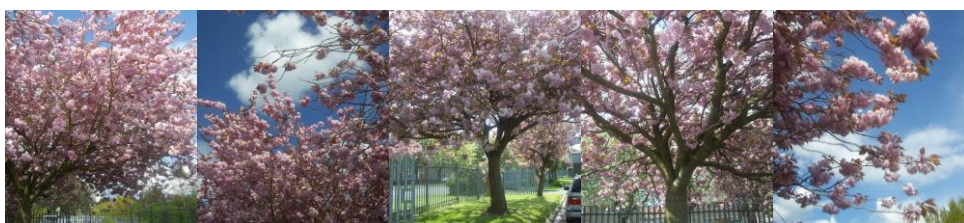


Haysholm School Handbook 2017/18



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1 Welcome from the Head Teacher



Dear Parent/Carer



On behalf of our school community I would like to extend a very warm welcome to Haysholm School. Our school team aims to work in genuine partnership with the parents and carers of our children and therefore it is vital that we promote clear communication links between home and school.

I hope you will find this handbook helpful in gaining an insight into what Haysholm School offers your child. Included is the kind of information that you will find useful in considering us as the school you would like your child to attend and also for those who have already decided, organisational information that you will be able to use as our partnership develops.

Haysholm offers education to meet the learning needs of pupils who have severe and complex additional support needs. Our experienced school team strive to provide a safe, happy environment where pupils can access meaningful and rich learning experiences to help them fulfil their potential. At Haysholm we recognise that all of our children and young people are unique and therefore we take a child-centred approach to meeting their needs.

Parents and visitors are always welcome as we operate an open door policy. Please do not hesitate to contact me to discuss any aspect of your child's education.

I look forward to working in partnership with you over the forthcoming years.

Yvonne Gribben
Head Teacher



2 School Information, Procedures & Practical Information

CONTACT DETAILS

Head Teacher:	Yvonne Gribben
School Name:	Haysholm School
Address:	Bank Street, Irvine, KA12 0NE
Telephone No:	01294 272481
Fax No:	01294 276673
Email:	haysholm@ea.n-ayrshire.sch.uk
Present Roll:	25
Agreed Capacity:	25
North Ayrshire Website:	www.north-ayrshire.gov.uk
School Website:	www.haysholm.northayrshireschools.co.uk
Blog:	"Haysholm GLOW Blogs"
Parent Council Chairperson:	Mrs Christina Larsen
Parent Council Email:	paul.bracaglia@tesco.net

Stages Covered

Haysholm provides education for children with severe and complex additional support needs from age 5 to post 16.

Denomination

Haysholm is a co-educational and non-denominational school.

First Aid

The school has four trained experienced first aiders who work within North Ayrshire guidelines and policies.

Associated Schools in the Integrated Community School

Irvine Royal Academy 01294 278756/278757	Annick Primary School 01294 211654	Castlepark Primary School 01294 279764
John Galt Primary School 01294 279487	Loudoun Montgomery Primary School 01294 279031	Woodland Primary School 01294 279532

Associated Schools of South Inclusion Forum

Irvine Royal Academy 01294 278756/278757	Greenwood Academy 01294 213124	Kilwinning Academy 01294 551316
St Matthew's Academy 01294 606680	Stanecastle School 01294 211914	

Partnerships with Denominational Bodies

Weekly school assemblies are held in school, which are supported by a team of Chaplains from local Churches in the area.

Community Facilities

Applications and enquiries for use of facilities can be made through:

Community Facilities & Resources Team, 4th Floor, Cunninghame House
IRVINE, KA12 8EE.

Telephone: 0845 230 1325 Fax: 01294 324479

Email: communityfacilities@north-ayrshire.gov.uk

School Day

The pupil day is 9.30 a.m. to 3.30 p.m.

Staff working hours reflect individual contracts.

School Holidays and In-Service Dates 2017/2018 (all schools except Arran)

2017 Term 1			
In-service Day 1	Staff return	Wednesday	16 August
	Pupils return	Thursday	17 August
In-service Day 2	School closes	Monday	25 September
	School re-opens	Tuesday	26 September
October Holiday	School closes	Friday	13 October
2017 Term 2			
In-service Day 3	School closes	Monday	20 October
	School re-opens	Tuesday	21 October
Local Holiday	School closes	Thursday	16 November
	School re-opens	Tuesday	21 November
Christmas Holiday	School closes	Friday	22 December
2018 Term 3			
	School re-opens	Monday	8 January
Local Holiday	School closes	Thursday	8 February
In-service Day 4	School closes	Wednesday	14 February
	School re-opens	Thursday	15 February
Easter Holiday	School closes	Friday	30 March
	School re-opens	Monday	16 April
2018 Term 4			
May Day	School closes	Monday	7 May
	School re-opens	Tuesday	8 May
Local Holiday	School closes	Friday	25 May
In-service Day 5	School closes	Monday	28 May
	School re-opens	Tuesday	29 May
Summer Holiday	School Closes	Friday	29 June

STAFF STRUCTURE

Senior Mangement Team Yvonne Gribben – Head Teacher Dawn Mair – Principal Teacher
TEACHERS Lorraine Bennett Alison Clark (0.6 FTE) Caroline Creighton (0.4 FTE) Sheona Johnson (0.6 FTE) Eleni Mitrou Lesley Ward
INSTRUCTOR Margaret Millar
EARLY YEARS PRACTITIONERS Kerry Campbell Susan Rose Shirley Inglis
CLASSROOM ASSISTANTS Jane Boyd Michael Bowen Helena Brisbane Suzanna Gemmell Audrey Gibson Jennifer Kelly Anne McCune Leanne Palmer Linda Peters Lynsey Steele Jacqui Wilson Stuart Wright
OTHER STAFF Merinda Tully – Business Assistant (Support) Lenny Law – Janitor Mary McCall – Cleaner Carol Moffat – Kitchen Assistant

Staff working hours reflect individual contracts.

Education & Youth Employment Directorate

What we want to achieve

Our Overall Aim

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

Our Priorities

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

School Ethos

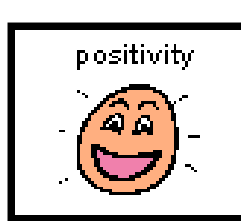
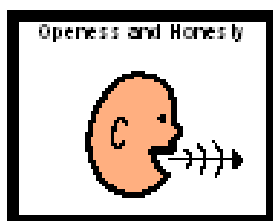
It is every child's right to be safe, healthy, achieving, nurtured, active, respected, responsible and included, enabling them to grow and develop confidence and skills to reach their full potential. Our school provides a happy, fun, positive and respectful environment to help our children and young people achieve the best that they can. We recognise that we do not know the learning limits of any of our children and that it is the responsibility of all to unlock potential through carefully adjusted teaching and learning to meet the needs of individual learners. We strive to ensure that learning opportunities are accessed through the provision of a creative, responsive curriculum.

Our Vision *(as created and agreed by staff, parents and our partners)*

'To Get It Right for Every Child'

We are committed to providing our learners with a happy and high-quality teaching and learning environment to develop their strengths, skills and talents to achieve the best that they can. We will work in partnership with parents and our partners to deliver a curriculum that enables our learners to reach their full potential and to be as functionally independent as possible. It is our aim to ensure that our pupils are fully included, accepted and where possible can contribute to the community in which they live and learn.

Our Values



Aims

1. To promote successful learners by:-
 - Developing skills and independence within a variety of relevant, active and real contexts in small, progressive steps.
 - Developing language and communication.
2. To promote effective contributors by:-
 - Developing citizenship skills in all contexts.
 - Developing the use of problem solving skills.
 - Participating in enterprise, expressive arts, eco and health promoting activities.
3. To promote responsible citizens by:-
 - Encouraging appropriate social behaviour and awareness of others in all contexts within school and the wider community.
 - Making informed choices.
 - Developing awareness of the local community, Scotland and the wider world.
4. To promote confident individuals by:-
 - Encouraging participation in all activities.
 - Developing appropriate interaction with others in a wide variety of contexts and environments.
 - Developing leadership skills.
5. To plan professional development that enhances staff skills and effective learning and teaching approaches to meet the needs of our pupils.
6. To nurture an ethos of equal opportunities.

Promoting Positive Behaviour

At Haysholm we strive to create a supportive and nurturing environment to help pupils feel safe, valued and secure. It is important for excellent relationships to exist between pupils and staff at all levels. If behaviour occurs staff will use a solution focussed approach to manage and support a young person. Good behaviour is essential for the safety of all and to ensure that pupils gain maximum benefit from the education provided. We successfully use a range of support strategies to promote positive behaviour. Monitoring and protocols are used to help effectively manage behaviour.

Class teams are responsible for dealing with minor incidents. Sometimes it may be necessary to involve the Head Teacher. Should a serious behaviour problem occur the school will consult with parents and jointly decide how best to manage the difficulties that have arisen.

Learners' Achievements "I can ..."

We celebrate success and achievement daily, weekly and termly. This includes:-

- ★ Head Teacher Award
- ★ Class Reward System & Termly Certificates
- ★ Visual Thumbs Up/Social Praise
- ★ Golden and Choice Times
- ★ 'Star Pupil of the Week' Certificates at Assembly
- ★ 'I can' Display Board of successes shared via Haysholm GLOW Blogs
- ★ Annual Prizegiving



We actively encourage our parents to share achievements from home via the home/school diary and during annual reviews.

Pupil Data Collection & Protection Policies

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

Why do we need your data?

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

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

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by

supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

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

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

Your data protection rights

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

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

Concerns

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

Attendance & Absence

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 absences 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 attendance officer investigates unexplained absence, and the authority has the power to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

Attendance/Absence Data

Absence rates are calculated as a percentage of the total number of possible attendances for all pupils of the school in the stage shown, each morning and afternoon of each school day being a separate possible attendance. Where figures or percentages based on a number of pupils under any particular heading is between 1 and 4 no information is given and ***** is inserted in place of figures.

Listening and Learning

It is the policy of North Ayrshire Council to try to encourage feedback on the education service from parents and pupils. This is part of our overall commitment to giving the best possible service and to working in partnership. We are, therefore, interested in feedback of all kind, whether it be compliments, suggestions or complaints.

If you wish to register a comment of any type about the school you can do this by writing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

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

confidently as possible. If we have made a mistake we will apologise quickly and clearly and try to put things right.

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

- It is helpful if complaints are made initially to the Head of Establishment. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and need time to investigate. It is therefore helpful if you can give some details of the issue and ask for an early appointment to discuss it.
- If you are not satisfied with our response, then you will have the right to take up the matter further with the Corporate Director of Educational & Skills at Cunninghame House, Irvine, KA12 8EE (01294 324400).
- You should also note that you have the right to raise unresolved concerns with your local Councillor or MSP/MP.

You can have a supporter or advocate with you at any meeting to discuss your child's additional support needs: this is not just about support at a Tribunal.

Placement Procedures

Referral to Haysholm School is recommended and agreed by the North Ayrshire Inclusion Group. Parents are closely involved in making this decision regarding the best possible educational placement for their child.

For a child already within pre-school provision in North Ayrshire, parents are more formally consulted at the pre-scat meeting. At this meeting provision options are discussed for their child. They are invited to visit the school to speak to the Head Teacher, and view the facilities and resources in order that they make an informed decision regarding their child's school placement.

For a child moving into the area, or transferring from another school, parents are invited to contact Psychological Services who will begin the process which will seek the provision which best meets their child's needs. A visit to the school will be arranged to begin this process.

How We Communicate with Parents (Home/School Links)

Daily diaries are completed by staff at the end of each school day. Parents are encouraged to write a few lines in return. This allows staff to discuss evening/ weekend activities with pupils within language and PSE activities. In some classes Big Mack Communication aids are also used to augment our home school diaries.

We will keep parents informed through letters, newsletters, parents' evenings, school assemblies and annual review meetings where information is shared about your child's progress, educational attainment, wider achievements, curriculum developments and so on.

Occasionally we may have to contact parents by phone or by using text messaging. The school website will also provide useful up-to-date information for parents.

School Dress

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

Haysholm pupils are encouraged to wear school sweatshirts and polo shirts. Fleece jackets and cardigans are also available. Order forms can be obtained from the school office. *All items of clothing should be clearly labelled with the child's name in case of loss.*



Green Polo Shirt



Grey Sweatshirt



Grey Fleece



Cardigan

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

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

Types of clothing which will not be allowed include:

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

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

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.

Footwear & Clothing Grants

Parents receiving job seeker's allowance, income support, family credit, housing benefit or council tax rebate will normally be entitled to grants for footwear and clothing for their children. Information and application forms may be obtained from schools or from Education & Youth Employment, Cunninghame House, Irvine, KA12 8EE.

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.

Playground Supervision



There is a high level of supervision in the playground at all times in terms of the Schools (Safety & Supervision of Pupils) (Scotland) regulations 1990. Protocols are in place to ensure safe use of the swings and chute.

School Transport

Pupils attending special schools are provided with free transport by North Ayrshire Council. Educational Services provides an Information Leaflet for Parents about the arrangements for Special Needs Transport. It is the parents responsibility to contact their child's transport contractor if there are any changes to the normal contract run, e.g. if a pupils is absent.

Should you have any concerns or issues about your child's transport, please contact the Head Teacher to report. The Head Teacher will log any issues with the transport hub as and when they occur.

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 letters, notices in local shops and community centres, announcements in the press and West FM.

School & Authority Policies

All school and authority policies are held centrally within the school office.

Out of School Activities

YOUTH CLUB

Some pupils access a youth club at the Woodwynd Hall, Kilwinning, every Friday evening.

SUMMER CLUB

Our pupils have the opportunity to participate in the Summer Holiday "Butterfly" Club run by a committee of parents and Quarrier's.

School Meals

Meals are provided free of charge and are delivered daily from Irvine Royal Academy. Special diets are available where necessary. Milk is also provided free to each pupil. Fruit is provided for the pupils at lunch time.

3 Parental Involvement

Parent Forum and Parent Council

The Scottish Parliament passed law called the Scottish Schools (Parental Involvement) Act 2006 – currently under review - to encourage and support more parents to become involved in their children's education.

The main aims of the Act are to:

- Help parents to 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 will automatically be members of the Parent Forum at their child's school and will be entitled to have a say in what happens at the school. As a member of the Parent Forum parents will have a say in selecting the Parent Council (the representative body) to work on behalf of all parents at the school.

The role of the Parent Council is to:

- Support the school in its work with pupils.
- Work in partnership with staff, parents and pupils
- Represent the views of all parents and encourage parental involvement
- Report back to parent forum, share information and encourage communication at all levels.
- Encourage links between the school, parents, pupils, pre-school groups and the wider community.

The new Parent Council will be recognised in law from August 2007. For more information on the Parental Involvement Act or to find out about parents as partners in their children's learning please contact the school or North Ayrshire Council Education & Skills or visit the Parentzone website on www.parentzonescotland.gov.uk

A school consists of pupils, parents and staff. Only a high degree of cooperation between and staff will ensure that the pupils gain maximum benefit from their school experience. Parents are therefore welcome to visit the school and to take an active part in the life of the school. At Haysholm we run a Parent Support Group that meets once monthly. We encourage parents to support and join with us during whole school outings and enterprise events, e.g. the Garden Party and Christmas Fayre.

The Head Teacher, Yvonne Gribben, can be contacted by telephone from 8.15a.m. most days. If not available please ask to speak to the Principal Teacher, Dawn Mair. Should you require a meeting with either the Head Teacher or the Principal Teacher please do not hesitate to contact the school to arrange an appointment. Please feel free to contact any other member of staff at any time. If you would rather speak to the Head Teacher then she will return your call as soon as possible (normally within 24 hours unless in exceptional circumstances).

- Haysholm Parents are welcome to attend the Castlepark Parent Group which meets once monthly.

4 Curriculum

Rationale

The provision of an appropriate curriculum for all pupils is essential as this helps each pupil to maximise his/her potential for learning. We aim to:

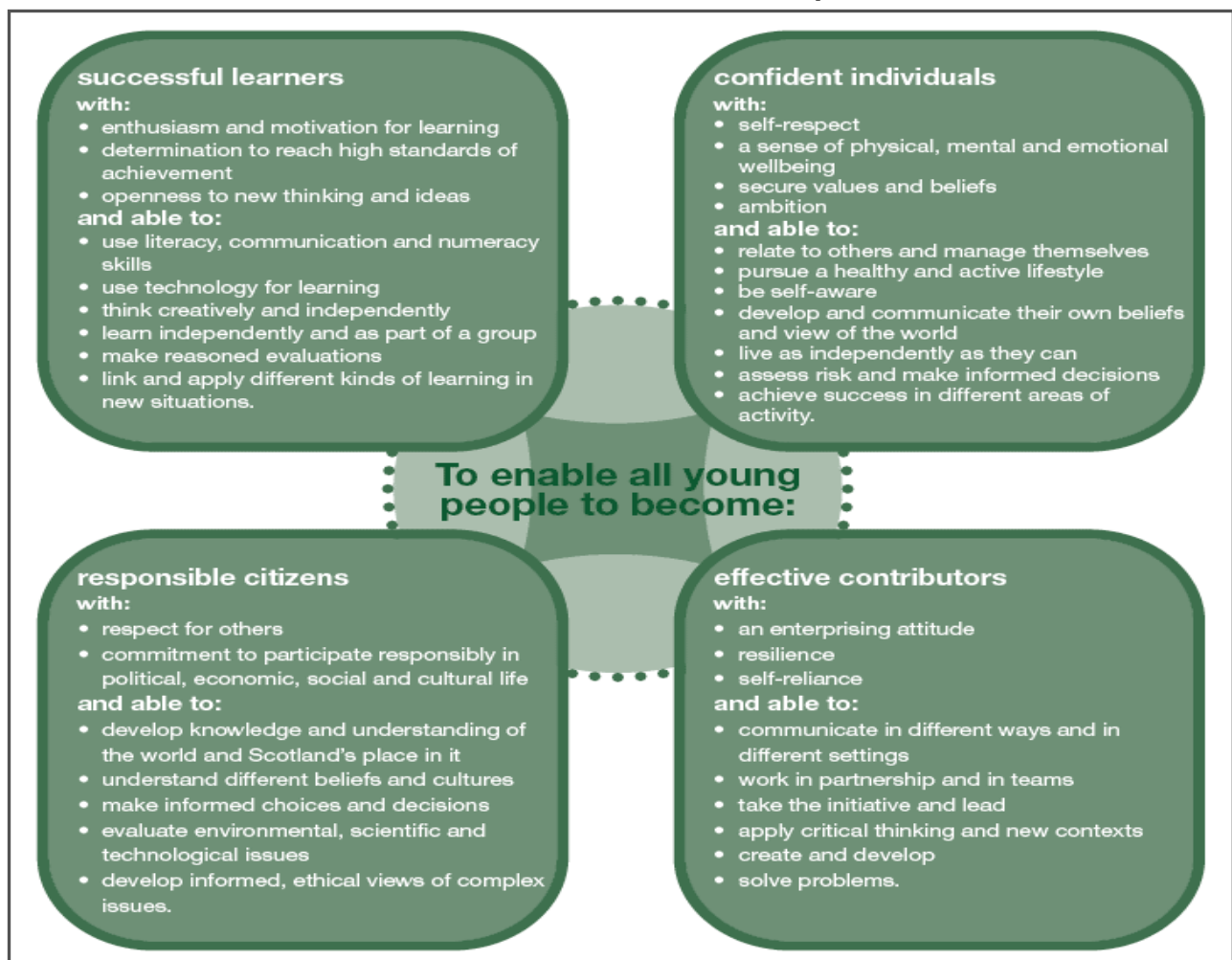
- Provide a well thought out and differentiated curriculum for each class and the school as a whole.
- Design individual plans around the learning needs of our pupils.
- Integrate individual plans within the curriculum of the class/school as a whole.

Personalised Learning Targets for pupils will be achieved through participation in a set of planned learning experiences through the following contexts for learning:-

- Ethos and life of school as a community.
- Curriculum areas and subjects.
- Interdisciplinary learning.
- Opportunities for personal achievement.

A Curriculum for Excellence is about bringing Learning to Life and Life to Learning.

Curriculum for Excellence: The Capacities



At all stages of a young person's school career they are encouraged to develop their skills for learning, life and work through naturally occurring and real life contexts. A curriculum for excellence 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.

A Curriculum for Excellence aims to improve our children's life chances. All learning and teaching experiences are based around the values, purposes and principles of A Curriculum for Excellence to nurture successful learners, confident individuals, effective contributors and responsible citizens.

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

www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence.

Curriculum Content

The curriculum areas which comprise the whole curricular experience for our pupils are now in line with Curriculum for Excellence.

Communication/Literacy

At the earliest stages of development learners will be encouraged to build fundamental communication skills to be able to relate and interact with the world around them.

- Listening and Talking
- Pre-Reading, Reading
- Pre-Writing, Writing

Understanding and Relating to the Environment/Mathematics and Numeracy

As learners progress they will acquire 'Learning to Learn' Skills and develop functional numeracy skills that will help them long-term.

- Number, Money and Measure
- Shape, Position and Movement
- Information Handling

Health and Wellbeing

- Mental, Emotional, Social and Physical Wellbeing
- Planning for Choices and Changes
- PE, Physical Activity and Sport
- Food and Health
- Substance Misuse
- Relationships, Sexual Health and Parenthood

Expressive Arts

- Participation in Performances and Presentations
- Art and Design
- Dance
- Music
- Drama

Religious and Moral Education

- Christianity
- World Religions
- Development of Beliefs and Values

Sciences

- Planet Earth
- Forces, Electricity and Waves
- Biological Systems
- Materials
- Topical Science

Social Studies

- People, Past Events and Societies
- People, Place and Environment
- People, Society, Economy and Business

Technologies

- Technological Developments in Society
- ICT to Enhance Learning
- Business Contexts for Developing Technological Skills (through Enterprise)
- Computing Science Contexts for Developing Technological Skills and Knowledge

To find out more about A Curriculum for Excellence parents can visit:
www.educationscotland.gov.uk/parentzone/index.asp

Approaches to Support Learning

Staff access and use a range of approaches and methodologies to meet the learning needs of individual pupils including; Structured teaching (TEACCH), sensory approaches, MOVE (Movement Opportunities Via Education) and Total Communication approaches including Intensive Interaction.



To maximise learning potential we:

- Build positive and nurturing relationships to ensure that our learners feel safe and secure
- Provide appropriate adult support, scaffolding and high quality resources
- Provide structure and routines to help lower anxiety levels whilst teaching flexibility in a structured way
- Use daily routines as valuable learning contexts, for example snack, lunch, personal and intimate care
- Make learning active, practical, relevant and functional
- Set tasks that are realistic and achievable
- Encourage individual, paired and group working
- Embed the use of technology into all curricular areas

Learners are encouraged to use acquired skills across a variety of contexts and in real situations. Individual targets are set within Communication/Literacy Understanding and Relating to the Environment/Numeracy, Health & Wellbeing including Functional Movement. These are progressed and evaluated termly. Some learners require 'jaggy' targets and these are progressed and evaluated every 4 weeks.

Staff access and use the following curriculum frameworks and guides:

- Derived Curriculum for Excellence experiences and outcomes
- EQUALS and Flo Longhorn programmes
- Quest Northern Ireland support materials
- Learning Tracks
- South Lanarkshire framework for supporting learners with severe & profound learning needs

Contexts for Learning

Curriculum Areas and Subjects

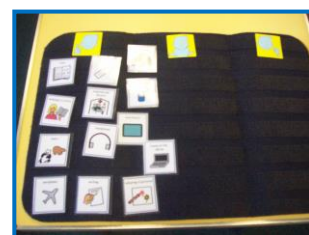
Communication/Literacy

Staff use a total communication approach with learners. This includes; sensory approaches to communication, intensive interaction, Picture Exchange Communication System (PECS), speech, switches, Makaton and gesture.

It is our aim to ensure our learners develop an appropriate means of communication to help develop their receptive and expressive communication skills.

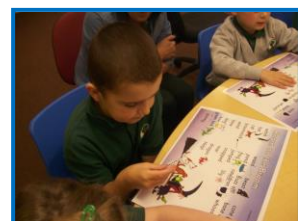


As soon as children begin their school career they are encouraged to make choices and to indicate likes and dislikes to promote communication and independence. We have recently introduced the use of Talking Mats to engage our learners in a structured way to provide their views about things that matter to them, for example being asked what they like and do not like in school for their Annual Review Meeting.



Awareness of their own learning and learning intentions during teaching is raised through the use of visuals where appropriate.

Learners are encouraged to read using symbols and photographs within school and out in the community. If appropriate, pupils progress onto personal reading books. POPS reading scheme is also utilised where appropriate to support and promote language development. Functional and aesthetic literacy is encouraged.



Learners are encouraged to recount/record personal experiences, which forms a basis for story writing. This is often achieved through using photographs or pictures. Book creator on the iPad is used to make up personal stories and a record of achievements to be shared at annual reviews.

Numeracy

Numeracy and maths skills including time money and measurement are taught through daily routines/activities, e.g. visual timetables, outdoor learning, eco school activities, play, games, community outings and home economics. Learners' functional use of these skills is important to the development of lifeskills for adulthood.



Health & Wellbeing

Health and Wellbeing is firmly embedded into our school curriculum. Healthy eating, PE, Physical Activity, Outdoor Learning, and Emotional Wellbeing (including Managing Myself) are covered across all contexts of learning. In the summer term we have a health week inviting partners in to provide our learners with a wealth of experiences.

Personal care routines and safety issues are taught and developed on an individual basis throughout every day.

We work closely with the Occupational Therapist to provide and develop an appropriate sensory diet for individual pupils. All pupils enjoy a wide variety of sensory activities such as foot spas, shaving foam activities, hand and foot massage.

Lifeskills and social skills are taught in a wide variety of contexts. These include personal care routines, home economics, play, making choices and appropriate behaviour/language in situations within the community. Pupils may have specific targets in this area.



PE and Physical Activity

All learners access 2 hours PE every week. Learners are encouraged to participate in a variety of sport and exercise activities each day including Fit 15. Use of the outdoor trampoline, swings, chute, bikes and balls during break times and lunchtimes are actively encouraged to develop fine and gross motor skills.



Our Active Sports Coordinator and North Ayrshire Leisure organise trainers for football, boccia, athletics sessions and sports festivals. We also take part in the annual Ayrshire Special Sportsability Games.

Rebound Therapy

The school secured funding to train members of staff, the school's Physiotherapist and Occupational Therapist in Rebound Therapy, and purchase an indoor trampoline. The therapy involves the use of the trampoline to provide alternative opportunities for movement and therapeutic exercise for our children and young people. The benefits of and impact of this project on the learners has been clear. Learners are motivated and engaged and they are participating in a programme that will produce long-term health benefits.



Swimming at Stanecastle School

Some primary learners are provided with the opportunity to attend Stanecastle swimming pool to access a block of swimming lessons. This is to enhance our PE curriculum and also allows us to teach life skills routines e.g. dressing, undressing and showering in context.



Riding for the Disabled



A small group of pupils have the opportunity to attend riding lessons with Riding for the Disabled.

Food and Health



sensory cookery activities and where appropriate Food Desensitisation programmes.

All learners are supported to learn about and how to make healthy choices through Snack Healthy programme and Cookery. Cookery is set within our food & health curriculum and is essential in developing skills for life for our learners.

Primary learners are encouraged to develop basic skills such as mixing, spreading and cutting to build up recognition of utensils/equipment and to develop an awareness of hygiene and safety. Awareness of textures, consistencies, smell and taste of various foods is developed through



Secondary learners continue to develop their skills through NQ National 1 Units which progress from making simple snacks to a two course meal. Units also develop skills in safe use of household appliances and basic hygiene.

Religious & Moral Education (RME)

Learners gain an awareness and experience of rites, festivals and worship in Christianity, Hinduism and Judaism. There is a weekly assembly led by one of our team of Chaplains when we worship together and celebrate achievement through the presentation of "Star Pupil" certificates for one learner in each class.

Withdrawal from Religious Observance

Under the terms of the Education (Scotland) Act 1980, parents have the right to ask for their child to be withdrawn from religious observance. The school will deal with such requests with sensitivity and understanding. The Head Teacher will offer to meet with any parent wishing to withdraw their child to ensure that they are clear about the school policy on religious observance. Where a child is withdrawn from religious observance, suitable arrangements will be made for the learner to participate in a worthwhile alternative activity. In particular, learners should be reassured that the religious observance planned by the school adopts an open and respectful



Skye Class leads Remembrance Day Assembly

approach and does not seek to compromise the beliefs of any learners or their families.

Expressive Arts: Art/Music/Drama



Learners gain great enjoyment participating in music, drama and art activities. Specialist staff are brought in to extend learner experiences. One example of this would be our Drake Music Project focussing on making music accessible through

the use of technology, for example the skoog and the soundbeam and figurenotes. Expressive Arts are excellent contexts for developing social interaction, language & communication and numeracy skills in a real and meaningful way. Learners demonstrate through various school events that they are confident and successful learners and that they are developing skills in working with others as responsible citizens and effective contributors.

Learners gain great enjoyment while building up social interaction skills, self esteem and confidence, when participating in the expressive arts.



Ethos and Life of the School

Learning for Sustainability Activities are routinely planned for all learners including Eco, Citizenship, Outdoor Learning and Enterprise. Where appropriate some learners become members of both Eco and Pupil Councils. Our Eco Committee initiate activities in which the whole school participate, such as recycling paper, composting and caring for our garden, plants, vegetables and birds. We have maintained our Green Flag Award and achieved a Fair Aware & Fair Active Award.



Outdoor Learning

Outdoor learning is an integral part of our learners' curriculum. The school has a sensory garden which is divided into 4 main areas – sound, smell, visual and tactile. It can be a peaceful and relaxing place but also a space for fun and interactive activities. All learners participate in Haysholm's '50 Things To Do Outdoors' programme.

Learners are actively involved in maintaining the garden by caring for plants, planting seeds and tubs and feeding the birds. The school also has a greenhouse where the learners bring on plants to sell at the school's annual garden party. There are raised beds which gives the learners opportunities to grow their own food from seed, this is linked to our cookery programme.

The playground offers a different outdoor learning experience whereby learners develop their gross motor skills on the swings and chute. There is also ample space for playground games and activities.

The cycle track allows learners to experience and develop their cycling skills on a range of specially adapted bikes, trikes, go carts. A sunken trampoline gives learners opportunities to continue their rebound therapy sessions in a safe and fun way. There are also many places within the cycle track area for learners to explore their immediate environment.

Recent additions to our School Grounds include the sunken trampoline and Mud Kitchen.

Enterprise and Citizenship

All learners participate in whole school events that promote Citizenship, for example, raising money for Children In Need, Jeans for Genes day etc.

Secondary learners are also involved in a wide variety of enterprise activities to raise money for charities, e.g. RNLI, Macmillan, PDSA, Shoe Box Appeal. Mary's Meals to name but a few. The activities are set in the context of work experience, National 1 Units and the Caledonian Award Scheme.

Interdisciplinary Learning

Interdisciplinary learning takes place across the curriculum providing relevant, challenging and enjoyable learning experiences for our pupils in order to meet their individual needs. This ensures there is an holistic approach to learning and there is a progression in skills, knowledge and understanding. This allows our learners to explore themes using the experiences and outcomes from different curricular areas.



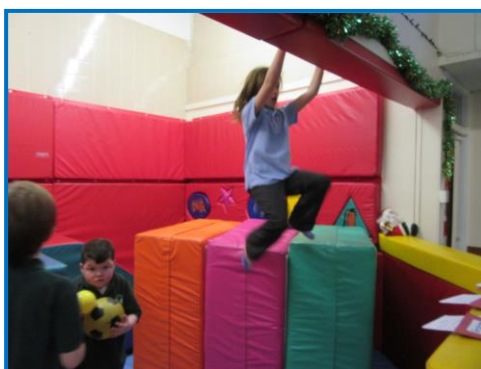
Additional Resources

Accessing my Community

The school makes good use of local community resources as a context for learning. As children and young people's skills develop, it is important that they learn to transfer them to real-life contexts. Shops, cafes, restaurants and local recreational facilities are regularly accessed by learners.

Softplay

The learners enjoy their time in the softplay which is timetabled as appropriate to class and individual needs.



Technology including: Snoezeolen & Magic Carpet

Our newly refurbished Snoezeolen offers opportunities for relaxation as well as sensory stimulation. The use of fibre optics, bubble tubes, image projector and music are carefully chosen to meet the needs of individuals.



The school has a good range of hardware and software that has been purchased to suit learners' specific requirements, e.g. smartboards, touch monitors, large keyboard, iPads, switches and so on. Each class has a digital camera and these are used to record events and achievements, and also as part of the pupil's assessment.

Staff carefully choose software and on-line learning activities for individual learners to promote engagement and achievement. Software is catalogued within curricular areas allowing ICT to be used across the curriculum.



Arran Outdoor Resource Centre

Some of our learners have the opportunity to participate in the programme of activities at Arran Outdoor Education Resource Centre led by trained instructors. These include walks, riding, sailing and swimming.



SECONDARY CURRICULUM

At approximately 11-12 years our learners transition into a Secondary Class. The Secondary department is split into 2 stages: S1-S3 and the Senior Phase S4-S6.

S1-3

Learners in this stage continue to develop skills in the 3 core areas of Communication/Literacy, Numeracy and Health & Wellbeing and through the other curricular areas. Learners have their work formally accredited through ASDAN Transition Challenge programmes. Learning and teaching is set within the five ASDAN Transition Challenge modules which form the framework of the programme.

- Knowing How
- Making Choices
- Taking the Lead
- Feeling Good
- Moving Forward

Contexts for learning are real and meaningful with a focus on lifeskills and everyday living. Learning experiences are also developed and delivered through Interdisciplinary Learning, the Caledonian Award Scheme, Enterprise and Citizenship activities (e.g. our Healthy Tuckshop), Outdoor Learning and Eco curricular work.

Curriculum S4 – S6 Senior Phase

The Senior Phase prepares learners for life beyond school and emphasis is placed on learners taking on more responsible roles. Within the Senior phase, pupils work on National 1 Qualifications, Personal Achievement Award Framework (bronze, silver and gold awards), ASDAN Towards Independence, Caledonian Award and the John Muir Award (Explorer and Discovery).



School/College Links

Where possible S6 learners have the opportunity to attend Ayrshire College for lifeskills or expressive arts. This session they are participating in an art class.

Haysholm is a partner in the Irvine Royal Integrated Community School Cluster. Learners enjoy participating in joint activities and expressive arts projects.

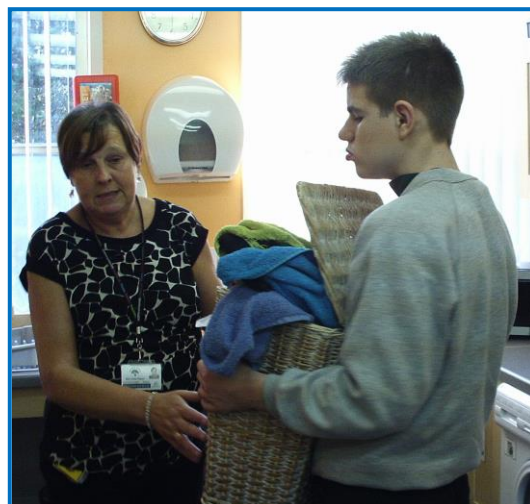
The school is a member of the South Inclusion Forum. The forum seeks to identify inclusive curricular opportunities within the mainstream setting for our secondary aged learners. Our learners are involved in the following inclusion programmes:



Irvine Royal Academy for PE/Fitness Suite/Art Activities

Work Experience

We aim to give our learners an experience of work both through in-house activities and on a short supported placement within the community organised by the Developing the Young Workforce co-ordinator. Enterprise is a good medium for this experience. Our cluster schools facilitate supported work placements where appropriate.



Christmas Fayre Stalls



Caledonian Award Scheme

The Caledonian Award Scheme is designed for learners with Additional Support needs where effort is emphasised rather than achievement. Learners can gain four levels of award – Bronze, Silver, Gold and Diamond.

There are four activity areas:

SERVICE

Activities encourage pupils to work with others and to help others. Our learners enjoy holding coffee mornings, organising Halloween parties, the Burns Supper and making items to sell at the Garden Party and Christmas Fayre.

SKILLS

Learners are encouraged to be involved in new activities and to build up new skills. These can be within expressive arts, ICT, sports as well as lifeskills.

PHYSICAL

Learners are encouraged to take part in physical activities. Active sports activities supports this section.

RESIDENTIAL

Respite stays at Muirfield Place, Arran Outdoor Resource Centre and special holidays to Lourdes through The Pilgrimage Trust, are the contexts for this section.

5 Assessment & Reporting

Profiling

Development strengths and priorities of learners who are starting at Haysholm are assessed using appropriate baseline assessment tools, e.g. PEP 3, Renfrew Charts, Autism Profile (from the online toolbox), etc. The assessments, along with information gathered from partners including parents during pre-school assessment and post placement meeting, form the basis for drawing up an individual educational plan for each learner. Parents of Primary 1 children are invited to an IEP meeting where the plan is fully discussed and agreed with them. Additionally information is gathered from parents that forms the basis of the child's wellbeing assessment. At Secondary level, learners are profiled using Pathways to Independence.

Individualised Educational Programme Target Setting

Annual long term targets are set and agreed with parents in June for the next school session in the core areas of literacy, numeracy and health & wellbeing. Targets are based on need and set in a range of functional, relevant naturally occurring contexts to ensure learning is motivating and relevant to learners. For some learners very small progressive targets are set as they are achieved, i.e. weekly or monthly. Individualised targets are developed in line with the outcomes and experiences of a Curriculum for Excellence.

Achievement

Achievement is celebrated and evidenced through wall displays, learning journey files and digital books or power points depicting achievements. Most learners are involved in celebrating their learning and showcasing achievements during assemblies and annual review meetings.

Monitoring, Evaluating and Reporting

Achievement of individual targets and impact of the planned curriculum is evaluated and reported on at the end of each term. Parents can expect to receive a Term 1 and Term 2 Report along with a final End of Year Report. Annual review meetings are held cyclically involving all agencies involved with the child and parents to discuss progress made and share concerns (if any).

During the review multi-agency input (e.g. Physiotherapist, Occupational Therapist) is taken into account and this information is included in the updated plan for the learner. Views from parents/carers are included and also incorporated. All information relating to the child is updated and shared with parents/carers following the review meeting.

Where possible learners are encouraged to participate and gain an experience of peer and self assessment of their learning. Most learners with agreement from parents attend their annual review meetings to celebrate their learning using their preferred method of communication. Technology supports this.



ASDAN and National 1 work is subject to rigorous and robust moderation, internally, at Authority level and Pan-Ayrshire, to ensure a national standard is being met.

Parent's Evening

We work closely with parents and encourage them to be involved in their child's education. At the start of the school session we invite parents into school to discuss learner progress and to identify partnership/homework activities. In June, progress on current priority targets is discussed along with the proposed focus for next session's targets. Parental involvement in this planning is invaluable.

6 Transitions

If your child is due to start at Haysholm School following nursery they will be involved in transitioning before the official start date. This is to allow a sharing of information to take place between parents, nursery support staff and Haysholm School staff. It also enables the child to become more familiar with the environment, staff, structures and routines of school. This is to facilitate a smooth transition from nursery into school.

In Haysholm we recognise that changing from one class to another can be difficult, therefore, we strive to ensure that learners are well prepared and ready for this change in advance of it happening.

Similarly when learners transition from primary to secondary careful planning and observation will take place to ensure a smooth process for our young people. Learners normally progress from primary to secondary between the ages of 11-12.

Transition from school to adult services is planned through annual review meetings. We work closely with the adult transition team including; Coordinator for Transition to Adult Services, the Adult Services Social worker and the Adult Learning Disability nurse to ensure that the package of placement and support chosen by the parents/guardians and the young person is in place. School supports the induction programme with the new Service Provider over the term prior to the young person's leaving date. The package agreed is tailored around the needs of the young person and the parents are strong advocates during planning stages. The school has very close links with SENSE Scotland, Quarriers and North Ayrshire Day Services.

7 Support for Your Child

Haysholm is an Additional Support Needs school and provides education for children and young people with severe and complex additional support needs. We work in partnership with a range of other agencies to support the needs of our learners to enable them to reach their full potential – educationally and socially.

Working Together With Other Agencies

The school works closely with a range of agencies in our partnership approach in supporting our pupils to reach their full potential – educationally and socially.

At the time of writing, our network of agencies is as follows:

DEPUTE PRINCIPAL EDUCATIONAL PSYCHOLOGIST - Catherine Paterson

HEARING IMPAIRMENT SERVICE – Fiona Smith

SCHOOL MEDICAL OFFICER – Dr Isobel Crichton

SCHOOL NURSE – Karen Muir

CLINICAL PSYCHOLOGIST - Dr Kerry Teer/Cathy Saddington/Vanessa Watt

CLINICAL PSYCHIATRIST (CAMHS) – Dr Monika Raju

DENTIST - Mrs Lesley McChesney

OCCUPTIONAL THERAPIST - Julie Johnston

PHYSIOTHERAPIST - Jennifer Monaghan

SPEECH & LANGUAGE THERPIST – Claire McPherson

MUIRFIELD HOUSE – RESPITE PROVISION – Laura Harvie

CHILDREN & FAMILIES SERVICE - Karen McIntyre

LEARNING DISABILITY SERVICE - Audrey Nathan/Carly Nesvat

HOME/SCHOOL INCLUSION WORKER – Catherine MacKenzie

ACTIVE SCHOOLS – Bruce McMaster

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 here;

http://www.equalityhumanrights.com/sites/default/files/uploads/documents/Old_Guidance/PDFS/Technical_Guidance/Schools/ehrc263_code_scotland_v3.pdf

Child Protection

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

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

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 and procedures.

Inclusion

Inclusion means that all children and young people are welcomed into their educational community and their contribution is appreciated and valued. In an inclusive school all children and young people are supported to learn, contribute and participate in all aspects of the life of the school. All are valued and respected.

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

The "Standards in Scotland's Schools etc. Act 2000" (Section 15) gives every child and young person in Scotland the right to have their educational needs met within their local mainstream school. This right is seen as part of the individual rights enshrined within Scottish educational law.

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

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

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

The Disability Discrimination Act (1995 and as amended 2005) and the Disability Equality Duties (2006) require all public bodies to ensure that no child or young person within an educational establishment is put at a significant disadvantage or treated less fairly than their peers because of any reason relating to their disability. 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.

In North Ayrshire educational establishments, Staged Intervention supports early identification of need and the earliest possible building of positive partnerships.

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 pupils get encouragement and support at home we can hopefully reduce later difficulties. Whatever the type of challenge that arises, it is important to detect it early, develop a shared understanding of what is needed (the school may request extra specialised help to do this) and take action to help the pupil achieve. Whenever we start this process for any child or young person, we will always explain to them and to their parents/carers what our concerns are and what we will do to help.

The school can get support from a range of visiting professionals including Educational Psychologists. These professionals are regularly in all schools and

teachers and others will ask for informal advice on supporting pupils for example on the best way to support a pupil who is having difficulties with reading. If the school wants more detailed individual help then they would talk to you about formally involving the educational psychologist. The educational psychologist can only be involved in seeing your child after seeking your agreement to this.

For a few children and young people their needs are so complex that professionals from two or more agencies need to work together over a significant length of time to enable the child to benefit from school education. Where this is needed, the child or young person will have a plan to co-ordinate the various actions of these professionals: for this reason it is called a Co-ordinated Support Plan.

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

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

Dispute Resolution Procedures

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

Further Support

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

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

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

Helpline: **0345 123 2303**

Email: info@enquire.org.uk

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

<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 & Youth Employment by improving outcomes for children and young people. Educational Psychologists work together with teachers, parents and other professionals to help children and young people make the most of their lives, within educational settings and the wider community. Educational Psychologists are involved in working with individuals, but also have a significant role in offering training, support and consultation to education establishments on a wide range of issues.

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

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

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

Find out more at:

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

www.north-ayrshire.gov.uk/resident/education-and-learning/additional-learning-support-services/educational-psychology-services.aspx

Data Protection

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

Medical and Health Care

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

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

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

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

Children will not be sent home unaccompanied.

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

8 School Improvement

Parents should visit our website <https://blogs.glowscotland.org.uk/na/haysholm>
Click on the link to our Standards & Quality Report for 2015-16. This report details our main achievements over the last 12 months.

Pupil Achievement SQA NATIONAL 1

SESSION	NO. OF PUPILS	NO. OF UNITS/MODULES ACHIEVED
13/14	4	4 pupils achieved 4 units
14/15	6	6 pupils achieved 4 units
15/16	7	2 pupils achieved 4 units 3 pupils achieved 5 units 2 pupils achieved 6 units

ASDAN TRANSITION CHALLENGE

SESSION	NO. OF PUPILS	NO. OF UNITS/MODULES ACHIEVED
13/14	6	1 unit/module achieved "Knowing How"
14/15	3	2 units/modules achieved "Making Choices" & "Feeling Good"
15/16	3	2 units/modules achieved "Moving Forward" & "Taking The Leave"

NATIONAL 1 – PERSONAL ACHIEVEMENT AWARD

SESSION	NO. OF PUPILS	NO. OF UNITS/MODULES ACHIEVED		
		Bronze Award	Silver Award	Gold Award
13/14	5	5 pupils		
14/15	6	3 pupils	3 pupils	
15/16	7	2 pupils	2 pupils	3 pupils

CALEDONIAN AWARD SCHEME

SESSION	BRONZE AWARD	SILVER AWARD	GOLD AWARD	DIAMOND AWARD
13/14	9 pupils	9 pupils	5 pupils	7 pupils
14/15	1 pupil	3 pupils	2 pupils	1 pupil
15/16	3 pupils	1 pupil	2 pupils	4 pupils

JOHN MUIR DISCOVERY AWARD

SESSION	NO. OF PUPILS	NO. OF UNITS/MODULES ACHIEVED
14/15	6	6 pupils achieved John Muir 'Explorer Award'

SWIMMING AWARD

SESSION	NO. OF PUPILS	NO. OF UNITS/MODULES ACHIEVED	
		ROCKHOPPER 1	ROCKHOPPER 2
13/14	1	1 pupil	
14/15	6	6 pupils	
15/16	8	2 pupils	6 pupils

DYNAMIC YOUTH AWARD

SESSION	NO. OF PUPILS	NO. OF UNITS/MODULES ACHIEVED
14/15	3	3 pupils achieved 'Eco' Award

REBOUND THERAPY

SESSION	NO. OF PUPILS	NO. OF UNITS/MODULES ACHIEVED				
		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14/15	6	5 pupils		1 pupil		
15/16	9	5 pupils	3 pupils		1 pupil	1 pupil

TARGET SETTING RESULTS

13/14	92% of targets achieved
14/15	96% of targets achieved
15/16	94% of targets achieved

Our Main Priorities for 2016/17

Strategic Priorities	Continuation of a culture based on GIRFEC and use of wellbeing indicators to drive improvements and improve outcomes for our children and young people	Enrich the quality of learners' experiences and raise attainment in literacy	Enrich the quality of learners' experiences and raise attainment in numeracy	Improve the quality of learners' experiences across the curriculum focussing on learning for sustainability.
High Level Objectives	<p>Understand and develop practice in line with the new Children's Act Scotland (2014).</p> <p>Develop positive relationship strategies restorative approaches and nurturing approaches.</p> <p>Implementation of Food and Health framework and progression planners across the school</p>	<p>Continue to embed communication rich approaches in all classes to ensure consistency across the school.</p> <p>Embed the use of the Communication/ Literacy Progression Framework devised Pan-ayrshire across the school.</p>	Continue to develop a clear strategy and rationale for numeracy and implement the NAC early level numeracy framework and Quest/P Scales material for complex learners.	<p>To plan and develop a cohesive Learning for Sustainability programme and embed this into current curriculum planning structure.</p> <p>To achieve RRSA Level 1 accreditation.</p>

NORTH AYRSHIRE COUNCIL : EDUCATION & YOUTH EMPLOYMENT

Improvement Plan

Our last school inspection report was published in December 2009. Should you wish to access this information, log onto the Education Scotland website www.educationscotland.gov.uk search for Haysholm School and click on the link "Inspection Report"

Appendix 1

Important Contacts

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