



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

North Ayrshire Council: Communities and Education

**Elderbank Primary School, Supported Learning
and Enhanced Deaf Provision**

School Handbook

Session: 2026-2027

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Head Teacher Introduction

Elderbank Primary School, Early Years and Supported Learning, which includes an Enhanced Deaf Provision



We hope that you and your child will find a warm welcome at **Elderbank Primary School, Early Years and Supported Learning**. We look forward to meeting you and your child, and to providing a welcoming, safe and secure learning environment wherein your child may develop to his / her full potential through a well-balanced, structured curriculum and in an ethos of achievement and attainment.

At **Elderbank Primary School, Early Years and Supported Learning** we believe in nurturing a can do approach to learning which embraces the school motto of 'Dare to be Excellent'.

We have four main provisions within our establishment. These are the Mainstream Primary, Early Years, Enhanced Deaf Provision for children from across Ayrshire catering for children whose greatest barrier to learning is being Deaf and Supported Learning, which is a Special School Provision for children with moderate to complex learning needs.

Yours sincerely,

A handwritten signature in black ink that reads 'Jacqueline G. Robertson'.

Jacqueline. G. Robertson
Head Teacher

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 Contact Details

SCHOOL NAME: Elderbank Primary, Early Years and Supported Learning

ADDRESS: St Kilda Bank, Irvine KA11 1LA

TELEPHONE: 01294-218632

Email: gw14elderbankelderba@ea.n-ayrshire.sch.uk

Elderbank Values

Respect, Teamwork, Respect

Elderbank Vision

Elderbank will provide a stimulating, supportive, secure learning environment, which enables **all** learners to reach their full potential through quality learning and teaching, while nurturing and supporting the school community to participate actively in the life and work of the whole school, which will equip learners to thrive in an ever changing and challenging world.

Aims

- To provide all learners with a consistent framework for positive interactions while promoting self-esteem, positive behaviour, pride and self-discipline; To build a curriculum framework based on breadth, balance, challenge, progression, cohesion, personalisation and choice, and recognises, supports and meets the needs of every child through appropriate, quality active learning opportunities;
- To provide a fully inclusive, safe, welcoming and nurturing learning environment which encourages learners to take responsibility for their learning;
- To effectively encourage and support leadership at all levels.

Ethos

At Elderbank Primary School, there is a positive ethos, which is built around the schools vision values and aims. Every member of the school community brings their individual talents and expertise, which strengthens the team spirit. The children are polite and courteous and a high standard of behaviour is expected from every child. Each child is treated fairly and the relationships between pupils and staff are built on mutual trust and respect. There is an effective Promoting Positive Relationships in place.

School Staff

Role	Staff Member	Staff Member
Head Teacher	Miss J Robertson	
Depute Head Teacher	Mrs Bain	Miss Roy
	Mrs L MacFarlane	Miss Farrell
Early Years Manager	Ms R Gilfillan	
Principal Teachers	Mr S Strang	Mr G Caldwell
	Miss Hercus	
Class Teachers	P1	Miss Holly Milliken
	P2/1	Miss Kirsty Girvan
	P1	Mrs Ailsa McEwan
	P2	Miss Clare Ryland
	P3/2	Mrs Carol Swan
	P3	Mrs Melissa Dignam / Mrs Lauren Morrison
	P4	Miss Ashleigh Myers
	P5/4	Mrs Alison Sharp / Mrs Ashleigh Young
	P5C	Mr Des Canning
	P5M	Mrs Carol McRae Miss Gail Rose
	P6M	Mrs Joanna McConnell / Mrs Jenna Quirk
	P6P	Mrs Jacqueline Preiss
	P7G	Mr Jack Gillen
	P7H	Miss Kirsten Hercus
	Adventurers	Mrs Nicola Ross/ Mr Stuart Strang
	Explorers	Mr Craig Boyle
	Pioneers	Mrs Morag Boyd (W-F) / Mrs Kimberley Rowan (M-W)
	CB7	Mrs Jacqueline Marturano
	CB8	Miss Kerri Kirkwood
	CB9	Mrs Lauren McLean / Mrs Jo Connelly
	CB10	Mrs Rachael Watt
	CB11	Miss Alison Henderson
	EDP	Mrs Linda Montgomery Miss Mary Neill Mrs Jenna Quirk
	The Den	Ms Natasha James
	Rainbow Room	Mrs Mary Symonds
School Office	Mrs Coia	Ms Lockhart
	Mrs Fallon	Mrs Rae
Senior Early Years Practitioner	Mrs Butchart	
Early Years Practitioners	Mrs Hope	Miss McDougall
	Miss McHarg	Miss Stevenson
	Miss Russell	Miss Clark
	Miss McAllister	Miss Macnamara
	Miss Zolobajluk	
Early Years Assistant	Miss McDade	
Early Years Practitioner (School)	Mrs Moffat	
Pupil Support Assistants	Miss Patterson	Mrs Summell
	Miss Bobadilla	Mrs Jones
	Mrs Norris	Mrs Seaton
	Mrs Lishman	Miss Gillen
	Miss McDowall	Mrs Gibson
	Ms Neill	Miss McLean
	Miss Birkett	

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 Holiday and In-Service Dates 2026/2027 (Mainland Schools)

Event	Date
Staff only in service	Wednesday 19 August 2026
Schools open	Thursday 20 August 2026
Staff only in service	Monday 21 September 2026
Schools open	Tuesday 22 September 2026
Schools closed	Monday 12 October 2026
Schools open	Monday 19 October 2026
Schools closed	Friday 20 November 2026
Staff only in service	Tuesday 24 November 2026
Schools open	Wednesday 25 November 2026
Schools closed	Monday 21 December 2026
Schools open	Tuesday 5 January 2027
Schools closed	Monday 15 February 2027
Staff only in service	Tuesday 16 February 2027
Schools open	Wednesday 17 February 2027
Schools closed	Friday 26 March 2027
Schools open	Monday 12 April 2027
Schools closed	Monday 3 May 2027
Schools open	Tuesday 4 May 2027
Staff only in service	Monday 31 May 2027
Schools open	Tuesday 1 June 2027
Schools closed	Thursday 1 July 2027

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
- Football Colours

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.

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.

Dress Code for PE

For health and safety reasons all children must wear suitable clothing for PE. This consists of shorts and t-shirts with soft shoes for indoor activities.

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

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. Parents of children who require a special diet can arrange this by contacting the school or Early Years who will facilitate a meeting with the catering manager.

There are arrangements in place for children who would prefer to eat a packed lunch.

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 (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

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:

<https://www.north-ayrshire.gov.uk/contact-us/complaints-and-feedback/make-a-complaint.aspx>

- 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 be 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

Free school meals, clothing grants

We provide free school meals and £136 (per child) for primary school children and £169 (per child) for secondary school children to help towards the costs of school footwear and clothing to children whose parents are on certain benefits.

Families receiving the Scottish Child Payment will now also be eligible for free school meals for children in primary 6 and primary 7, even if they don't receive any other qualifying benefits.

If you think you are eligible, you should make an application for income-based free school meals to make sure you are also considered for the school clothing grant and holiday school meal support. We will advise you on your eligibility and we will make sure that you receive the correct award.

Help with costs

£50 clothing grant will be available for eligible 3 and 4 year olds attending Early Years Education. You may qualify for free school meals and a clothing grant/early years payment if you receive one of the following:

- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit (where monthly earned income is £995 or less)
- Pension Credit

You may qualify for the clothing grant/early years payment only if you receive:

- Universal Credit (where monthly earned income is £1,954 or less)
- Pension Credit

You may qualify for free school meals (primary 6 and 7) if you receive:

- Scottish Child Payment
-

Free school meals and clothing grants (2026 to 2027)

Applications for free school meals and school clothing grants for the new school term starting in August 2026 **are open**.

Free school transport

North Ayrshire Council provides free school transport when your child is enrolled in their catchment school but:

- for primary pupils - lives 2 miles or more from their school (by the shortest available walking route)
- for secondary pupils - lives 3 miles or more from their school (by the shortest available walking route)

Enter your postcode in [Your Location](#) to find your catchment school.

We may approve free school transport if circumstances meet one of the requirements of our [School transport policy document](#) for example: medical suitability or transport for additional support needs.

If your child **doesn't qualify**, you may be able to apply for a [privilege seat](#) if there is space.

What we provide

Free school transport normally covers one return journey a day (at the start and the end of a normal school day). Transport can be:

- a dedicated school bus
- a bus or train pass on a local service (timetabled and carrying members of the public)
- taxi, private hire, minibus, or ferry
- parent/carer contract - in certain circumstances, the council will support parents/carers to transport their own child(ren) to and from school with the parent/carer submitting a monthly travel expenses claim form

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When and how to apply

Apply for free school transport at the following times:

- Primary school pupils - apply at enrolment
- Secondary school pupils - apply during transition in Primary 7 to secondary
- changes in circumstance, for example, moving house - at least 2 weeks notice

Late applications may delay provision of free school transport.

Apply for transport form

On successful completion you will receive an email with a reference number.

Parents or carers may make an application for free transport to a mainstream establishment. This is if the criteria for transport noted in the School transport policy is met.

If a child attends a mainstream education establishment and has additional support needs, temporary medical condition, or requires a split placement which requires transport, the application should be submitted by the child's education establishment.

Please note: Applications for additional support needs, temporary medical conditions, or a split education placement will only be accepted from education staff on behalf of their establishment.

What happens next?

Until a decision is made, parents/carers will be responsible for making arrangements for transport of their child. We will notify you, in writing, of the outcome of your application, either:

- two weeks before the start of the school year, or
- within two weeks of application for mid-session applications

We may need to ask you for more information, or carry out a Suitability Assessment of the available route. These may delay the outcome.

Pick up and drop off points and times will be emailed to you by Strathclyde Passenger for Transport (SPT) only if approved and upon allocation to a contract. You **must** provide an active email address and check your emails for updates.

Make sure your child is aware of the safety and acceptable behaviour terms included in the terms and conditions.

Passes

If required, bus passes are normally issued, through the school, at the start of the school year.

Lost passes

Contact SPT if your child has lost their bus pass. There may be a charge for a replacement.

Getting in touch

For queries on any of the above, get in touch **only** using the Transport Hub contact details at the end of the page.

Appeal a decision

If you are unhappy about a decision email the Education Transport Panel or write to:

Education Transport Panel Communities and Education Directorate 2nd floor, Cunninghame House Irvine KA12 8EE

Please note: The above Education Transport Panel email is **only** for appealing decisions. For anything else, use the Transport Hub contact details at the end of the page.

Contract monitoring

SPT monitors school contracts and checks that drivers are performing within their Code of Conduct.

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.

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.

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.

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.

Elderbank Primary School is an associated primary school of:

**Greenwood Academy
Dreghorn
Irvine
KA11 1HL
Tel: 01294 213124**



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

Section 5: Curriculum for Excellence

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

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

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

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

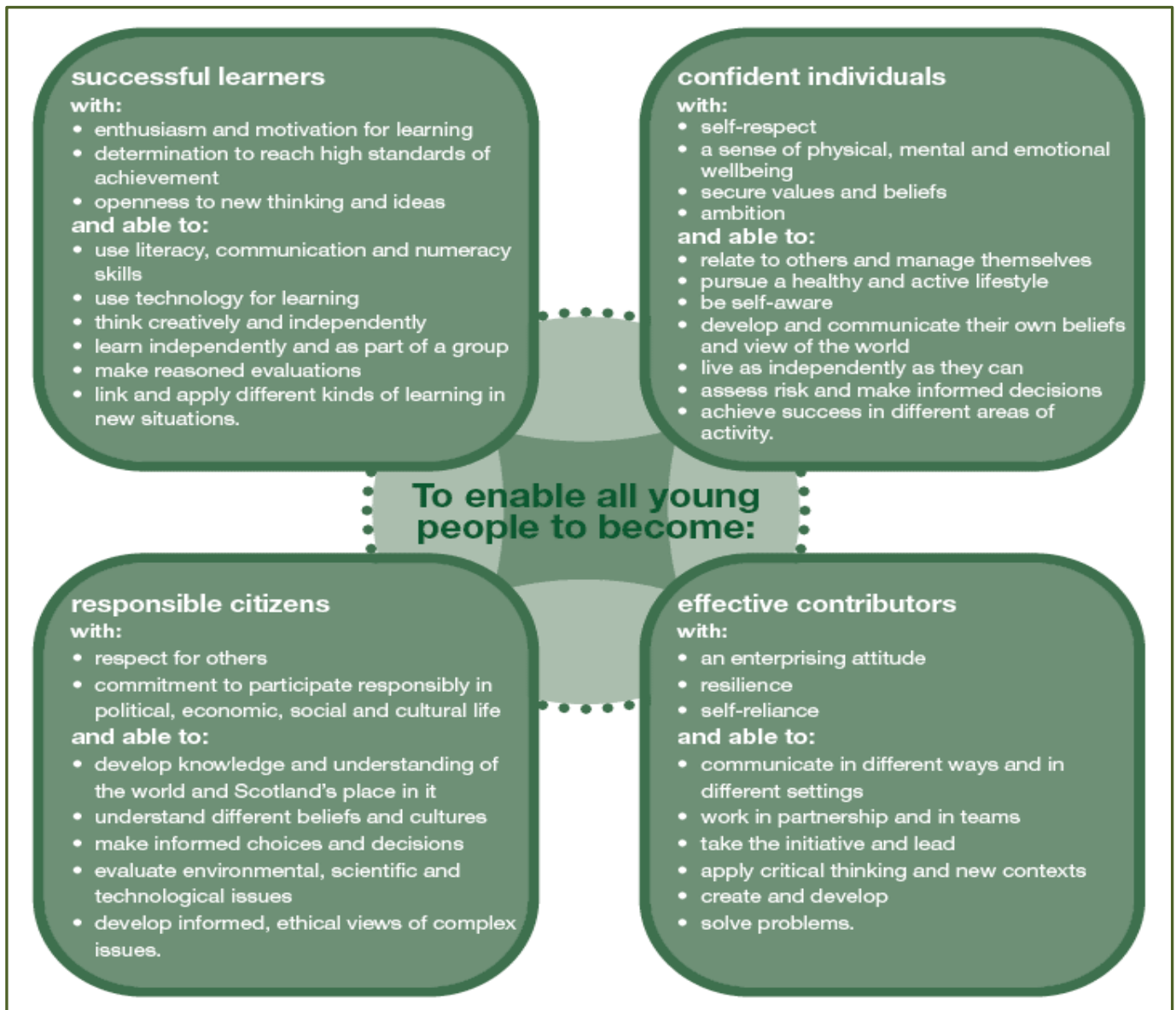
Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom.

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

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

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

Curriculum for Excellence: The Capacities



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

Extra-Curricular Activities

Throughout the school year, visits to places of interest are arranged which are appropriate to the age of the children and where possible to the theme they are following within the classroom situation. All the children from Primary 1 to Primary 7 are involved in these activities, which we hope will enrich the work being done in school.

Presentations and concerts take place at different times in the school year. Other activities may be offered throughout the session dependent on interest of pupils and the availability of staff or through the willingness of parents to offer support.

Miss Hercus coordinates our After School Club Programme. Clubs run throughout each term and are available to pupils across all stages of the school. Our after school activities are made possible through the support of community volunteers, Sports Leaders from Greenwood Academy, and staff volunteers, who generously give their time to provide a wide range of engaging opportunities for our children.

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.

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. 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). 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 and are very grateful to those parents who acknowledge that they have worked with their child.

Section 6: School Improvement

Standards & Quality Report and Establishment 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 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.

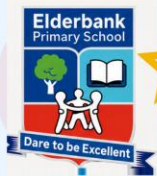
In addition, themed reviews are undertaken from time to time e.g. to look and report on the quality of the Broad General Education (3-18) and Senior Phase Education within secondary schools. This process is based upon standards and expectations contained within the following National Standards documentation:

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

We record the work of the school on the school website and all documents can be viewed on the website.

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



OUR IMPROVEMENT PRIORITIES

SESSION 2026-2027

Elderbank Primary, Early Years, Supported Learning
and Enhanced Deaf Provision

Eight priorities • one shared commitment to every learner



1

RAISING ATTAINMENT IN NUMERACY

Our aim:

Raise attainment in numeracy and mathematics through consistent, high-quality teaching.

- ✓ Clear progression pathways
- ✓ Effective, contextualised problems
- ✓ Consistent approaches across learning

2

EARLY LITERACY EARLY YEARS

Our aim:

Give every child high-quality, language-rich learning that builds strong foundations.

- ✓ Early skills for successful writing
- ✓ Alignment with our writing journey
- ✓ Shared moderation processes

3

SPECIALIST DEAF CURRICULUM FRAMEWORK

Our aim:

Embed the Specialist Deaf Curriculum Framework into planning and assessment.

We will enhance:

- ✓ Independence
- ✓ Communication
- ✓ Deaf identity

4

EARLY YEARS VISION ENVIRONMENTS & WELLBEING

Our aim:

Bring our new Early Years vision to life through thoughtfully designed environments.

Our environments will:

- ✓ Inspire curiosity
- ✓ Promote wellbeing
- ✓ Support high-quality interactions all day

5

WRITING P1-P7 CONFIDENCE & CONSISTENCY

Our aim:

Raise attainment and improve consistency in writing for every pupil from P1 to P7.

- ✓ Build staff confidence in teaching, assessing and moderating writing
- ✓ Use data effectively to plan, track progress and support achievement

6

BUILDING POSITIVE RELATIONSHIPS

Our aim:

Increase attendance by embedding New Authority as a whole-school approach informed by Building Positive Relationships (BPR).

Supporting North Ayrshire's policy from 2026:

- ✓ Stronger adult presence and consistency
- ✓ Reduced escalation
- ✓ Repair, reconnection and positive relationships

7

SCERTS PLANNING & SENSORY PROFILING

Our aim:

Support communication, wellbeing and inclusion through individualised planning.

- ✓ Consistent SCERTS plans for identified learners
- ✓ Greater staff confidence using SCERTS
- ✓ Appropriate sensory profiling and support

8

EMOTIONAL REGULATION SUPPORTED LEARNING

Our aim:

Help pupils build emotional regulation skills and experience consistent support.

- ✓ Improved pupil self-regulation strategies
- ✓ Consistent de-escalation approaches
- ✓ Calm, connected support for all learners

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:

<https://education.gov.scot/improvement/research/equality-act-2010/>

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 that 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.

Elderbank Supported Learning

Elderbank Supported Learning Provision is a specialist provision, which provides high quality learning and teaching for pupils who have significant barriers to their learning. Placement within Supported Learning is made by North Ayrshire Council through their Inclusion Group Process. Pupils benefit from small class group settings and an increased pupil adult ratio. Each class is constructed based on pupil need.

Elderbank Enhanced Deaf Provision

Elderbank hosts the Ayrshire wide Deaf Provision for learners from North, South and East Ayrshire. Pupils benefit from intensive support from Teachers of the Deaf and a bespoke curriculum centred on their needs and incorporating individual support, group support and mainstream class opportunities. Placement within Elderbank's Enhanced Deaf Provision is made through the formal inclusion placement procedures of the individual Councils. Parents and carers wishing their child to be considered for a place if moving into North Ayrshire Council, should contact Educational Psychology Service on 01294-324500

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:

<http://www.dsscotland.org.uk/wordpress/wp-content/uploads/2015/05/Consultation-Doc-June-2017-1.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

2. Scottish Independent Advocacy Alliance

Website: <http://www.siaa.org.uk/>

Telephone: **0131 260 5380**

Email: enquiry@siaa.org.uk

3. Scottish Child Law Centre

Website: <http://www.sclc.org.uk/>

Telephone: **0131 667 6333**

Email: 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)

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

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

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:

<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. (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. It is also the parent's responsibility to ensure any medication provided for a child in School or Early Years is in date and replaced timeously.

Children will not be sent home unaccompanied.

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 relevant Depute Head, Head Teacher or Senior Early Years Practitioner. 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.

Individual Learners	Groups of learners
Written reports	Assemblies
Learning conversations with pupil/ teacher/ parent/ carer	Open day events
Evisense App	School concerts/shows
Parents' Meetings involving parent/ teacher/ pupil, as appropriate	Social media
Profiling activities	Curriculum workshops led by children and young people and staff
Learning walls and displays	Parent Council meetings
	School and class newsletters

Reports to Parents

Parents' meetings with teachers are held in school twice a year, usually in November and March. Written reports are made to parents annually in May and will contain information regarding their child's attainment. A copy of this report is kept on file in school for the purpose of transfer of information between teachers in the school and into the secondary sector. During COVID-19 restrictions alternative formats will be used. These include telephone conversations or use of Microsoft TEAMS.

Parent Council

Elderbank Primary School and Early Years benefited from a vibrant and active Parent Council. At the end of the session, the Office Bearers stood down at the end of their term. We are currently seeking new Parent Members.

School Committees

Currently the committees listed below are playing an active role in the life of Elderbank

- Eco- Committee
- Rights Respecting School's Group
- Pupil Council
- House Captains Team
- Playground Buddies
- Junior Road Safety Officers
- Science/STEM Ambassadors



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>.

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 Linkage Guiding Principles. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and out with 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 or the Head of Education Analytical Services, Mick Wilson, at 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.

Important Contacts

Executive Director (Education)

Sam Anson
North Ayrshire Council
Cunninghame House
IRVINE
KA12 8EE
01294 310000

Head of Service

Andrew McClelland
North Ayrshire Council
Cunninghame House
IRVINE
KA12 8EE
01294 324412

Head of Service – (Interim)

Lindsay Morris
North Ayrshire Council
Cunninghame House
IRVINE
KA12 8EE
01294 324416

Senior Manager –(Interim)

Sharon Johnstone
North Ayrshire Council
Cunninghame House
IRVINE
KA12 8EE

Educational Psychologist

Dianne Ferguson
Educational Psychologist
North Ayrshire Educational Psychological Service
North Ayrshire Council
5th Floor Cunninghame House
Irvine, KA12 8EE
Tel: 01294 324500