children of parents receiving job seeker's allowance or income support are entitled to a free midday meal and free milk. Parents and Carers should contact **01294 310000** for further information.

Please Note: **ALL** pupils in P1-3 are entitled to a free school meal, which includes milk.

Other than P1-P3 pupils, only those children whose parents receive job seeker's allowance or income support will be entitled to free milk. Milk may however be available for purchase in the school during the lunch period.



### **School Transport Policy**

North Ayrshire Council has a policy of providing free transport to all primary pupils who live more than two miles from their catchment area school by the recognised shortest safe walking route or through the link attached below:

<https://www.north-ayrshire.gov.uk/Forms/EducationalServices/free-school-transport.doc>

These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at other times throughout the year but may be subject to delay while arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority, where places are available and no additional costs are incurred.

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the Council's limits (see above section). It is the parents' responsibility to ensure that their child arrives at the pick-up point on time. It is also the parents' responsibility to ensure that their child behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Misbehavior can result in children losing the right to free transport.

Please see attached link to the Council's School Transport Policy:

<https://www.north-ayrshire.gov.uk/Documents/EducationalServices/school-transport-policy.pdf>

## Section 4: School Registration, Enrolment and Attendance

### Registration and Enrolment

The date for registration of school beginners is advertised in the local press and is normally in January each year. Pupils will be registered in the school for their catchment area.

Parents are provided with information about the school and procedures for making placing requests, if required. Arrangements for meetings with parents and induction days for pupils will be notified during the spring and summer terms.

Parents of pupils who have moved to the area or who wish their child to transfer to the school should contact the school office for information about appropriate procedures and to arrange a visit to the school.

Parents are welcome to contact the Head Teacher at any time by visiting or telephoning the school. Where a child is transferring from another school, it is highly beneficial if the child's current classwork is brought to Annick Primary School prior to the child starting. This can have a big impact upon continuity of education, ensuring a smooth transition from one school to another.

### Attendance at School/Lateness

It is the responsibility of parents of children of school age to educate their child(ren). Most do this by ensuring that their child(ren) attend(s) school regularly.

Attendance is recorded twice a day, morning and afternoon. Absence from school is recorded as authorised, unauthorised or temporarily excluded.

Parents are asked to inform the school by letter or telephone if their child is likely to be absent for some time, and to give the child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents should inform the school by letter, before going on holiday, of the dates. Such absence will be authorised only where certain and very specific family circumstances exist. The majority of family holidays taken during term time will be categorised as unauthorised absence.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted. Such extended absences will be recorded separately from the normal attendance and absence information.

The Pupil Welfare Officer investigates unexplained absence, and the authority has the power to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

### Pupil Latecoming Procedures at Annick

These procedures concern the school receiving information from parents when a child arrives very late for school (*i.e. after 9.15am*).

- (i) *If a child arrives at school after 9.15am then the secretary/janitor/head teacher must record the time in the 'Latecomers' folder.*
- (ii) *A Parent personally giving a reason for the Latecoming or a note or a telephone call should be confirmed by a tick in the folder.*
- (iii) *If no information concerning the Latecoming is received then the school must contact the parents by telephone or note. A reply must be received to the Note. This should be confirmed by a tick in the Folder.*
- (iv) *If no explanation for the Latecoming is received then the Head Teacher should be informed.*
- (v) *If a pupil is very late on two occasions then the Head Teacher should be informed.*

## Pupil First Day Absence Procedures

These procedures concern the school receiving information about a child's absence on or before the first morning of the absence.

- (i) *If a child is to be absent for some planned reason (e.g. doctor's appointment) parents are asked to let the school know well in advance by note or telephone call.*
- (ii) *If a child is unwell and has to stay off school suddenly then parents are asked to contact the school by 9.30am on the first day of absence.*
- (iii) *If no reason for a child's absence is forthcoming by 9.30am on the first day of absence then the school will attempt to contact the parents in order that the child's well-being can be established. This will of course be a very difficult job for the school without the co-operation of parents.*
- (iv) *If the school is unable to establish the whereabouts of a child by 10.00am then the Attendance Officer will establish the safety and whereabouts of the child, confirm that the parents are aware of these procedures and report back to the school as soon as is possible.*
- (v) *Parents are asked to contact the school the day before an absent child returns to inform the school of the pupil's return.*

## Structure of Classes

Primary schools educate pupils at seven broad year stages, Primary 1 to Primary 7. A year stage is defined as a group of pupils entering primary education at a common date. Schools are staffed based on the total number of pupils. However, the numbers of pupils at each year stage will vary. This means that head teachers are required to organise classes to make best use of available staff, resources and space to the benefit of all children in the school.

Pupils may, therefore, be taught in a single stage class or a composite class where two or more year stages are grouped together. This may also change as pupils move from one year to the next.

National guidelines on the curriculum indicate that pupils should progress through learning experiences tailored to their own needs and abilities. This means that pupils in all classes follow programmes designed to help them progress at their own level. This applies to all pupils regardless of whether or not they are in a composite or single year stage class.

The National agreement on class sizes states that the maximum number of pupils in a class in P1 – P3 is 30, and 33 in P4 - 7. In a composite class, the maximum number is 25.

Further information may be obtained in “*Composite Classes - A Guide for Parents*” which is available in school.

Annick Primary is a non-denominational, co-educational school. The present roll (*December 2017*) is 361 pupils who are in 15 classes from Primary 1 to Primary 7. (*Involving 14 'straight' classes and one 'composite' class*).

The current roll for each year group is:

Primary 1 - 57	Primary 2 - 53	Primary 3 – 52	Primary 4 - 50
Primary 5 - 52	Primary 6 - 52	Primary 7 - 45	

The anticipated intake for the next three years is:

2018/19 - 50  
2019/20 - 50  
2020/21 - 50

The working capacity of the school is 398 pupils. (*15 rooms x 25 or 33 pupils*) Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

Annick Primary School is a semi open-plan school opened in August 1989. The accommodation comprises 15 classrooms, a Library, Music room, ‘Annick Harbour’ Nurture room, Gym hall/Dining hall, male and female changing rooms, Medical room and Offices. The school is built on one level, has ramps at all entry/exit doors

and has disabled toilet facilities. We have separate and spacious playgrounds for infants, middle school and seniors - the extensive grass area around the school is used if dry.

### **Transfer to Secondary School**

Pupils are normally transferred between the ages of eleven and a half and twelve and a half, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than January of the year preceding the date of transfer at the start of the new session.

Parents making a Placing Request to an alternative secondary school usually receive notification of the decision over the Easter Holiday. All formal induction visits to the selected secondary school take place between Easter and Summer of the P7 year. (*extra 'Challenge Day' visits to Irvine Royal Academy take place across the P7 year*)

For some pupils with additional needs it may be necessary to arrange extra visits to the secondary school and extra meetings between primary and secondary staff. Parents are involved at all stages of this process.

Annick Primary School is an associated primary school of:

**Irvine Royal Academy**  
Kilwinning Road  
IRVINE  
KA12 8SJ

**Tel:** 01294 278756 **Fax:** 01294 312636  
**Email:** [irvineroyal@ea.n-ayrshire.sch.uk](mailto:irvineroyal@ea.n-ayrshire.sch.uk)

**Head Teacher: Ms Alison Crawford**

During their time in P7, pupils are taken to Irvine Royal Academy as part of the induction programme. Teachers from local primary schools and their secondary colleagues have worked together to create a Pupil Profile of Achievements which will be completed in Primary 7 and passed onto the secondary school. Teachers from both schools liaise to ensure a smooth transition which focuses on progression for pupils. Parents will be informed of the details of the visits when appropriate.



## Section 5: Curriculum for Excellence

Curriculum for Excellence is the national curriculum for Scottish schools for learners from age 3 to 18. It aims to raise standards, prepare our children for a future they do not yet know and equip them for the jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents across the country to have access to Glow.

Teachers and practitioners will share information to plan a child's "learning journey" from 3-18, ensuring children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education where every single teacher and practitioner will be responsible for literacy and numeracy – the language and number skills that unlock other subjects and are vital to everyday life. There is emphasis too on health and wellbeing – to ensure that the school is a place where children feel safe and secure.

Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom.

It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There are new ways of assessing progress and ensuring children achieve their potential. Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture **successful** learners, **confident** individuals, **effective** contributors, and **responsible** citizens, building on Scotland's reputation for great education.

A Curriculum for Excellence aims to enable young people to meet the four capacities listed overleaf.



## Curriculum for Excellence: The Capacities



Further Information about Curriculum for Excellence and the Experiences and Outcomes can be found on the Curriculum for Excellence website.

[www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence](http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence).

## The Annick Learner's Journey

Our pupils across P1-7 experience a wide range of learning opportunities each session. The school year is planned so that every child is studying within a similar 'cross-curricular context' whether that is Social Studies (*Past*), Social Studies (*Place*), Literacy or Health and Well-Being. This means that interdisciplinary learning is taking place with a focus upon certain, specific areas. This approach ensures that across the three-year programme of Early (*including the nursery experience*), First (*P2-4*) and Second (*P5-7*) levels, all aspects of the coursework is covered.

The Annual Planners for Session 2015/16 Topics are available to view on the Annick PS web site [www.annick.northayrshireschools.co.uk](http://www.annick.northayrshireschools.co.uk) In recent years we have developed an 'Outdoor Education' focus and a 'STEM' (science, technology, engineering & maths) focus. This is very much in line with our attempts to make the curriculum challenging, fresh and stimulating for all our pupils.

Parents can read about a wide range of issues involving the Curriculum for Excellence and how it impacts upon your child at: [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

- *CfE Factfile: Literacy across Learning*
- *CfE Factfile: Numeracy across Learning*
- *CfE Factfile: 3 - 18 Transition*
- *CfE Factfile: Outdoor Learning*
- *CfE Factfile: Parents as Partners*
- *CfE Factfile: Supporting Learners*
- *CfE Factfile – Overview of key terms & features*
- *CfE Briefing: Raising Attainment*
- *CfE Briefing: Progress & Achievement*
- *CfE Briefing: Profiling & S3 Profile*
- *CfE Briefing: Interdisciplinary Learning*
- *CfE Briefing: Learning about Scotland*
- *CfE Briefing: The Role of Community Learning & Development (CLD)*
- *CfE Briefing: Science for all*

## Extra-Curricular Activities

The number and variety of activities that the school offers outwith the normal school curriculum contribute greatly to the ethos of the school and enhance its position in the community. Every teacher in Annick PS takes at least one extra-curricular club each year.

In session **2017/18** the staff, parents/friends of the school and instructors are providing a large variety of extra-curricular activities across all age groups including:

- Annick Adventurers (*outdoor learning*)
- Badminton
- Boys Football
- Brass Tuition
- Chanter Tuition
- Chess
- Choirs
- Christmas Crafts
- Cycling Proficiency
- Drama (*school show*)
- Drums Tuition
- Girls Fitness Bootcamp
- Girls Football
- Golf Tuition
- Infants Fun Club
- Multi Sports Club
- Netball
- Scottish Country Dancing
- Tin Whistle Tuition
- Violin Tuition



## **Assessing Children's Progress in the Broad General Education (BGE) Early Years – end of S3**

Assessment is a central part of everyday learning and teaching for children and young people. Evidence of progress is gathered on an ongoing and informal basis through asking questions, observing children working together and making formative comments on their work. Children may also assess their own work or that of their class mates; this is called self and peer assessment. Some assessment is more formal such as projects, investigations and standardised assessments.

The assessment of children's progress throughout the BGE (Early – S3) is based on teachers' views: their professional judgement. Teachers draw on their professional knowledge and understanding of the child; on the benchmarks for literacy and numeracy, which provide clear information about what children and young people should be able to do and demonstrate by the end of a Curriculum for Excellence Level; and on a wide range of assessment information.

Teachers of P1, P4, P7 and S3 are asked at the end of every school year whether children have achieved the relevant Curriculum for Excellence level for their stage in reading, writing, talking and listening (literacy), and their ability to understand and work with numbers (numeracy). Most children are expected to have achieved the early level by the end of P1, first level by the end of P4, second level by the end of P7 and third or fourth level by the end of S3.

The government has also introduced new national standardised assessments which cover some aspects of reading, writing and working with numbers. These assessments are completed online and are automatically marked by the online system giving teachers immediate feedback to help plan next steps and support children's progress.

Teachers remain best placed to know how the children in their class are progressing. Their professional judgement will continue to be the most important way of assessing your child's progress at school.

As a parent, you continue to have a key role in helping your child to learn. Your child's teacher will keep you informed about how your child is progressing. Please contact us if you have any concerns about their learning, assessment or for more information on how you can support your child's learning at home.

### **Assessment, Recording and Reporting at Annick PS**

Procedures for tracking pupil progress and achievement at Annick Primary are comprehensive and wide ranging. Practices range from on-going formative assessment activities involving the agreeing of learning intentions and success criteria between teacher and pupils, to pupil self - peer assessment and pupil learning logs. Of course, teachers have clearly defined marking practices with the feedback to learners playing a key part in setting the next steps in learning. For pupils with additional support needs, we have Staged Intervention Plans with clear targets which are monitored and evaluated closely.

More traditionally, we also monitor pupil progress through a carefully planned series of summative assessments across key areas of literacy and numeracy. These records are available for parents to consider at any time.

Evidence gathering is an important aspect of our new Curriculum for Excellence. At Annick PS each pupil has a 'P.E.A.R' (*Pupil Evidence and Assessment Record*) which houses a carefully selected range of pupil work which reflects the child's progression through his/her curriculum. Evidence could be in paper form / a teacher comment / photography with pupil achievement and reports recorded here too. All areas of the curriculum are carefully tracked with each '*Experience and Outcome*' covered in our Core Trackers. However, it is literacy and numeracy which are most carefully tracked with each Experience / Outcome broken down further into 'I can...' statements and three phases so that very close monitoring is possible.

Reporting to parents at Annick PS is undertaken as follows:

October each session	- Formal Parents' Evening and Term 1 Progress Report
December each session	- Term 2 Progress Report
March each session	- Term 3 Progress Report
May each session	- Formal Parents' Evening
June each session	- Term 4 Progress Report, Pupil Learner Page (P1-P5), Pupil Profile (P6 & P7)

As well as these formal procedures, each class has an Open Afternoon three times each session for parents; this allows parents the chance to visit on a more informal basis and for children to present their on-going work to parents.

## **Homework**

Parents have a very important role in helping their children to get the best out of school and it is important that they take an active interest in their child's progress at school. This can be done by:

- *Encouraging hard work and high standards at all times*
- *Stressing the importance and relevance of what is learned at school*
- *Supporting the school's policy on homework and discipline*

The type of homework will vary depending on the age and ability of individual pupils. Reading commonly forms part of the homework set and will be specified by the teacher on a reading marker. Parents are encouraged not only to read with their child but also to discuss the story and pictures.

In the early and middle stages oral reading should be practiced regularly at home whereas in the upper primary, where children are competent in the mechanics of reading, a greater emphasis may be placed on silent reading and comprehension. Reading for enjoyment should be encouraged at all stages.



Spelling is also an important part of homework from P3 onwards (*although some children may be asked to practice even earlier*). Math's homework will be given to consolidate understanding and proficiency at all stages of the school.

From time to time pupils are given assignments and Personal projects which may involve research, investigation, preparing a speech, learning a poem or a similar activity.

We really appreciate the involvement of parents and are very grateful to those parents who so faithfully sign reading markers and jotters to confirm that they have overseen each piece of work.

## **Homework at Annick PS**

We encourage homework in our school for a number of reasons:

- *to strengthen home-school links (as parents play an important part in education)*
- *to provide the opportunity to see what is being taught in school*
- *to consolidate work already taught in class*

Homework helps your child to:

- *learn how to organize and manage their time*
- *take more responsibility for their own learning*
- *practice and build on what they have learned at school*
- *develop confidence to deal with frustrations, overcome difficulties and solve problems*
- *learn and work independently in the future.*

Homework is presented in various forms not necessarily written *eg. investigations, experimentation, report writing, interviewing, observing and information gathering*. In P1-P3 homework will be given usually in the form of collecting items/information, maths, reading and writing. A 'Homework Guide' is given out at the beginning of each new session and daily/weekly tasks issued depending on age/stage of the pupil.

Obviously the amount and content of the homework given will vary according to the stage/ability. The tasks set by the teacher should be manageable in the time given - approximately 15 minutes for P1 pupils, 20 minutes for P2-P3, 30 minutes for P4-P5 and 45 minutes for P6-P7 pupils. Four nights homework would be a fair average for each stage. (*five nights reading in the Infant Department*).

It's quality that matters, not quantity – the kind of homework your child does is often more important than the amount. How we learn is as unique as our fingerprint so every child might well approach homework differently.

Even if you have little time, or don't know much about the subject or level your child is studying, you can still be involved. It's not your time or ability, but a positive and encouraging attitude to your child's learning that really matters. Homework is for children to do, not for parents - however, please check and 'sign off' all homework tasks set for your child.



## Section 6: School Improvement

### S&Q Report/Improvement Plan

Schools in North Ayrshire follow a Quality Improvement process designed to highlight strengths and identify areas for improvement. The process is based on the school's self evaluation process with Heads of Service and Senior Managers involved in at least three formal validation visits each session.

This validation process involves talking to pupils, staff and parents about learning and improvements made by the school. This results in actions for improvement for the school to take forward in their planning process.

In addition, themed reviews are undertaken from time to time e.g. to look and report on the quality of the Broad General Education (3-18) and Senior phase Education within secondary schools. This process is based upon standards and expectations contained within the following National Standards documentation:

- *National Improvement Framework*
- *How Good is Our School? 4*
- *How Good is Our Early Learning and Childcare?*

A Standards and Quality Report and School Improvement Plan are produced on an annual basis by every school and centre. Staff, Parents/ Carers, Young People and School Partners will play an active role in the development of these key school documents.

Annick Primary School's Standards & Quality Report was sent home to each family earlier this session. Both the current Standards & Quality Report and the current School Improvement Plan can be viewed on the School's website at:

<http://www.annick.northayrshireschools.co.uk/>



## Section 7: Support for your Child

### Equalities

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

### Equality Act 2010

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

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

Guidance on the Act and its requirements for schools in relation to the provision of education can be accessed via the Scottish Government website via here: <http://www.gov.scot/Publications/2012/02/7679/3>

### Child Protection

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

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

Mr S Brown is the named Child Protection Co-ordinator, he is the main point of contact for school staff and for external agencies seeking contact with the school on child protection matters. There is an extensive staff-training programme available to staff and, in addition, at the beginning of each school session all staff receive an update on child protection policies and procedures.

### Inclusion

North Ayrshire Council is committed to the well-being and educational development of all learners. The process of inclusion requires all involved in the business of learning and teaching to demonstrate commitment, innovation and flexibility in order to ensure that all children and young people have access to quality learning opportunities and experiences. Our Inclusion Strategy states that:

- *An inclusive approach to education supports an ethos of achievement and high expectation, recognises difference, respects these differences and sees differences between learners as opportunities for learning.*
- *An inclusive approach to education promotes tolerance and a positive understanding of diversity.*
- *An inclusive approach to education alleviates the barriers to learning, supports the achievement of all and has positive relationships at its heart.*

Only in exceptional circumstances would it be deemed lawful to proceed to consider alternative educational planning for a child or young person.

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

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

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

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

These are the various pieces of legislation that support the right to inclusion and that define the main features of that right.

### **Additional Support for Learning**

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

### **The Additional Support for Learning Act**

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

### **Main provisions of the Act**

- *The Act provides the legal framework underpinning the system for supporting children and young people in their school education, and their families.*
- *This framework is based on the idea of additional support needs. This broad and inclusive term applies to children or young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning.*
- *The 2009 Act automatically deems that all looked after children and young people have additional support needs unless the education authority determine that they do not require additional support in order to benefit from school education.*
- *In addition, education authorities must consider whether each looked after child or young person for whose school education they are responsible requires a co-ordinated support plan.*

### **Duties under the 'Additional Support for Learning' Legislation**

North Ayrshire must assess any pupil with additional support needs and provide with any support necessary for them to benefit fully from their education. All the evidence says that it is best to intervene early to prevent any difficulties developing and taking root. For example by making sure reading is very well taught and that all pupil gets encouragement and support at home we can hopefully reduce later difficulties. Whatever the type of challenge that arises, it is important to detect it early, develop a shared understanding of what is *needed* (*the school may request extra specialised help to do this*) and take action to help the pupil achieve. Whenever we start this process for any child or young person, we will always explain to them and to their parents/carers what our concerns are and what we will do to help

The school can get support from a range of visiting professionals including Educational Psychologists. These professionals are regularly in all schools and teachers and others will ask for informal advice on supporting pupils for example on the best way to support a pupil who is having difficulties with reading. If the school wants more detailed individual help then they would talk to you about formally involving the educational psychologist. The educational psychologist can only be involved in seeing your child after seeking your agreement to this. For a few children and young people their needs are so complex that professionals from two or more agencies need to work together over a significant length of time to enable the child to benefit from school education. Where this is needed, the child or young person will have a plan to co-ordinate the various actions of these professionals: for this reason it is called a Co-ordinate Support Plan.

Where a child or young person has additional support needs, extra planning is required every time there is a move to a new class, new school or college. How far ahead this transition planning needs to start depends on the particular type of needs but for most children and young people with Additional Support Needs transition planning should start at least one year before the date of the planned move.

Detailed advice on transition planning is provided in the Supporting Children's Learning Code of Practice, which can be accessed at the following link; <http://www.gov.scot/resource/doc/348208/0116022.pdf>

### **Dispute Resolution Procedures**

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

### **Further Support**

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

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

Website: <http://enquire.org.uk/>  
Helpline: 0345 123 2303  
Email: [info@enquire.org.uk](mailto:info@enquire.org.uk)

#### **2. Scottish Independent Advocacy Alliance**

Website: <http://www.siaa.org.uk/>  
Telephone: 0131 260 5380  
Email: [enquiry@siaa.org.uk](mailto:enquiry@siaa.org.uk)

#### **3. Scottish Child Law Centre**

Website: <http://www.sclc.org.uk/>  
Telephone: 0131 667 6333  
Email: [enquiries@sclc.org.uk](mailto:enquiries@sclc.org.uk)

The Pupil Support Co-ordinator in Annick PS is the Headteacher, **Mr S Brown**. Together with the ASN teacher, **Mrs N Price**, he is responsible for identifying and addressing all pupil additional support needs. If a parent has any concerns that their child has any ASN issues he/she should contact Mr S Brown in the first instance for more information and advice.

More usual is for the school to contact the parent as early as is possible to discuss any concerns we may have. A Staged Intervention process may well be put into operation whereby areas of concern are noted, short / long term targets are set and next steps are needed. 'Stage 1' is very much a monitoring step with the final 'Stage 4' reserved for pupils with very acute additional needs. Parents are involved and are invited to contribute to this process throughout.

Almost all classroom assistants' hours are used by the school to support pupils with additional support needs – this is an extremely high priority area in the life of the school. The school also funds many extra hours of support each week in an attempt to address the great many ASN challenges we face. Annick PS has received many commendations from external agencies for its work in this field – we are very proud of our record of inclusion and high quality pupil support.

Finally here, Annick PS has a fine tradition in providing the highest standard in pastoral care. Again, external inspections of the school have highlighted this as another key strength. Mr S Brown co-ordinates all child protection issues and we firmly believe that we are indeed '*Getting It Right For Every Child*' at our school.

## Getting It Right for Every Child – Ensuring their Wellbeing

The Children and Young People (Scotland) Act 2014 puts children and young people at the heart of planning and services and ensures their rights are respected across the public sector. It seeks to improve the way services work to support children, young people and families.

- *The act ensures that all children and young people from birth to 18 years old have access to a Named Person.*
- *The act puts in place a single planning process to support those children who require it.*
- *The act places a definition of wellbeing in legislation.*
- *The act places duties on public bodies to coordinate the planning, design and delivery of services for children and young people with a focus on improving wellbeing outcomes, and report collectively on how they are improving those outcomes.*

Taking a ‘Getting it Right for Every Child’ approach to supporting every child is a priority within our school and we aim to assist every child in our school to reach their potential. The wellbeing of children and young people is at the heart of *Getting it right for every child*. The approach uses eight areas to describe wellbeing in which children and young people need to progress in order to do well now and in the future.

### **The eight Indicators of Wellbeing (SHANARRI)**

<b>Safe</b>	<b>Healthy</b>	<b>Achieving</b>	<b>Nurtured</b>
<b>Active</b>	<b>Respected</b>	<b>Responsible</b>	<b>Included</b>

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

### **Why we have to get it right for every child**

Education and Youth Employment must safeguard, support and promote the wellbeing of all children and young people and address need at the earliest opportunity. These functions are the responsibility of schools and establishments and those who work in them and with them.

All who work in Education and Youth Employment and in partnership with Education and Youth Employment have a responsibility to ensure the wellbeing of North Ayrshire’s children and young people.

For more information on *Getting it Right for every Child* in North Ayrshire go to [www.girfecna.co.uk](http://www.girfecna.co.uk)

### **Pupil Equity Fund**

The school received £61,692 as part of the Pupil Equity Fund for session 2017/18; this resource is part of the Scottish Government’s ‘Closing The Deprivation Based Attainment Gap’. The amount each school received was dependent upon the ‘Free School Meals numbers. After extensive considerations with staff, parents and pupils Annick PS decided upon the following interventions:

- *Employment of an extra Teacher for two days a week to work with our P3-P7 ‘most vulnerable pupils’ in their Writing and Numeracy.*
- *Employment of an Early Years Practitioner for three days a week to work with our P1-P2 ‘most vulnerable pupils’ in Literacy and Numeracy/Maths.*

- Employment of **an extra Classroom Assistant** for three days a week to work (as a '**Home Inclusion Worker**) with our P1-P7 children (and parents/carers) who receive free school meals. The focus here will be on Health & Well-Being with an emphasis on 'Emotional Well-Being'.
- The employment of **Classroom Assistant hours** to support our '8.40am-9am' Playground Supervision Procedures.
- The purchase of '**The Ice Pack**' (a Health & Well-Being Programme of study focusing upon inclusion, citizenship and equality) for use across P1-P7.
- The purchase of '**JASS**' Programme materials for all our P6-P7 pupils. 'JASS' is a P6-S2 programme designed to enable pupils in going on to complete the '**Duke of Edinburgh Award**' scheme at secondary school.
- The purchase of **Core and Additional Support, Numeracy and Literacy Resources** across P1-P7.

### **Psychological Services**

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

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

When concerns arise about a particular pupil the school takes action to address these concerns. If the concerns continue, school/ early years may have an informal discussion with the educational psychologist, and ask about general advice.

If needed, a consultation meeting involving the educational psychologist can then be arranged. This will be discussed with you beforehand. This may be a one off, or may lead to longer term involvement. Through this process the educational psychologist can, if required, contribute to the ongoing assessment and support for your child. The educational psychologist will be involved while there is a specific role for them within the collaborative assessment process.

Find out more at:

<http://www.northayr-edpsychs.co.uk/>

### **Data Protection**

The school and the educational psychology service are required to keep records which are, of course, available to you. These records are strictly confidential however both schools and educational psychology are subject to inspection by Her Majesties Inspectors of Education who may look at confidential files in order to make sure children and families are getting the best possible service.

### **Medical and Health Care**

Medical examinations are carried out at various times during a child's primary school years. Parents are given notice of these and encouraged to attend. Vision and hearing tests and dental examinations, which parents need not attend, are also carried out and parents informed of any recommended action or treatment. All examinations are carried out by Ayrshire and Arran Health Board staff.

If a pupil takes ill or has an accident at school, which requires that the child be sent home or for treatment, First Aid will be provided and parents or carers contacted immediately.

For this reason it is important that the school has contact details for parents / carers and an additional contact person in case parents / carers cannot be reached. It is also important that the school is kept fully informed and updated with regards to any medical condition.

It is the parent's responsibility to notify the school and keep medical information updated as required.

Children will not be sent home unaccompanied.

\*\* In the event of a serious illness or accident, a member of staff will accompany the child to a doctor or hospital and parents / carers will be notified immediately.

## Section 8: Parental Involvement

### North Ayrshire Council Positive Family Partnership Strategy

#### NAC Parental Involvement Strategy

All schools have clear systems in place for communicating with everyone in the parent forum. Communications with parents are clear, jargon-free, specific and easily accessible. A variety of methods and approaches are used by schools to communicate with the parent forum including face to face, traditional communication methods and digital media e.g. Twitter, Facebook. Considerations will always be given when communicating with parents who have literacy, language and communication challenges.

Schools ensure that parents know who to contact when they wish to discuss their child's learning or wellbeing and will seek to provide a private space for such discussions and make sure parents are given adequate time and support. Consideration will be given to family circumstances.

Parents are welcome to contact the school at any time to arrange an appointment to discuss any matter with the class teacher, Depute Head, Head Teacher or Head of Centre. New families are welcome to contact the school and request a suitable visiting time at any point throughout the session

Parents are given opportunities to understand the way learning and teaching takes place in the classroom. This may be in the form of class visits to take part in the learning experience alongside their child or attending events which share the learning. Frequent invitations are issued to parents to participate in school activities such as open days, class assemblies, workshops and to assist with outings and visits, sports and concerts. There will be a series of early meetings for the parents of Primary 1 pupils and parents are kept informed of events with a range of newsletters, website updates, texts, invitations and social media sites.

A variety of methods will be used to ensure information about your child's progress is shared. Schools are encouraged to provide parents/carers with information on their children's progress at regular intervals throughout the year through a range of activities. There is an expectation that part of this will be in a written format.

Reporting Examples:

Individual Learners	Groups of learners
Written reports/ tracking reports	Assemblies
Learning conversations with pupil/ teacher/ parent/ carer	Open day events
Pupil reflections on their learning in logs	School concerts/shows
Parent/ carer consultation/ Parents' Meetings involving parent/ teacher/ pupil, as appropriate	Social media
Home/ school diaries	Curriculum workshops led by children and young people and staff
Profiling activities	Parent Council meetings
Learning walls and displays	School / class newsletters

#### Parent Involvement at Annick PS

Parents enjoy a wide range of opportunities to become involved in their child's education at Annick PS. From our initial Induction process of school visits, meetings and workshops for our new P1s right through to our liaison visits and meetings with our receiving secondary schools throughout P7, we try to ensure that our parents are heavily involved in their child's educational experience.

We use '*Pupil Planners*' across P1-P7 to develop a three way '*conversation*' between parent, pupil and teacher about issues at school – if used by parents, this can become a very powerful asset. The school also offers termly '*Open Afternoons*' for informal parent visits to classrooms and, of course, formal Parent Evenings twice each session. However, our '*open door*' approach is probably more important in ensuring that parents can feel involved in the day to day issues involving their child.

Annick PS is fortunate to have many parents / friends coming into the school on a weekly basis to work with our pupils. Many parents with a little time to offer, support the work of their child directly in school and enjoy the first-hand experience.

**Irvine Royal Cluster** of schools employs an **Inclusion Worker, Mrs C McKenzie**. The school can call upon Mrs McKenzie's services to support many short-term situations between home and school which require additional attention. This could be anything from truancy to homework difficulties, liaison with secondary school to behaviour concerns. Parents are involved in this '*Home-Link*' throughout.

Our parents at Annick PS are also heavily involved in our Parent Council and our PTA organisations. Both bodies are very active and bring great benefits to the life of the school.

Finally here, our parents receive regular Newsletters about the current issues affecting the school and occasional curricular information sheets about specific aspects of our new Curriculum for Excellence. Any specific educational paperwork is posted to individual families and Educational Reviews are held annually (*at minimum*) for pupils with additional support needs.

### **Reports to Parents**

Parents' meetings with teachers are held in school twice a year, usually in October and March. Written reports are made to parents termly in October, December, March and June and will contain information regarding their child's attainment. A copy of these reports are kept on file in school for the purpose of transfer of information between teachers in the school and into the secondary sector.

### **Reports to Parents/Meetings with Teachers at Annick PS**

Pupil progress is formally discussed with parents twice each Session at Annick Primary School. In October, Parents' Nights are organized in order that teachers, pupils and parents can discuss the child's progress and plan the '*Next Steps*' to be taken. In June, a Final Progress Report is produced and pupils have the opportunity to comment on their Report when the Reports are taken home to parents. Parents are invited to make comments on all Progress Reports and return these to the school. This helps set the agenda for the forthcoming term and the next session with the new class teacher.

Informal '*Open Afternoons*' are held three times each session. Additionally, Mr Brown hosts '*Open Meetings*' for parents as part of the '*Open afternoons*', parents can raise any issue affecting their child's education at these '*open forum*' events. Finally here Mr Brown also hosts three '*Tea with Head Teacher*' gatherings where two families from each class (*randomly selected on a rolling basis*) are invited to meet with the Head Teacher to discuss topical issues affecting the school's performance.

Parents wishing to discuss any matter concerning their child(ren)'s progress in school are of course welcome to contact the school at any time to organize a meeting with the Head Teacher, class teacher or Pupil Support member of staff.

The Scottish Schools (*Parental Involvement*) Act 2006 aims to encourage and support more parents to become involved in their child's education.

(Please note: *The Scottish Schools (Parental Involvement) Audit 2006* is currently being reviewed)

The main aims of the Act are to:

- Help parents become more involved with their child's education and learning.
- Welcome parents as active participants in the life of the school.
- Provide easier ways for parents to express their views and wishes.

### **Parent Council**

To help achieve these aims, all parents are automatically members of the Parent Forum at their child's school and are entitled to have a say in selecting the Parent Council (*the representative body*) to work on behalf of all parents at the school.

The objectives of the Parent Council are:

- To work in partnership with staff to create a welcoming school which is inclusive for all parents.
- To promote partnership between the school, its pupils and all its parents.
- To develop and engage in activities which support the education and welfare of the pupils.
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of pupils.
- To be involved in the recruitment process for appointing the headteacher and depute headteacher of the school.

Annick PS has a Parent Council:

Members are : Mrs Lynsey Leckie - Chairperson  
Mrs Lorna Burns - Treasurer  
Mrs Deborah Anderson  
Mrs Kadeen Booth  
Mrs Tricia Harwood  
Mrs Lisa Hodge  
Mrs Sharon Seales  
Mrs Kerry Walker

Parent Council members can be contacted through the school office. (Tel. 01294 211654) Monthly meetings are held – *dates are included in Handbook Calendars.*

Any parent or carer of a child at the school can volunteer to be a member of the Parent Council. The headteacher is the professional adviser to the Parent Council and has a right to attend and speak at Parent Council or Parent Forum meetings.

For more information on the Parental Involvement Act or to find out about parents as partners in their children's learning, please contact the school or North Ayrshire Council Educational Services or visit Parentzone website on [www.parentzone.gov.uk](http://www.parentzone.gov.uk)

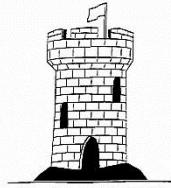
### **Parent Teacher Group**



The Parent Council also acts as the Parent Teacher Group in the school. It has contributed a great deal to the school, not only by organizing fund raising events, but also by establishing a strong link with the community. The Group's activities include Discos, Christmas Fayres and Race Nights and from these events the school has bought many resources for the children. The Scottish Parent Teacher Council is the national organization for PTA's and PA's in Scotland and runs an independent helpline service for all parents. You can contact them by telephone/fax on 0131 226 4378, by e-mail on [sptc@sol.co.uk](mailto:sptc@sol.co.uk) or write to SPTC, 53 George Street, Edinburgh EH2 2HT.

### **School Community**

Annick Primary has excellent relationships across its wider community. The school works very closely with its cluster schools and all schools across the Irvine area. In particular the school has always enjoyed very close links with Stanecastle School (*a school for pupils with extensive additional support needs which shares our campus*). Pupils from both schools frequently visit each other to work and play.



Annick enjoys extensive links with many local public organization and private businesses. We actively promote this liaison in order that our pupils experience a wide range of opportunities nearby and develop an understanding of the local community.



### **Pupil Representation**

Each August and January the pupils from each class elect a member of their class as their representative on the Pupil Council. The Pupil Council meets monthly with Mrs Brooks to discuss pupil issues and decide upon - prioritise actions which would improve the school. Issues raised are discussed at class level and at school assembly with everyone having a voice in school developments.



## Eco-Schools

This same process takes place for our Eco-Committee which meets monthly with Mrs Brooks to develop issues relating to 'sustainability' across the school. Further, our Heads of House and School Captains are elected by P4-7 pupils across our four Houses. School Captains have a wide range of responsibilities and duties and play a key part in representing the school and involving all pupils in the life of the school. The Heads of House/Captains meet with Mr Brown monthly.

### School Lets

Application for use of school facilities can be made to the Community Facilities Office:

Tel. 0845 230 1325

Email: [communityfacilities@north-ayrshire.gov.uk](mailto:communityfacilities@north-ayrshire.gov.uk)



## Section 9: Pupil Data Collection and Protection Policies

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

### Why do we need your data?

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

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

### Data Policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

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

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

### Your Data Protection Rights

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

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

### Concerns

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

**Executive Director (Education & Youth Employment)****John Butcher**

North Ayrshire Council

Cunningham House

IRVINE

KA12 8EE Tel: (01294) 324411

**Head of Service (Inclusion)****Caroline Amos**

North Ayrshire Council

Cunningham House

IRVINE

KA12 8EE Tel: (01294) 324416

**Head of Service (Schools)**

Andrew McClelland

North Ayrshire Council

Cunningham House

IRVINE

KA12 8EE Tel: (01294) 324413

