

**Auchenharvie Academy**  
**School Handbook**  
**Session: 2024-2025**

# ***Respect***



# ***Equality***



# ***Determination***

## Contents

### Head Teacher Introduction

#### **Communities & Education Directorate .....**

- Directorate Aims, Values and Priorities

#### **Section 1: School Information .....**

- School Aims, Values, Ethos
- School Contact Details (Address, Telephone, Email, Fax)
- School Staff
- School Calendar/Holidays

#### **Section 2: School Procedures .....**

- School Security
- Positive Relationships
- Absence from School Premises at Breaks
- School Dress Code
- Personal Belongings
- Mobile Phones
- Information in Emergencies
- Listening and Learning

#### **Section 3: Footwear, Clothing, Free School Meals and Transport.....**

- Footwear and Clothing Grants
- Free School Meals
- School Transport Policy

#### **Section 4: School Registration, Enrolment and Attendance.....**

- Registration and Enrolment
- Attendance at School
- Structure of Classes

#### **Section 5: Curriculum for Excellence.....**

- Curriculum for Excellence
- The Capacities
- Extra-Curricular Activities
- Assessment and Reporting
- Homework

**Section 7: Support for your Child.....**

- Additional Support for Learning
- Dispute Resolution Procedures
- Further Support
- Equalities
- Equality Act 2010
- Child Protection
- Inclusion
- GIRFEC
- Psychological Services
- Data Protection
- Medical and Health Care

**Section 8: Parental Involvement .....**

- Parent Council
- Home School Links
- Reports to Parents
- Homework
- School Committees

**Section 9: Pupil Data Collection and Protection Policies.....**

**Appendix 1: Important Contacts**

## Head Teacher Introduction



I would like to take this opportunity to welcome you as a prospective parent of next session's First Year at Auchenhavrie Academy.

The move to secondary school, whether it is the transition from primary or indeed a change of school, is undoubtedly one of life's milestones and an event that is looked forward to with much excitement and at times a little trepidation by children and their parents. This handbook is designed to give as much information as possible about the school, its aims and the opportunities which we hope to offer your child to help them develop into a confident and successful young adult.

Our key goal is the valuing of each pupil individually and equally. All pupils are individuals with different needs and we recognise this through the courses taught, the teaching approaches used, the supportive guidance system and the range of extra-curricular activities. Only by recognising pupils as individuals with different needs can we assist them to reach their full potential.

Pride, confidence and success in a school comes from students, parents/carers and staff having a shared understanding of what we are trying to achieve. The teaching staff will demand a high level of participation and effort from all students. We value your involvement in the education of your child, and I am a strong advocate of positive relationships between home and school in supporting our young people in their learning.

Together, I believe that we can work towards the highest standards for our young people during their time at Auchenhavrie Academy. Our school has an excellent reputation and a splendid record of success and achievement in many fields. Recognising these achievements is an essential part of our school ethos.

Auchenhavrie Academy is a six year non-denominational comprehensive school which serves the towns of Stevenston and Saltcoats (south) and is situated between the two. The school roll currently stands at 660 pupils. We have been fortunate to have quite substantial refurbishments of many classrooms over the last five or six years and are currently working with NAC on further refurbishment works to our school, resulting in very good facilities being made available to our pupils. The school is very well equipped and I am confident this environment is well placed to encourage, inspire and motivate the pupils and staff on a daily basis.

We hope that your child will enjoy the years that are ahead and that he or she will gain, both academically and socially, from being a pupil here.

In June there will be a meeting of all parents coming into S1 next session. I look forward to meeting you then and to many years of successful partnership with you.

I hope this handbook will give you an insight into what will soon be your child's school and answer any questions that you might have. However, should you wish further information please do not hesitate to contact me directly.

Calum Johnston

## School Captains



Alanna Sharp



Ciara Johal

Hello, and welcome to Auchenharvie Academy, our school of the last six years, and hopefully the school of your child for the next six years to come. We are all honoured and privileged to be School Captains for this year.

It feels like yesterday that we were in the same position that your child is in currently with their transition from primary to secondary school, and we can relate to the feelings of anxiousness and worry that they may have right now. However, we can assure you that your child has nothing to worry about and they will be welcomed into our school community, by teachers and pupils alike, with open arms. Your child will be challenged to the best of their ability on an academic level, with teachers contributing to ensure that every child meets their full potential in the classroom, building positive relationships with them in the process. They will also have the chance to develop themselves on a social level, as they will meet new classmates from other primary schools and pupils further in their school career.

In addition to academic subjects, the school also offers many extra-curricular opportunities to suit any passion your child may have. These range from opportunities in Music, PE, Science and many out with traditional subjects such as our LGBTQ+ group, there truly is something for everyone. These additional opportunities would allow your child to develop their confidence and make new friends who share their interests.

We hope this give you an insight into the great school environment present here at Auchenharvie Academy. We hope that this has encouraged you to send your child to our school and hope that they will be part of the next generation of school pupils to enjoy a fantastic education at Auchenharvie Academy.

Alanna Sharp & Ciara Johal

## **Communities & Education 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 and Values



## Auchenharvie Academy

### Our Vision/Aim is...

*To provide an equitable and excellent learning environment for ALL pupils which enables them to maximise their full potential and supports them into appropriate positive and sustainable destinations.*

### Our Values

Respect

Equality

Determination

## SCHOOL CONTACT DETAILS

Auchenharvie Academy                      Saltcoats Road, Stevenston, KA20 3JW

Telephone Numbers                      School Office/Absence      01294 605156

e-mail address                              [auchenharvie@ea.n-ayrshire.sch.uk](mailto:auchenharvie@ea.n-ayrshire.sch.uk)

website address                            [School Website](#)

twitter feed                                 @auchenharvie

## SCHOOL ROLL

The present school roll is 689 pupils.

Year Group	S1	S2	S3	S4	S5	S6
No. of Pupils	132	145	121	111	119	61

The agreed capacity of the school is 820.

## ASSOCIATED PRIMARY SCHOOLS

**Ardeer Primary School**, Clark Crescent, Stevenston, KA20 3LZ  
Head Teacher:      Mrs A Surgenor                      Telephone Number: 01294 469785

**Caledonia Primary School**, Campbell Avenue, Saltcoats, KA21 5AF  
Head Teacher:      Mrs L Moran                              Telephone Number: 01294 472092

**Glencairn Primary School**, New Street, Stevenston, KA20 3HQ  
Head Teacher:      Mrs Rogerson                              Telephone Number: 01294 464376

**Hayocks Primary School**, Lumsden Place, Stevenston, KA20 4HG  
Head Teacher:      Ms P McCann                              Telephone Number: 01294 465283

**Mayfield Primary School**, Kenilworth Drive, Saltcoats, KA21 6HS  
Head Teacher:      Mr D Faulds                              Telephone Number: 01294 465576



## Staff List

### SLT

Mr Calum Johnston	Head Teacher
Miss Linda Davis	Depute Head Teacher
Mr John Herd	Depute Head Teacher 0.6
Mrs Letizia Riddell	Depute Head Teacher
Mr Stephen Gilmour	Depute Head Teacher 0.4

### FACULTY OF ENGLISH & LITERACY

Mrs Miranda McDade	Faculty Leader
Ms Helen Shaw	PT Pastoral Care
Mrs Carolyn Forrest	0.6
Mrs Ynez Stuart	
Mrs Kirsty Davis	
Mr Adam Carpy	

### FACULTY OF EXPRESSIVE ARTS

Mrs Suzy Hands	Faculty Leader
Mrs Allison Hopton	PT Family Learning
Mrs Lorna Mooney	
Mr Kris Coburn	
Mr Kenneth Brown	0.6
Miss Robyn McGilvery	
Miss Laura McCourt	
Mrs Emma Shaw	0.8 Acting PTPC

### FACULTY OF MATHEMATICS & NUMERACY

Vacancy	Faculty Leader
Mr Kris Denny	
Mrs Fiona Eagleson	
Mrs Claire Scott	PT Pastoral Care
Mr Andrew Hosie	
Mrs Nicola Garry	0.6
Mrs Anna McNay	0.4

### FACULTY OF SCIENCE

Miss Kirsty Scott	Faculty Leader
Mrs Elizabeth McColl	
Mrs Letizia Riddell	Depute Head Teacher
Ms Catherine Nicol	0.4
Mr David Lodge	0.6
Miss Katy Lavelle	
Miss Amanda Lynch	PT Pastoral Care
Miss Emma Wyllie	
Miss Beth Blcket	

### NURTURE BASE

Mrs Hazel McColl	
Mrs Tracey Small	

### PT TRANSITION & INTERVENTIONS

Mrs Laura Booth	
-----------------	--

### PASTORAL CARE

Ms Helen Shaw	PT Pastoral Care
Mrs Claire Scott	PT Pastoral Care
Miss Amanda Lynch	PT Pastoral Care
Mrs Emma Shaw	PT Pastoral Care(Acting)

### FACULTY OF SOCIAL & RMPS

Mrs Paula Cook	Faculty Leader 0.8
Mr Gordon Adam	Faculty Leader 0.2
Mrs Kirsty Wilson	
Miss Kayleigh Morton	
Miss Jenna Smith	
Mr Stephen Gilmour	PT Raising Attainment
Mrs Shona Alava	

### FACULTY OF TECHNOLOGIES

Mr David Marwick	Faculty Leader Acting
Vacancy	
Miss Ashleigh McKeown	
Miss Nicola McCubbin	
Mr Nicholas Morrison	Probationer

### FACULTY OF COMP/BUS/ADMIN

Mrs Nina Nicholls	PT of Com/Bus/Admin
Mr Ross Ritchie	
Miss Linda Davis	
Mrs Carol Anne Craig	

### PRINCIPAL TEACHER OF MFL

Mrs Janice Kinnear	PT MFL
Mrs Nicola Bell	0.7
Mrs Anne Christine Kirkwood	0.6

### FACULTY OF HEALTH & WELLBEING

Ms Fiona MacDonald	Faculty Leader
Mr Steven McDougall	
Mrs Julie Stewart	0.6
Mr Ryan Gilmour	
Mrs Marion Stewart	0.4
Mr David Richardson	

### SUPPORT FOR LEARNING

Mrs Lauren McCrindle	PT Learning Support
Mrs Julie Tipping	
Mrs Suzi McSkimming	
Mrs Shonagh Hamilton	
Mr Lewis Pentleton	
Miss Karina Rattray	

### ACTIVE SCHOOLS COORDINATOR

Miss Leeanne McPhail	
----------------------	--

<b>OFFICE</b>	<b>SCIENCE TECHNICIAN</b>	<b>CLASSROOM ASSISTANTS</b>
Mrs Carlyn Jamieson (EBO)	Mrs Mahri Cochrane	Mrs Louise MacKellar
Mrs Senga Bland	Mr Scott Taggart	Mrs Karen Conlan
Mrs Linda McBride	<b>TECHNICAL TECHNICIAN</b>	Mrs Dorothy Taylor
Mrs Maureen Wallace	Mr Martin Brown	Mrs Christine McMillan
Miss Kate Hannah	<b>IT TECHNICIAN</b>	Mrs Sylvia Young
Miss Carly Brown	Mr Craig Douglas	Mrs Morgan Smith
Miss Yvonne Robertson	<b>SCHOOL NURSE</b>	Mrs Allison Inglis
Mrs Dionne Calder	Mrs Tracey McKean	<b>JANITORS</b>
<b>LIBRARIAN</b>	<b>YOUTH WORKER</b>	Mr John Wardrop
Miss Suzanne Walker (Mon, Wed, Thu)	Mr Norrie Brown	Mr Kevin Inglis
<b>AREA INCLUSION WORKER</b>	Mr Jordan Bruce	<b>CAMPUS POLICE OFFICER</b>
Mrs Angie Gall	Miss Chloe McCrea	PC Colin McLellan
<b>SCHOOL COUNSELLOR</b>	<b>CATERING MANAGER</b>	
Miss Stephanie Belshaw	Mrs Laura Tuffin	
<b>MCR PATHWAYS CO-ORDINATOR</b>		
Miss Lauren McBlain		

### **Pastoral Care Team**

However well we prepare our young people for life at secondary school, there will be times when they need a little extra help. Whether the problem is as simple as a forgotten or lost bag or as complex as a fall out with classmates, it's good to know that our pupils and parents have somewhere to turn. There are many forms of support and help available to the pupils when they arrive in the school.

### **PRINCIPAL TEACHERS OF PASTORAL CARE**

Three principal teachers have the responsibility for the pastoral support of all pupils in S6 and in addition, manage the 24 pastoral support teachers of S1-S5. They are Ms Shaw, Mrs Scott/Mrs Shaw and Miss Lynch. Where a new pupil is experiencing very specific difficulties which require additional supports, the principal teacher will work with the pastoral support teacher to ensure everything possible is done to meet the needs of the pupil concerned.



**Miss A Lynch**  
Ashgrove  
House



**Mrs E Shaw**  
Ashgrove  
House



**Ms H Shaw**  
Parkend  
House



**Mrs C Scott**  
Warner  
House

## Area Inclusion Worker

There is an Area Inclusion Worker based in every school cluster in North Ayrshire. At Auchendarvie Academy, this person is Mrs Angie Gall. The authority explains its intentions below:

*'Our aim is to provide an early intervention service for children and young people and to support improved communication between school and home. We do this by working in partnership with other agencies to help children to become successful learners, confident individuals, responsible citizens and effective contributors.'*

Mrs Gall works with staff from throughout the cluster of schools to:

- identify children who may need some support
- provide support for parents/carers in groups or individually
- deliver group work to both children and adults

There are a number of reasons that a child might be referred for support either on a short or long term basis. Possible reasons might include: raising self-esteem, peer relations, improving social skills, behaviour in class and/or at home, new to the area or behaviour in the community.

Once a pupil has been identified and referred to Mrs Gall, she is then able to coordinate a wide range of supports which include:

- a drop-in lunchtime facility
- group work for children – healthy relationships / self-esteem etc
- individual programmes – behaviour / anger management / keeping safe / counselling
- transition programme – Primary 7 into first year



**Mrs A Gall**

**Area Inclusion**

## AUCHENHARVIE ACADEMY SCHOOL DAY

### **Monday and Tuesday**

Registration - 8.45 am to 8.55 am

Period 1 - 8.55 am to 9.45 am

Period 2 - 9.45 am to 10.35 am

Period 3 - 10.35 am to 11.25 am

Interval

Period 4 - 11.40 am to 12.30 pm

Period 5 - 12.30 pm to 1.20 pm

Lunch

Period 6 - 2.00 pm to 2.50 pm

Period 7 - 2.50 pm to 3.40 pm

### **Wednesday, Thursday and Friday**

Registration - 8.45 am to 8.55 am

Period 1 - 8.55 am to 9.45 am

Period 2 - 9.45 am to 10.35 am

Interval

Period 3 - 10.50 am to 11.40 am

Period 4 - 11.40 am to 12.30 pm

Lunch

Period 5 - 1.10 pm to 2.00 pm

Period 6 - 2.00 pm to 2.50 pm

## **School Holiday and In-Service Dates 2024/2025 (Mainland Schools)**

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

### **August 2024**

- Thursday 1st August to Friday 16th August: pupils on holiday
- Monday 19th August: staff only in-service days
- Tuesday 20th August to Friday 30th August: children in school

### **September 2024**

- Monday 2nd September to Friday 20th September: children in school
- Monday 23rd September: staff only in-service days
- Tuesday 24th September to Monday 30th September: children in school

### **October 2024**

- Tuesday 1st October to Friday 11th October: children in school
- Monday 14th October to Friday 18th October: pupils on holiday
- Monday 21st October to Thursday 31st October: children in school

### **November 2024**

- Friday 1st November to Friday 22nd November: children in school
- Monday 25th November: pupils on holiday
- Tuesday 26th November: staff only in-service day
- Wednesday 27th November to Friday 29th November: children in school

### **December 2024**

- Monday 2nd December to Friday 20th December: children in school
- Monday 23rd December to Tuesday 31st December: pupils on holiday

### **January 2025**

- Wednesday 1st January to Friday 3rd January: pupils on holiday
- Monday 6th January to Friday 31st January: children in school

### **February 2025**

- Monday 6th February to Friday 14th February: children in school
- Monday 17th February: pupils on holiday
- Tuesday 18th February: staff only in-service days
- Wednesday 19th February to Friday 28th February: children in school

**March 2025**

- Monday 3rd March to Monday 31st March: children in school

**April 2025**

- Tuesday 1st April to Friday 4th April: children in school
- Monday 7th April to Monday 21st April: pupils on holiday
- Tuesday 22nd April to Wednesday 30th April: children in school

**May 2025**

- Thursday 1st May to Friday 2nd May: children in school
- Monday 5th May: pupils on holiday
- Tuesday 6th May to Friday 16th May: children in school
- Monday 19th May to Thursday 22nd May: children in school
- Friday 23rd May: staff only in-service day
- Monday 26th May: pupils on holiday
- Tuesday 27th May to Friday 30th May: children in school

**June 2025**

- Monday 2nd June to Friday 27th June: children in school
- Monday 30th June: pupils on holiday

**July 2025**

- Tuesday 1st July to Thursday 31st July: pupils on holiday

## School Holiday and In-Service Dates 2024/2025 (Arran Schools)

### August 2024

- Thursday 1st August to Friday 16th August: pupils on holiday
- Monday 19th August: staff only in-service days
- Tuesday 20th August to Friday 30th August: children in school

### September 2024

- Monday 2nd September to Friday 20th September: children in school
- Monday 23rd September: staff only in-service days
- Tuesday 24th September to Monday 30th September: children in school

### October 2024

- Tuesday 1st October to Friday 4th October: children in school
- Monday 7th October to Friday 18th October: pupils on holiday
- Monday 21st October to Thursday 31st October: children in school

### November 2024

- Friday 1st November to Friday 22nd November: children in school
- Monday 25th November: staff only in-service day
- Tuesday 26th November to Friday 29th November: children in school

### December 2024

- Monday 2nd December to Friday 20th December: children in school
- Monday 23rd December to Tuesday 31st December: pupils on holiday

### January 2025

- Wednesday 1st January to Friday 3rd January: pupils on holiday
- Monday 6th January to Friday 31st January: children in school

### February 2025

- Monday 3rd February to Friday 14th February: children in school
- Monday 17th February: staff only in-service day
- Tuesday 18th February to Friday 28th February: children in school

### March 2025

- Monday 3rd March to Monday 31st March: children in school

### April 2025

- Tuesday 1st April to Friday 11th April children in school
- Monday 14th April to Monday 28th April: pupils on holiday
- Tuesday 29th April to Wednesday 30th April: children in school

### May 2025

- Thursday 1st May to Thursday 22nd May: children in school
- Friday 23rd May: staff only in-service day

- Monday 26th May to Friday 30th May: children in school

**June 2025**

- Monday 2nd June to Monday 30th June: children in school

**July 2025**

- Tuesday 1st July to Thursday 31st July: pupils on holiday



## **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 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 wellbeing.

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.

### Year Groups S1 - S6

White shirt/blouse and school tie

Black trousers/skirt

Plain black jumper, zipper, cardigan, tank top

#### Footwear

Black shoes or boots

#### Outdoor Clothing

Jacket /coat

- No logos on jumpers
- Hooded tops, including black ones, are not acceptable as school uniform.
- Plain black polo shirts should not show any other logo on them.
- White training shoes are **not** acceptable as school uniform.
- Hooded tops and track suit jackets will not be encouraged as jackets / coats. Where they are worn they must be removed when pupils are in the school building.

A school blazer is available for all year groups.

All pupils will be expected to bring a bag to school each day.

PE Kit - Plain black T-shirt, plain black shorts/plain black jogging bottoms/ black leggings  
and trainers.

## **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.**

## **School Meals**

Meals are served daily from the multi-choice cafeteria. The meals are planned to offer a healthy diet for the children. Please inform us if your child has any specific allergies.

## **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 the school's code of conduct 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, 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**

The North Ayrshire Council Education Service encourages feedback from parents and pupils and forms part of the Council's overall commitment to providing the best possible service and to support partnership working.

We are therefore very interested in feedback of all kinds, whether it be compliments, suggestions or complaints. If you wish to raise a comment of any type about the school you can do this in writing, by telephone or by 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, it is better that these things are shared openly so any damage to the home/school relationship can be minimised. There are no negative consequences arising from making a complaint and we will deal with the issue sensitively and confidentially if required. If we have made a mistake we will apologise and try to put things right.

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

- The Council has a Two Stage procedure when handling complaints from parents and members of the public. More details on the two stages can be found in the Council's complaint page here:

## [Complaints Link](#)

- It is helpful if complaints are made initially to the school's Head Teacher. This ensures the school is made aware of what is going on and has an opportunity to investigate and try to resolve the issue at Stage One first
- We try to resolve all complaints as quickly as possible but if a complaint is complex more time may be needed to investigate. It is therefore helpful if you can provide full details of the issue at the outset and ask for an early appointment to discuss it.
- If you are not satisfied with a response you receive at Stage One, you can ask that your complaint is escalated to Stage Two. Should you wish to do this you should contact Education Services at Cunninghame House, Irvine, KA12 8EE or by telephone on (01294) 324400
- If, after receiving the Stage Two final response letter you remain dissatisfied you can ask the Scottish Public Services Ombudsman to consider your complaint and we'll tell you how to do this in the Stage Two response letter
- Parent Councils have an important role in developing links between the school and the wider parent body and can often be helpful in dealing with issues of general concern. However, parents are advised that individual, personal complaints are not appropriate for raising via Parent Councils due to the possible need for confidentiality
- Please note you can also raise concerns you may have with your local Councillor, MSP or MP but these will be handled under a different process to the Two Stage complaint process

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

We provide free school meals and £126 (per child) for primary school children and £157.50 (per child) for secondary school children worth of school footwear and clothing to children whose parents are on certain benefits.

#### Can I get help with these costs?

We may be able to help you with these school costs if your child attends primary or secondary school and you receive 1 of the following:

- Income Support
- Income based Jobseeker's Allowance
- Any income related element of Employment and Support Allowance
- Child Tax Credit only (with income under £18,725)
- Both Working Tax Credit and Child Tax Credit (with an income up to £8,717)
- Universal Credit where the monthly earned income does not exceed £726
- support under Part VI of the Immigration and Asylum Act 1999

Families will be eligible for a **Clothing Grant only** if in receipt of one of the following:

- Working Tax Credit and/or Child Tax Credit with an annual income of £18,725 or less
- Universal Credit with monthly earned income of not more than £1,571
- Council Tax Reduction/Housing Benefit

Further information can be found here:

[grants and allowances](#)

#### 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 suitable walking route or through this link:

[Free School transport](#)

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:

[Transport Policy](#)



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 Area 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.

### **Structure of Classes**

<b>Ashgrove</b>	<b>Parkend</b>	<b>Warner</b>
1A1	1P1	1W1
2A1	1P2	1W2
2A2	2P1	2W1
3A1	3P1	2W2
3A2	3P2	3W1
4A1	4P1	4W1
5A1	4P2	4W2
5A2	5P1	5W1
6A	5P2	5W2
	6P	6W

## Section 5: Curriculum for Excellence

Curriculum for Excellence is the nation 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, teachers and families in this.

Teachers and practitioners will share information to plan a child's "learning journey" from 3-18, ensuring children continue to work at their own pace whilst providing challenge upon which they can thrive.

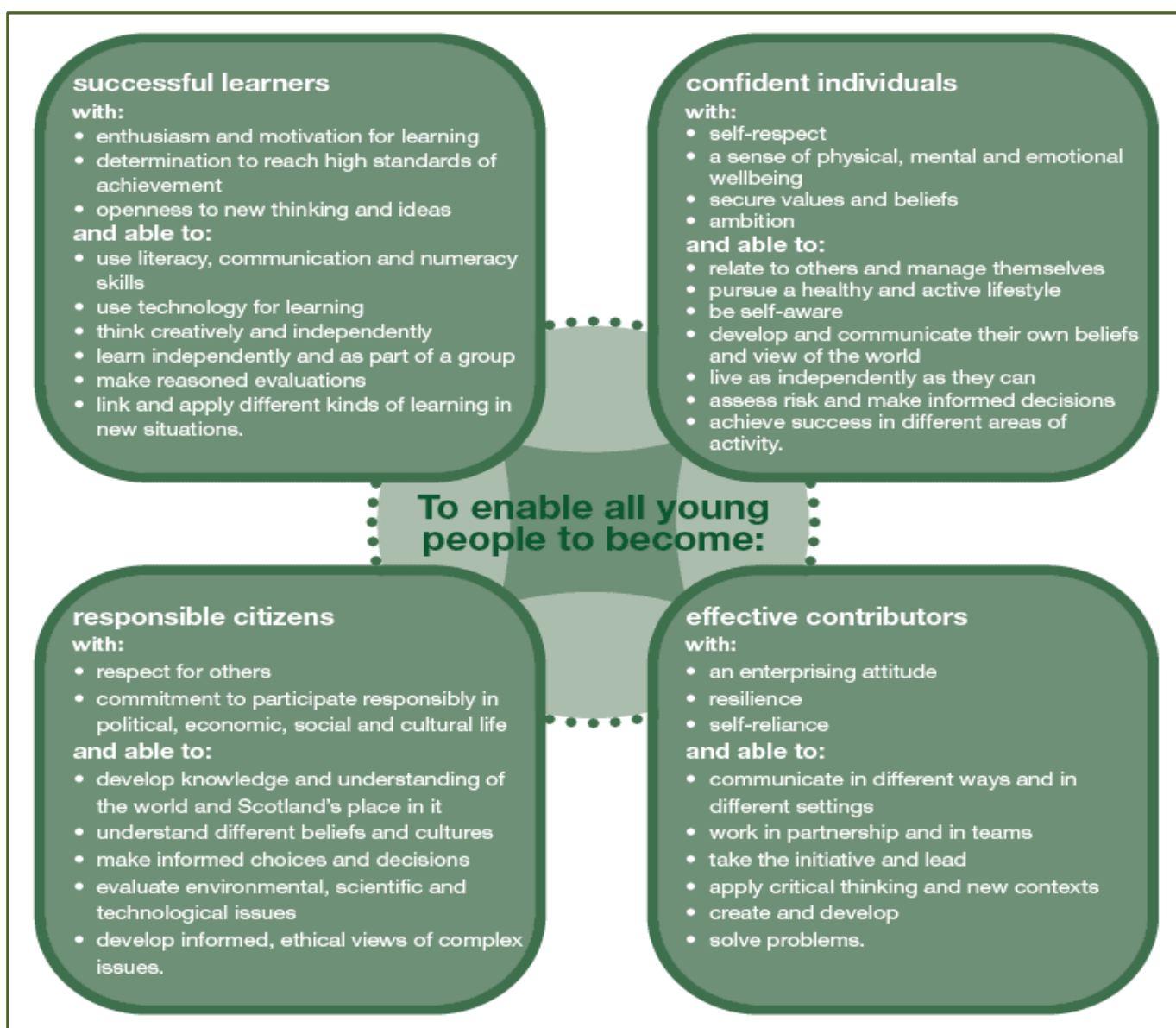
Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education where every single teacher and practitioner will be responsible for literacy and numeracy – the language and number skills that unlock other subjects and are vital 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.



## 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.

## The Curriculum

### S1 – S3 Broad General Education – BGE

#### S1 and S2 CURRICULUM

In S1-S2 pupils will continue the Broad General Education commenced at Primary School, giving them the opportunity to continue and progress prior learning, as well as developing skills and knowledge in new subject areas.

The subjects offered are:

English, Literacy, Maths, Modern Languages, Social Subjects, Science, Hospitality, Art & Design, Physical Education, Music, Technical, Digital Literacy, Drama, Religious Education, Personal and Social Education and Wider Achievement.

#### S3 CURRICULUM

S3 is the final year of the Broad General Education with students continuing to study across all 8 curricular areas:

- Language and Literacy
- Mathematics and Numeracy
- Social Studies
- Sciences
- Religious and Moral Education
- Health and Wellbeing
- Expressive Arts
- Technologies

Towards the end of S3, students will make an informed option choice, in full consultation with teachers and parents, to take 6 subjects through to presentation in S4.

#### S4 – S6 Senior Phase

S4 marks the beginning of the Senior Phase (S4-S6) for our students and like the Broad General Education our provision over these year groups will evolve as the updated National Qualifications are revised and improvised. Since May 2014, new qualifications (known as 'Nationals') have been introduced. The table below offers a comparison between the Nationals and the previous qualifications Standard Grade and Intermediate I and II.

## National Qualifications

A wide range of courses are offered from across the curriculum from National 3 to Advanced Higher.

Courses at national 3 are not graded and assessed as pass/fail.

12	Doctorate	
11	Masters	
10	Honours Degree	
9	Ordinary Degree	
8	Higher National Diploma	
7	Advanced Higher	Advanced Higher
6	Higher	Higher
5	SG Credit / Int 2	National 5
4	SG General / Int 1	National 4
3	Access 3 / Foundation	National 3
2	Access 2	National 2
1	Access 1	National 1

Courses from National 5 to Advanced Higher are graded A-D or 'No Award'.

The appropriate level of presentation in National courses will be determined on the basis of ongoing assessment throughout the S1-3 Broad General Education and performance during Fourth Year. Parents will be involved in this decision.

At Auchenhavrie Academy we revise both our BGE and Senior Phase curriculum regularly to best meet the needs of our leavers and to maximise their chances of employment through effective labour market intelligence.

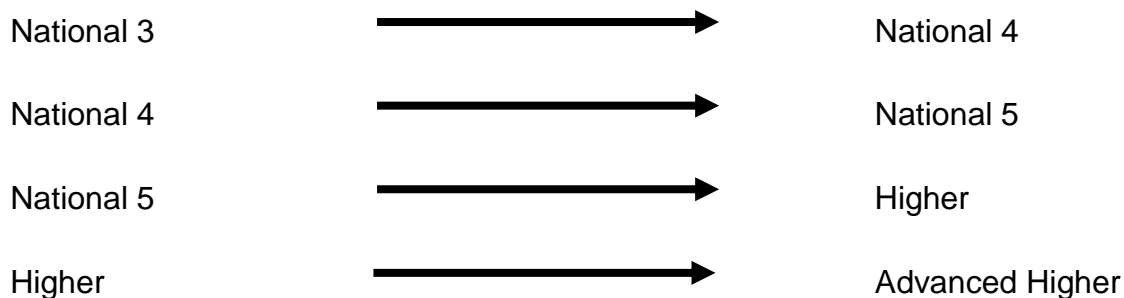
More details on National Qualifications can be found on the SQA website at: [SQA Website](#)

The Senior Phase continues for our students through S5 and S6. Pupils who return to the Fifth Year will have the opportunity to be prepared for a range of National Qualification courses. In S5 National 4 and 5 courses will still be available in addition to Higher courses.

## Progression in the Senior Phase

### Pupils Attaining National Qualifications

### National Qualifications



## Enhanced Curriculum

Sixth Year pupils are expected to follow an enhanced curriculum enabling them to develop a greater responsibility and to play an active part in wider school life. This involves activities such as helping younger pupils in classes, organising events for younger pupils and assisting at school functions. This, we believe, will help further develop the leadership capabilities within our young people.

## Extra-Curricular Activities

### MUSIC

Our Music department offers a wide range of musical opportunities for all pupils of all ability levels. This ranges from learning to play new instruments in the classroom to representing the school and the authority both in the community and even abroad. The department actively encourages all pupils to become involved in one or more areas which may be of interest to them. The department, which is led by Mrs Hands, has 4 further teaching staff and 6 different instrumental instructors.



In addition to the department's core business of teaching our pupils during the day, there is a strong emphasis on extra-curricular activity. A whole range of activities we have offered are shown below:

Singing Club	Musical Theatre Group
Guitar Group	Concerts and Shows
Band for All	Percussion Group



The department work with pupils throughout the year, with the opportunity given to perform at the Christmas and Spring Concerts along with the Next Generation Concert in June. In addition to this, many of our pupils and groups represent the school within the local and wider community.

A number of our pupils, through continued practice, are able to become skilled musicians and go on to represent the school in competition. Competitions entered include: the North Ayrshire Young Singer, Musician and Traditional Young Musician of the year and the Rock and Pop Musician of the Year.

Pupils have had the chance to also perform abroad in Belgium, France and Holland where successful concerts were performed. This is an excellent way of allowing our pupils to broaden their horizons and promote themselves and the school to a wider audience. Trips to London are also on offer when pupils have the chance to take part in dance and vocal workshops given at Pineapple Studios and experience West End Shows. The highlight has to be our Expressive Arts Trip to New York in 2019 when 40 pupils and 4 staff experienced 5 days visiting the Big Apple. An Expressive Arts trip to London is planned for June 2024.

The Panto this year is Robin Hood and will take place as part of our Christmas Show on Wed 20<sup>th</sup> December 2023.

## Physical Education

Sport and Physical activity are an essential part of a healthy lifestyle. Linked to other positive lifestyle choices, it promotes good physical health and contributes to our young people's emotional, mental and social wellbeing.

At Auchenhavrie Academy, we are taking a leading role within the community by offering all of our pupils' access and opportunity to organised sport both during and after the school day. The PE department ensures that a wide variety of extra-curricular sports and activities are offered to all our pupils.



Your child will be encouraged to get involved in as many of these as they can when they come to the school. The activities currently on offer include football, basketball, badminton, dodgeball, fitness, gymnastics, trampoline, volleyball and handball.

The school have a number of teams for pupils to be part of giving them the opportunity to compete in local and national leagues and competitions, with a good level of success in previous years.

In S1, the pupils will experience a range of activities as part of their core provision of PE. These include many of the activities listed above as well as others such as handball, hockey and athletics.





## Social Subjects



Extra-curricular trips broaden the minds of our pupils and develop some of the skills learned in the school. In recent years, examples of this include the Social Subjects trips to Krakow, including spending time at Auschwitz and Schindler's Museum with the Social Subjects faculty;



Social Subject pupils have been to the Titanic Experience in Belfast, as well as the Modern Studies trip for seniors to the Scottish Parliament and HMP Greenock. Senior pupils have been taken to Edinburgh as part of the faculty reward scheme visiting the Edinburgh Christmas Market and Edinburgh Dungeons. Whilst there; depending on the subjects studied, they visited: Edinburgh Castle; The Scottish Parliament; Edinburgh Mosque as well as having a tour of the city identifying urban and tourism changes in the city. Recent Modern Studies pupils were able to attend First Minister's Question Time at the Parliament and there is a Poland trip planned in June of 2024.

Other outings during term time include: - Geography field trips and History trips to historical sites.

## **New Initiatives**

### **Family Learning**

The Auchendarvie Equity and Family Learning team have been working together since May 2017. The team include Mrs Allison Hopton (Principal Teacher), Mrs Angie Gall (Area Inclusion Worker) and Ms Jennifer Lewis (Family Learning Worker).

### **Parents in Partnership Programme**

We are now on year 6 of this programme and the group have achieved a wide range of qualifications and experiences. Most importantly, our parents/carers are really incorporated into the school community and play an active role in the life of the school.

### **NA Plus**

Our New and preloved uniform store in Auchendarvie is run by parent/carers and our Cost of the School Day Ambassadors. This allows pupils to access uniform all year round with no obligation to pay, swap or donate. A wide range of toiletries and sanitary products are also available. Within this area, a wide selection of prom attire is available for any pupil should they require it. Pupils simply scan a QR code to make an appointment or to try on the clothing

### **Nurture**

‘A nurturing school sees emotional well-being as central to the development needs of its pupils.’

The Nurture Team – Mrs McColl, Nurture Teacher and Mrs Small, Nurture Assistant.

### **‘The View’**

The name is linked with positive horizon, building resilience and working through issues so that children can be the best they can be. The nurture approach is a feature across the whole school but with a focus on 1<sup>st</sup> and 2<sup>nd</sup> year pupils. Access to this support will require a referral by DHT, Pastoral Care or Class Teachers and then if agreed a Boxall Profile will be completed. The Nurture input at the moment for S1 is twice a week, that will go up to 3 periods per week and 3 periods a week for S2. Individual input varies on a weekly basis, this allows the Nurture team to focus on areas through group and individual work.

### **School Committees**

- Eco – committee
- Rights Respecting Schools
- LGBTQ+ group
- Charities
- Pupil Council
- Digital Leaders
- House Ambassadors
- Sports Leader
- Cost of the School Day
- NASA (North Ayrshire Sports Academy)
- Sports Ambassadors



## **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 classmates; 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 Years – S3) is based on teachers’ 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 (SNSA) 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.

Parents, families and carers have a key role in helping children to learn. Your child’s teacher will keep you informed about their progress. 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.

### **Homework**

Parents, carers and families have a very important role in helping children get the best out of school and it is important to take an active interest in your 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. Learning to read can be challenging and the process is made easier if families read with their child and discuss the story and pictures in a way that encourages enjoyment and a love of books and stories.

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). Maths 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, carers and families and are very grateful to those who so faithfully sign work to confirm that they have seen each piece of work.

## **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 School?

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.

***Copies of the School Improvement Plan and Standards and Quality Report can be found on the school website.***

## 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:

[Equality Act](#)

### Child Protection

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

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

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

### Inclusion

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

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

The presumption of mainstream as outlined in 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:

[Consultation Doc](#)

### **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: [link to website](#)

Helpline: **0345 123 2303**

Email: [info@enquire.org.uk](mailto:info@enquire.org.uk)

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

Website: [link to website](#)

Telephone: **0131 260 5380**

Email: [enquiry@siaa.org.uk](mailto:enquiry@siaa.org.uk)

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

Website: [link to website](#)

Telephone: **0131 667 6333**

Email: [enquiries@sclc.org.uk](mailto:enquiries@sclc.org.uk)

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

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

Education Services 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 Services and in partnership with Education Services 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 [GIRFEC](#)

### Psychological Services

The Educational Psychology Service in North Ayrshire is part of and contributes to the aims of Education Services 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 increase capacity in 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 child or young person the establishment will take 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 formal consultation meeting with parents/carers 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 including providing support to the family. The educational psychologist will be involved while there is a specific role for them and will use a strengths based, solution oriented approach which takes into account the wider context of the child, family and community.

Find out more at:

[Educational Psychologist](#)

### **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.

[Privacy Policy](#)

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:

[Privacy Legislation](#)

### **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. (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.)



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.

## Section 8: Parental Involvement

### Parental Engagement and Involvement

#### [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:

<b>Individual Learners</b>	<b>Groups of learners</b>
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

## **Auchenharvie Academy Parent Council**

Chairperson: Mrs June Murphy

Secretary: Mrs Carrie Davidson

Treasurer/Vice chair: Mr Craig Leckie

Members: Miss Linda Mahood  
Ms Julie Cameron  
Mrs Yvonne Bennett  
Mrs Karen Duff

Contact details: Mrs June Murphy ([juneandjohnmurphy@yahoo.co.uk](mailto:juneandjohnmurphy@yahoo.co.uk))

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



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 [ParentZone](#).

## 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:
  - [Pupil Census](#)

### 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:

[ScotXed](#)

## **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**

**Executive Director (Communities & Education)**

Audrey Sutton  
North Ayrshire Council  
Cunninghame House  
IRVINE  
KA12 8EE  
01294 310000

**Head of Service (Connected Communities)**

Rhonda Leith  
North Ayrshire Council  
Cunninghame House  
IRVINE  
KA12 8EE  
01294 310000

**Head of Service (Education)**

Andrew McClelland  
North Ayrshire Council  
Cunninghame House  
IRVINE  
KA12 8EE  
01294 310000