



**GATESIDE PRIMARY  
EARLY YEARS CLASS  
HANDBOOK  
2023**





Dear Parents/Carers

This handbook has been prepared to give you as much information as possible about Gateside Early Years Class.



The following pages will let you know about the experiences your child will be offered and about various other aspects of life and work at the school.

Gateside Primary and Early Years Class is a small, lively and busy school where staff and pupils work well together.

If you feel there is something you would like to discuss, please come and see me. We look forward to working with you for the benefit of your child.

Yours sincerely

*Fiona Dunlop*

*Head Teacher*

# Contents

Introduction by Head Teacher	p2
Contents	p3
NAC Strategic Priorities	p4
School Aims	p5
School Information	p6
School and Community	p7
School Security	p7
Early Years Staff	p7
Early Years Hours	p7
Arrival/Collection of Children	p8
Admissions Policy	p8
Registration and Enrolment	p8
Transport	p8
EY clothing	p9
Attendance at EY class	p9
Snack	p9
Outings and Excursions/Term Times	p9
Promoting Positive Behaviour	p10
Curriculum for Excellence	p10-11
Withdrawal	p11
Home and Early Years Class Links	p12
Recording and Reporting	p13
Transfer to Primary	p13
Inclusion	p13
Additional Support for Learning	p14-15
Dispute Resolution Process	p16
Getting it Right for Every Child	p16
Psychological Service	p17
Information in Emergencies	p18
Medical & Health Care	p18-19
Child Protection	p19
Listening and Learning	p19
Parent Forum and Parent Council	p20
Transferring Educational Data about Pupils	p21
Equalities	p21
Important Addresses	p23



## Communities & Education Directorate

The Council strategic priorities for 2019-24 are detailed below:

### Aspiring Communities

- ▶ Active and strong communities
- ▶ Children and young people experience the best start in life
- ▶ Inclusive, growing and enterprising local economy
- ▶ People enjoy good life-long health and well-being
- ▶ People and communities are safe

### Inspiring Place

- ▶ Effective infrastructure and digital connectivity
- ▶ Affordable, modern and well-designed homes that meets residents' needs
- ▶ Vibrant, welcoming and attractive places
- ▶ A sustainable environment

### National Improvement Framework:

The National Improvement Framework for Education is designed to help us deliver the twin aims of excellence and equity; galvanising efforts and aligning our collective improvement activities across all partners in the education system to address our key priorities. These priorities remain as:

- **Improvement in attainment, particularly in literacy and numeracy**
- **Closing the attainment gap between the most and least disadvantaged children**
- **Improvement in children and young people's health and wellbeing**

**Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

# Gateside Values





## **School Information**

### **School Name:**

Gateside Primary School & Early Years Class

### **Address:**

Main Road, Gateside, KA15 2LF

### **Telephone Number/Fax:**

01505 502776

**email** [gateside@ea.n-ayrshire.sch.uk](mailto:gateside@ea.n-ayrshire.sch.uk)

**Website** – <https://blogs.glowscotland.org.uk/na/gateside>

### **Denominational Status:**

Non-denominational

### **Single Sex or Co-educational:**

Co-educational

## **Capacity of the Early Years Class**

16 children

### **Age Range**

**3-5 years**

## **Main Features of the School**

The school was built in 1878 and is situated in the village of Gateside near Beith. The catchment area of the school consists of the village itself and the outlying houses and farms.

There are a large number of placing requests. The building has three classrooms, hall, staffroom/office and head teacher's office. The school is equipped with a disabled toilet and ramp. There is a portakabin consisting of two rooms, one of which is a small library. Both rooms are available to staff as a base for preparation of work. The brand new purpose built Early Years Playroom is now opened.

The EYC has their own garden/play area as well as adequate playground space with a trim trail and musical instruments. When the field is dry, children are at liberty to use the adjoining field, which has play equipment, i.e. swings and climbing frame.

## **SCHOOL AND COMMUNITY**

The school plays its part in the community by taking part in local events such as the Horticultural Show, Beith Trust Activities and other events in which we are invited to participate. We encourage the local community to take an active part in the life of the school by inviting villagers to join us in some of the activities held in school.



Close links with the Road Safety Department and Police are maintained and talks are given on all aspects of keeping safe. Fire Safety Officers also visit the school.

The dental hygienist visits the EY class to encourage children to take care of their teeth. If you have any worries or concerns, you can contact your Health Visitor at your registered Health Centre.

The school sees itself as part of the local community and also of the wider community and so welcomes visits from outside agencies when visiting speakers can help to widen and enrich the curriculum.

## **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. Normally, anyone calling 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.

The school procedures in relation to anyone visiting the school are:

- visitors must identify themselves on the intercom system at the main door before they are allowed to enter the building
- they must sign the visitors' sheet/book.
- if they require to visit any of the classrooms in the building they will be issued with a visitor's badge or will be escorted by a member of staff.

## **STAFF**

Head Teacher	Miss Dunlop
Depute Head Teacher	Mrs C Logan
Early Years Lead Practitioner	Miss L Howie
Early Years Practitioner	Miss S Winning
Early Years Assistant	Miss C Graham

## **EARLY YEARS CLASS HOURS**

8.50am – 2.55pm



## **ADMISSIONS POLICY**

All Early Years places are allocated in accordance with North Ayrshire Council's admissions policy (see end of section) and the Early Years Staff will be happy to advise you how this policy operates when you apply for a place for your child. A leaflet dealing with the council's policy is also available from all establishments. An admissions panel will meet at regular intervals throughout the year to decide how priority places will be allocated.

The panel will consist of Heads of pre-five establishments in the area, a representative from Educational Services and representatives of other agencies involved in supporting children and their families.

## **REGISTRATION**

Registration normally takes place in January for starting in the early years class the following August and places will be allocated in accordance with the council's admissions policy. If there are more applications than there are places e.g. 20 applications for 16 places, a ballot will be held to allocate places and parents will be informed of the result of the ballot as soon as possible thereafter.

## **ARRIVAL AND COLLECTION OF CHILDREN**

It is expected that a responsible adult will bring your child to and from the EY class.

Please note that no person under the age of 16 is eligible to bring or collect your child. Pre-5 pupils should not be conveyed to and from the EY class by taxi unless accompanied by an adult.

In the interests of safety you should make a point of telling a member of staff if your child is to be collected by someone not known to staff members.

## **TRANSPORT**

The authority does not normally provide transport for children attending an EY class. The council may, however, provide transport to and from the EY class for children with special needs who may require traveling some distance to take up their EY class place. All such arrangements are subject to regular review.



## **CLOTHING**

Children should be comfortably and appropriately dressed for the weather and for the EY class activities - which are often messy! Sweatshirts and Polo shirts in the Early Years colours are available from MyClothing.com on-line or School Wear Made Easy on-line. Soft shoes are required for inside the playroom. It would also be advisable to provide a bag with a change of pants, socks and trousers in case of accidents. Please ensure your child's clothes are labelled clearly. In the interests of safety it is advisable that early years children wear as little jewellery as possible and certainly not items such as earrings, which may get caught on clothing. Please note also that North Ayrshire Council has a dress code policy, which states that children in educational establishments should not wear team colours.

## **SNACK**

Please inform us if your child has any special dietary requirements or food allergies.

## **ATTENDANCE**

If your child is unable to attend EY class, please make sure that you notify staff and if possible when we can expect your child back at EY class.

Regular attendance is important because the curriculum of the EY class is carefully planned to ensure continuity and progression for your child. Patterns of regular attendance need to be established for children, as this will be important throughout their education

## **OUTINGS AND EXCURSIONS**

When outings or excursions for children are planned, a member of staff will advise you in advance. You will be asked to complete consent forms, which give your permission for your child's participation. Please note that children cannot take part in outings unless completed forms have been submitted by their parent/guardian.



## School Holiday and In-Service Dates 2023/2024 (Mainland Schools)

Term	Dates of Attendance	Day	Date	Cumulative Holiday / Closure Total	Cumulative Working Days
<b>Term 1</b>	Teacher (In-Service)	Thursday	17-Aug-23		
	Teacher (In-Service)	Friday	18-Aug-23		
	Pupils Return	Monday	21-Aug-23		
	Teacher (In-Service)	Monday	18-Sep-23		
	Close	Friday	13-Oct-23		42
<b>Term 2</b>	Pupils Return	Monday	23-Oct-23	5	
	Local Holiday	Friday	17-Nov-23		
	Local Holiday	Monday	20-Nov-23	7	
	Close	Friday	22-Dec-23		85
<b>Term 3</b>	Re-open	Monday	08-Jan-24	17	
	Local Holiday	Friday	09-Feb-24		
	Local Holiday	Monday	12-Feb-24		
	Teacher (In-Service)	Tuesday	13-Feb-24		
	Pupils Return	Wednesday	14-Feb-24	19	
	Close	Thursday	28-Mar-24		142
<b>Term 4</b>	Re-open	Monday	15-Apr-24	30	
	May Day	Monday	06-May-24	31	
	Teacher (In-Service)	Friday	24-May-24		
	Local Holiday	Monday	27-May-24	32	
	Pupils Return	Tuesday	28-May-24		
	Close	Friday	28-Jun-24	67	195

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



## CURRICULUM FOR EXCELLENCE ([WWW.EDUCATIONSCOTLAND.GOV.UK/](http://WWW.EDUCATIONSCOTLAND.GOV.UK/))

Curriculum for Excellence (CfE) is now being implemented across Scotland for all 3-18 year olds - wherever they learn. 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. 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 is responsible for literacy and numeracy. There is a new 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. 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** who have enthusiasm for learning, determination to achieve high standards and openness to new ideas; **confident individuals**, who have self respect, secure values and ambition; **responsible citizens** who have respect for others and a commitment to participate in all aspects of their life; **effective contributors** who have an enterprising attitude, resilience and self reliance, building on Scotland's reputation for great education.

At Gateside we are committed to the philosophy of a Curriculum for Excellence and are reviewing our practice, planning and recording to better reflect this. Core skills in literacy and numeracy may be taught discretely and/or through other contexts where more interdisciplinary learning can take place e.g. critical skills challenges, related to real life experiences. Health promotion will also feature where children will be encouraged to live healthy and active lives.

## CURRICULUM

Children learn best by doing. We provide a variety of play activities and give the children the opportunity to think, reason and solve problems. We support their learning by talking and showing interest in their achievements. We encourage them to share their ideas, feelings and concerns with us. We provide activities and



resources, which encourage natural curiosity and extend the children's interest. In a Curriculum for Excellence (CfE) there are 8 curricular areas for study with Literacy, Numeracy and Health & Well Being as the core areas. Sciences, Social Subjects, Technologies, R&ME and Expressive Arts provide the breadth of the curriculum, which will be increasingly interdisciplinary using cross cutting themes and skills development to promote the development of the four capacities. CfE in the EY class is to progress the children's learning through a focus on HWB, Literacy and Numeracy. This involves both planned and free play opportunities to enable your child to explore the world around them and make sense of their experiences. Staff guide and support learning by asking questions, providing challenge and listening well.

## **WITHDRAWAL**

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

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

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

## **PROMOTING POSITIVE BEHAVIOUR**

As with Primary 1-7, Early Years children are expected to behave in an acceptable manner. As the EY class is the first social interaction many children have with a larger group, it is important that they learn to share and co-operate with others. If a child's behaviour is giving cause for concern, parents/carers will be contacted immediately in order to discuss the matter. It is important that parents/carers are seen to be supportive of, and working with, the EY staff in matters pertaining to behaviour.

## **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.

## **HOME AND EARLY YEARS CLASS LINKS**

Parents and staff have a closer contact than at other stages because all children must be dropped off/collected from the EY class. This is beneficial to parents and staff. From time to time parents will be asked to help at the various activities organised by the EY staff.

Newsletters/messages are sent home via the Seesaw App advising of any changes and forthcoming events. When your child starts the EYC they will be given a unique QR code to enable you to link to your child on Seesaw. The school website has a wealth of information and also has an Early Years section.

See <https://blogs.glowscotland.org.uk/na/gateside>

You can also follow us on Twitter by searching @GatesideSchool.

Individual appointments can be made if parents or staff wish to discuss specific aspects relating to a child at any given time.

## **RECORDING AND REPORTING CHILDREN'S PROGRESS**

Each child has an online journal on Seesaw where their learning experiences and significant developments are recorded. Formal reporting to parents i.e. Learning Conversations, occur three times a year, usually in October, February and June. Your child will receive 3 evaluations of their personal learning plan (PLP) throughout the year recording their progress and development. (December, March & June)

Please contact the Head teacher if you have any concerns over your child's progress.

## **TRANSFER FROM EARLY YEARS CLASS TO PRIMARY**

Arrangements are in place for the transfer of information from EY class to P1. This information will also be passed to other schools should children transfer elsewhere.

There is an induction programme for all children coming into Primary 1. This begins in February with the infant teacher visiting the EY class on a weekly basis. After the Easter holidays, the pre-school children begin visiting the infant class weekly to ensure a smooth transition for them beginning in August.

## **Inclusion**

North Ayrshire Council is committed to the well-being and educational development 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.gov.scot/Resource/Doc/348208/0116022.pdf>

### **Dispute Resolution Procedures**

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

### **Further Support**

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

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

Website: <http://enquire.org.uk/>

Helpline: **0345 123 2303**

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

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

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

Telephone: **0131 260 5380**

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

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

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

Telephone: **0131 667 6333**

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

### **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.

### **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 on-going progress of all children and young people. As part of this wider system, 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/>

**Gateside Primary School and Early Years promotes caring attitudes and tolerance at all times.**

## **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, 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 shall keep you in touch by using text messages, Seesaw, Twitter, school website, letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on West FM.

## **MEDICAL AND HEALTH CARE**

Eyes are tested by the optometrist in the children's pre school year.

## **MEDICATION**

If your child requires medication during their session, please complete the relevant health forms to give permission and instructions. Please note, EY Practitioners are unable to give the first dose of any new medication.

If your child suffers from asthma you must inform the early years practitioner if there are any activities or specific circumstances, which are likely to bring on an attack.

If your child suffers from any form of allergic reaction you must inform the early years practitioner of the specific circumstances, which are likely to bring about this reaction, and also what treatment is appropriate when a reaction occurs.



## ILLNESS

If your child is suffering from an illness e.g. measles, mumps etc. it is helpful to other parents if you notify us. The early years staff will also give you guidance as to how long your child should remain absent, referring to Community Health guidelines. If your child is suffering from sickness or diarrhoea, please ensure that they are kept from class until they have had a clear 48 hours. This prevents other children from becoming infected.

The school's qualified First Aider will deal with minor accidents.

If your child takes ill or has an accident at school, which requires that they need to be sent home or for treatment, First Aid will be provided and parents or carers contacted.

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. This information should be updated as required.

Children will not be sent home from school unaccompanied.

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

## HEAD LICE

From time to time, head lice affect a small number of children in school.

A regular check each week when the hair is being washed will quickly detect any problem. Use a fine-toothed comb and comb the hair forward from the nape of the neck when the hair is wet. If you find lice are present: -

- 1) Contact your local chemist, doctor or school nurse for advice about the current recommended treatment.
- 2) Treat everyone in the immediate family at the same time.

## LISTENING AND LEARNING

### 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 is escalated to Stage Two. Should you wish to do this you should contact the Education Directorate 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.

### **PARENT FORUM and PARENT COUNCIL**

The Scottish Government has passed a law called the Scottish Schools (Parental Involvement) Act 2006 to encourage and support more parents to become involved in their child's education. The main aims of the Act are to :

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

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

The objectives of the Parent Council are:



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

Gateside Parent Council members are:

Chairperson: Mr A Gillies

Treasurer: Mr Young

Secretary: Mrs McCleary

Members: Mrs Young, Mrs McLean, Mrs Crawford

Contact details: [alasdairdgillies@gmail.com](mailto:alasdairdgillies@gmail.com)

Any parent or carer of a child at the school can volunteer to be a member of the 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 <https://education.gov.scot/parentzone>.  
[www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk)

### **Pupil Data Collection and Protection Policies**

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

### **Why do we need your data?**

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We



are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- plan and implement targeted approaches to reducing the poverty-related attainment gap
- share good practice
- conduct teacher workforce planning
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland
- provide a window on society, the economy and on the work and performance of government by:
  - [publishing statistical publications and additional tables about School Education](#)
  - [providing school level information](#)

### **Data policy**

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

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

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

### **Your data protection rights**

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

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



### **Concerns**

If you have any concerns about the ScotXed data collections you can email the Data Protection & Information Assets Team on [dpa@gov.scot](mailto:dpa@gov.scot) or the Head of Education Analytical Services, Mick Wilson, at [mick.wilson@gov.scot](mailto:mick.wilson@gov.scot) or by writing to Education Analytical Services, Area 2A-North, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

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



## Appendix 1

### Important Contacts

#### **Executive Director (Communities & Education)**

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

#### **Head of Service (Education)**

Caroline Amos  
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