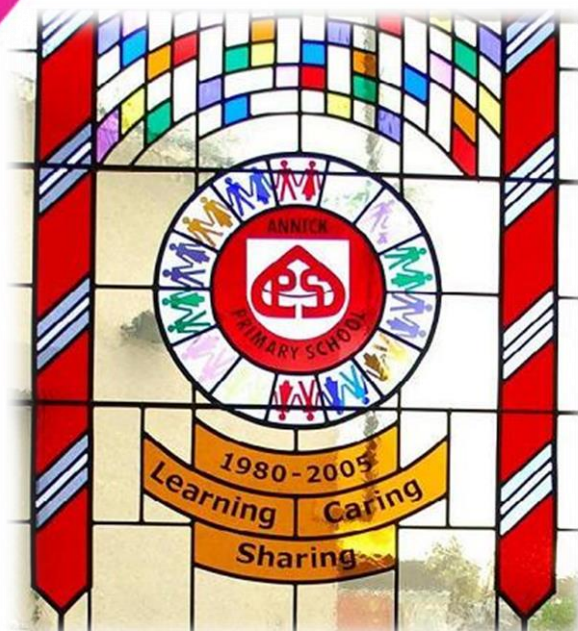


# **Annick Primary School Handbook 2021**

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 2021.

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 an important reference point 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**.

Every member of staff does their utmost to establish an ethos in the school within which our 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 considerable 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

Stuart Brown  
Head teacher



# Education and Youth Employment Directorate

## What we want to achieve

### **Our Overall Aim**

Ensuring our children and young people experience the best start in life.

### **Our Priorities**

- *We will create the conditions for our children and young people to access the highest quality learning experiences from ages 3-18.*
- *We will support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.*
- *We will offer opportunities to our young people and their families to play a more active role in school life and encourage more participation in learning.*
- *We will work with all young people to build their resilience, supporting their mental health and physical well-being.*

## 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 - mon-wed*)

**Mrs Vicky McGregor** (*acting headteacher - thurs & fri*)

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:** <https://blogs.glowscotland.org.uk/na/annick/>

**Twitter:** @AnnickPS



## School Staff



### Teaching Staff

Mr Stuart Brown	Head Teacher ( <i>mon-wed</i> )	(0.6)
Mrs V McGregor	Acting Head Teacher ( <i>thurs &amp; fri</i> )	(0.4)
	Depute Head Teacher ( <i>part-time</i> )	(0.6)
Mrs G Kennedy	Depute Head Teacher	& P2B (0.2)
Mrs L Burns	Acting Depute Head Teacher	(0.4)
	Principal Teacher	(0.4) incl. P3A (0.4)

Mrs S Gaw	Principal Teacher	P1A
Mrs L Wilson	Teacher	P1B (0.8)
Mrs J Mitchell	Teacher	P1B (0.2) & *NCC
Miss L Hail	Teacher	P1C
Miss K Wallace	Teacher	P2A
Miss H Sclater	Teacher	P2B
Mrs N Price	Teacher	P2C (0.8)
Mrs J Dawson	Teacher	P3A (0.6)
Mrs A Watson	Teacher	P3B

Miss Collette	Teacher	P4A
Mrs J Ryrie	Teacher ( <i>Acting Principal Teacher 0.4</i> )	P4B
Mr A Murdoch	Teacher	P5A
Miss C Dailly	Teacher	P5B
(Mrs Mackenzie)	Teacher ( <i>maternity leave</i> )	P5B
Miss D Ferguson	Teacher	P6A (0.4) & *NCC
(Mrs E McKinnon)	Teacher ( <i>maternity leave</i> )	P6A (0.6)
Mrs V Lang	Teacher	P6A (0.6)
Mr D Lynas	Teacher	P6B
Mr A Cripps	Teacher	P7A
Miss A Fulton	Teacher	P7B

\*NCC – non class contact cover

Mrs L Murphy	Pupil Support Teacher	(0.6)
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### 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</i> ) *PEF
Mrs M McMillan	Classroom Assistant ( <i>part time</i> )
Mrs B McVey	Classroom Assistant *PEF
Mrs P Parrott	Classroom Assistant
Mrs C Pointer	Classroom Assistant

\*PEF – Pupil Equity Fund

### Visiting Staff

Mr S Cowling	Music Instructor ( <i>brass</i> )
Ms McLean-Buechel	Music Instructor ( <i>strings</i> )

## School Day (*altered to take account of COVID Guidelines*)

	Primary 2, 4, 6 & 7		Primary 1, 3 & 5
Morning Bell	8.45am ( <i>start of school day</i> )	Morning Bell	9am ( <i>start of school day</i> )
Morning Interval	10.25am - 10.45am	Morning Interval	10.55am - 11.15am
Lunch Interval	12.15pm - 12.55pm	Lunch Interval	1.05pm - 1.45pm
	2.50pm ( <i>end of school day</i> )		3.05pm ( <i>end of school day</i> )



# **NORTH AYRSHIRE COUNCIL - EDUCATION SERVICE**

## **School Holiday and In-Service Dates 2021/2022 (Mainland Schools)**

<b>Term</b>	<b>Dates of Attendance</b>	<b>Day</b>	<b>Date</b>	<b>Cumulative Holiday/ Closure Total</b>	<b>Cumulative Working Days</b>
<b>Term 1</b>	Teacher (In-Service)	Tuesday	17-Aug-21		
	Pupils Return	Wednesday	18-Aug-21		
	Teacher (In-Service)	Monday	20-Sep-21		
	Close	Friday	08-Oct-21		39
<b>Term 2</b>	Pupils Return	Monday	18-Oct-21	5	
	Teacher (In-Service)	Thursday	18-Nov-21		
	Local Holiday	Friday	19-Nov-21		
	Local Holiday	Monday	22-Nov-21	7	
	Close	Wednesday	22-Dec-21		85
<b>Term 3</b>	Re-open	Thursday	06-Jan-22	17	
	Local Holiday	Friday	11-Feb-22		
	Local Holiday	Monday	14-Feb-22		
	Teacher (In-Service)	Tuesday	15-Feb-22		
	Pupils Return	Wednesday	16-Feb-22	19	
	Close	Friday	01-Apr-22		145
<b>Term 4</b>	Re-open	Tuesday	19-Apr-22	30	
	May Day	Monday	02-May-22	31	
	Teacher (In-Service)	Friday	27-May-22		
	Local Holiday	Monday	30-May-22	32	
	Pupils Return	Tuesday	31-May-22		
	Close	Wednesday	29-Jun-22	66	195
<b>22/23</b>	Pupils Return	Thursday	18-Aug-22		

*Pupils attendance will be 190 days after deducting 5 in-service days*

## **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. Any 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, positive behaviour 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*

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 (*small stock*) 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)*

Order Online at SCHOOLWEAR Made Easy: [www.schoolwearmadeeasy.com](http://www.schoolwearmadeeasy.com)

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, **ie.** *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:

- *The Council has a Two Stage Policy when dealing with complaints from parents.*
- *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 request that your complaint is raised as a Stage 2 Complaint. Should you wish to request this you should contact Education and Youth Employment at Cunninghame House, IRVINE KA12 8EE. Tel. (01294 324400).*

- *If, after receiving our final decision on your complaint, you remain dissatisfied with our decision or the way we have handled your complaint, you can ask the [SPSO](#) to consider it. We'll tell you how to do this when we send you our final decision.*
- *You should also note that you have the right to raise unresolved concerns with your local Councillor, MSP or 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 Parent Council, 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 monthly income must not exceed £610.00, however, some parents earning more than this may still be eligible. Parents who 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 only (*with income under £16,105*), both Working Tax Credit and Child Tax Credit (*with an income up to £7,330*) 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 Contact Centre** on **01294 310000** or the **Council's Welfare Reform Team** on **0300 99 4606** for further advice. Information and application forms may be obtained from schools.

### Free School Meals

Children of parents receiving Universal Credit (*claimants monthly income must not exceed £610.00*), 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, both Working Tax Credit and Child Tax Credit (*with an income up to £7,330*) 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.docx>

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 School Inclusion Worker 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 is 25 in P1, 30 in P2 – P3, 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 2020*) is 390 pupils who are in 16 classes from Primary 1 to Primary 7.

The current roll for each year group is:

Primary 1 - 54	Primary 2 - 64	Primary 3 - 53	Primary 4 - 56
Primary 5 - 58	Primary 6 - 55	Primary 7 - 50	

The anticipated intake for the next three years is:

2021/22 - 55  
2022/23 - 55  
2023/24 - 55

The working capacity of the school is 398 pupils. (*18 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 18 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.

In August 2018 our new 'Annexe' was opened providing three extra rooms. It currently provides accommodation for our two P6 classes in addition to an open area, toilets and cloakrooms.

In December 2020 the works on our extension are due to be completed. This will give the school an additional gym hall and Early Years Provision. The Early Years Centre will provide 600 hours for 3-5 year olds with some spaces available for 2 year olds. (*Morning Session 8.30am-12.15pm and Afternoon Session 1pm-4.30pm*)

### **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 Linzi Sloan**

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.

Children's progress is assessed using a broad range of approaches to ensure 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 Main Topics are available to view on the Annick PS web site:

<https://blogs.glowscotland.org.uk/na/annick/>

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 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
- CfE Factfile – Overview of key terms & features

## 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 would normally take at least one extra-curricular club each year.

However in session **2020/21** the staff, parents/friends of the school and instructors are unable to provide the large variety of extra-curricular activities across all age groups due to COVID-19 restrictions.





## **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.

Usual Reporting procedures to parents at Annick PS, this session will be changed considerably due to COVID-19 constraints:

30 <sup>th</sup> October '20	- Progress Report 1
Week beginning 24 & 30 <sup>th</sup> November '20	- Parent Appointments ( <i>by telephone</i> )
11 <sup>th</sup> November '20	- Progress Report 2
Week beginning 22 <sup>nd</sup> & 29 <sup>th</sup> March '21	- Parent Appointments ( <i>format to be decided</i> )
27 <sup>th</sup> May '21	- Progress Report 3

As well as these formal procedures, each class would normally have 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. Again, these sessions will not be possible under on-going COVID-19 constraints.

### **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 Statement**

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 organise 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.*

Obviously the amount and content of the homework given will vary according to the stage/ability of the child.

The tasks given by the teacher should be manageable in the time given and take approximately 20-30 mins. If it is taking longer than this please stop the task and let the teacher know (*by writing a note in the homework jotter*).

In Primaries 1 - 4 homework will be issued daily and follow a set pattern to allow routines to be established. In Primary 5 - 7 homework will be set on a Monday to be handed in on a Friday; this is to allow children the opportunity to manage their time appropriately depending on out of school commitments. Teachers will however, collect in the jotters daily to allow children to receive feedback / discuss their plans for completing the tasks.

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. We would however, ask you to ensure that your child's homework is neatly presented, answered correctly and signed.

How we learn is as unique as our fingerprints so every child might well approach homework differently.

### Primary 1

Homework consists of phonics tasks, reading, word building and numeracy.

### Primarys 2 - 4

Homework consists of spelling tasks, usually in the form of active spelling which encourages the development of muscle memory for learning words, reading and numeracy, additional tasks may be given and will replace a spelling task.

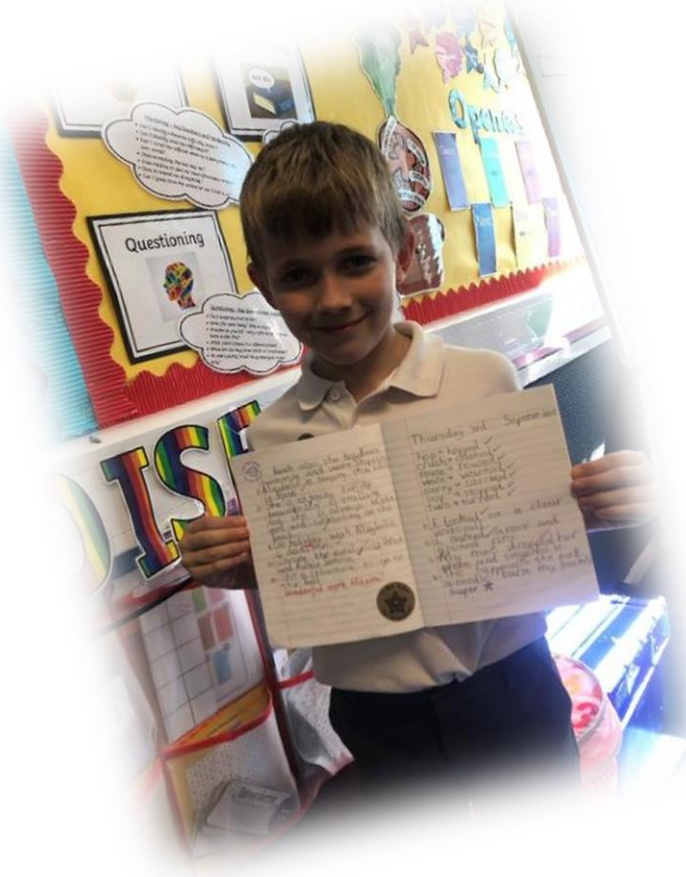
### Primary 5

Three spelling tasks per week. 11 tricky words – *look, say, cover, write check grid activity (10 mins)*. Three reading nights (10 mins). *One grammar/maths activity.*

### Primarys 6 and 7

One spelling task per week. Ten tricky words. Activity to be set by class teacher eg. *word search, definitions, paragraph*. Reading - 2 nights per week. One maths activity.

Topic tasks will be issued by teachers as appropriate and will take the form of a choice of activity such as research, a solo talk, model etc.



## 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:

<https://blogs.glowscotland.org.uk/na/annick/>



## 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/Mrs V McGregor are the named Child Protection Co-ordinator, they are 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.*

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

Where this is the case, North Ayrshire has a clear process that supports the Team around the Child to make a recommendation for consideration of alternative provision. This is outlined in the Standard Circular E19 and



requires establishment staff to work with parents/carers to ensure all supports have been put in place to support a child or young person in their mainstream context before submitting clear evidence of what has been implemented and going on to request alternative provision. North Ayrshire council staff will then make a recommendation based on the evaluation of this evidence and a review of the needs of the young person and the current peer group in each setting.

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

- *The physical building and grounds*
- *The curriculum (both formal and informal)*
- *Information on any educational planning that might affect the child'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 to 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 consultation, collaborative assessment and planning interventions for your child after you agree 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. The authority approach to staged intervention has been updated to take ensure it is line with the CYP (2014) and ASL (2004) (amended 2009) Acts. The aim is to ensure children and young people get the right support at the right time.

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-ordinators in Annick PS are the Headteacher, **Mr S Brown/Mrs V McGregor** (*Acting Headteacher*). Together with the ASN teacher, **Mrs L Murphy**, they are 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/Mrs V McGregor 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/Mrs V McGregor co-ordinate 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><u>Safe</u></b>	<b><u>Healthy</u></b>	<b><u>Achieving</u></b>	<b><u>Nurtured</u></b>	<b><u>Active</u></b>	<b><u>Respected</u></b>	<b><u>Responsible</u></b>	<b><u>Included</u></b>
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- *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 £71,683 as part of the Pupil Equity Fund for session 2020/21; 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 intervention:

- *Employment of classroom assistant and enhancing the hours of an existing classroom assistant to provide nurture support across the school.*
- *The purchase of various items/services to help address the enhanced need and requirements across the school brought about by the coronavirus pandemic:*
  - *Purchase of software/licences*
  - *Purchase of outdoor equipment*
  - *Purchase of IT hardware*
  - *Purchase of staff/pupil/parent training materials services*
  - *Purchase of health & wellbeing resources*
  - *Purchase of numeracy resources*
  - *Purchase of literacy resources*
  - *Purchase of learning, teaching and assessment materials*
  - *Purchase of supplementary sanitising/cleansing materials and resources*

### **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. They are also involved in supporting research to evaluate how effective approaches to support children and young people are.

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**

Personal data is required to be collected by North Ayrshire Council in order to deliver education services. It is necessary to collect personal data regarding pupils, parents, carers and other individuals to enable us to carry out our duties under the Education (Scotland) Act 1980 and the Education (Scotland) Act 2016.

The Data Protection Act 2018 sets out the legal basis for processing data. You can refer to our privacy notice for details of the different basis under which we may process individuals' data.

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

We may also share or receive an individual's personal data with the following:

- *Scottish Government & Education Scotland*
- *Private Nurseries'*
- *Strathclyde Passenger Transport*
- *Scottish Children's Reporter Administration*
- *Social Work Services*
- *Scottish Public Services Ombudsman*

Where we are required we will also make disclosures required by law and may also share information with other bodies responsible for detecting/preventing fraud or auditing/administering public funds. Individuals have legal rights under the data protection legislation including the right of access. Further details can be found in the Council's Privacy Policy at: <https://www.north-ayrshire.gov.uk/privacy-policy.aspx>

### **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

### Parental Engagement and 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.

The school 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 **Area Inclusion Worker, Miss H Johnstone**. The school can call upon Miss Johnstone'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 which is very active and brings 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 May. Written reports are made to parents in terms 2, 3 and 4 usually in November, February and May 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.

**(Session 20/21: see programme details on page 22)**

### **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 organised in order that teachers, pupils and parents can discuss the child's progress and plan the 'Next Steps' to be taken. In May, 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.

**(Session 20/21: see programme details on page 22)**

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 Sharon Seales/Kadeen Booth - Chairpersons  
Mrs Lorna Burns/Mrs Kerry Walker - Treasurers

Parent Council members can be contacted through the school office. (Tel. 01294 211654) Monthly meetings are held on the last Monday of each month (*by 'ZOOM' for Session 20/21*).

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)



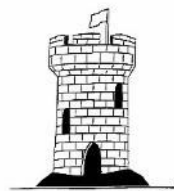
Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science.

Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels.

Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.

## **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.

**#ActiveSchools**

Ayrshire  
College

### Pupil Representation

Each August and January the pupils from each class elect a member of their class to be representative on various committees. The **Eco-Committee** meets with Mrs Wilson/Mr Murdoch to develop issues relating to sustainability across the school. Our **Active Agents** meet with Mrs McKinnon/Miss Wallace to discuss PE and Sports Clubs with the school. We have been awarded our Sports Scotland Gold Award.



Our P4-P7 pupils elect representatives to work with Miss Fulton/Mr Cripps on our **Rights Respecting Schools Committee**. They are working towards our Silver Award and are building links with the Burns Day Care Centre and Zubachulu Primary School in Malawi. Mrs Kennedy leads our **Health and Wellbeing Committee** which includes our **Junior Road Safety Officers**. Recent work has included the opening of Annick Snack Shack – our healthy eating tuckshop.

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, to discuss key issues relating to the school.



### 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*
- *plan and implement targeted approaches to reducing the poverty-related attainment gap*
- *share good practice*
- *conduct teacher workforce planning*
- *target resources better*
- *enhance the quality of research to improve the lives of young people in Scotland*
- *provide a window on society, the economy and on the work and performance of government by*
  - [publishing statistical publications and additional tables about School Education](#)
  - [providing school level information](#)

### 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 on secure servers 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

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with their data policy and the National Data [National Data Linkage Guiding Principles](#) Guiding Principles. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government as part of a Data Access Panel. At all times the rights of the individual (children or adults) under the GDPR and other relevant legislation will be ensured. Further information can be found on:

<https://www2.gov.scot/topics/statistics/scotxed/schooleducation/ESPrivacyNotices>

### Concerns

If you have any concerns about the ScotXed data collections you can email the Data Protection & Information Assets Team on [dpa@gov.scot](mailto:dpa@gov.scot) or the Head of Education Analytical Services, Mick Wilson, at [mick.wilson@gov.scot](mailto:mick.wilson@gov.scot) or by writing to Education Analytical Services, Area 2A-North, 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.

Alternatively complaints may be raised with the Information Commissioners Office at [casework@ico.org.uk](mailto:casework@ico.org.uk)

## IMPORTANT CONTACTS

## Appendix 1

### **Interim Executive Director (Communities)**

Audrey Sutton  
North Ayrshire Council  
Cunninghame House  
IRVINE  
KA12 8EE Tel: (01294) 324414

### **Head of Service (Inclusion)**

#### **Caroline Amos**

North Ayrshire Council  
Cunninghame House  
IRVINE  
KA12 8EE Tel: (01294) 324416

### **Head of Service (Schools)**

#### **Andrew McClelland**

North Ayrshire Council  
Cunninghame House  
IRVINE  
KA12 8EE Tel: (01294) 324413



