



**North Ayrshire Council: Education and Youth  
Employment**

**Haysholm School**

**School Handbook**

**Session: 2019-2020**



## **Contents**

### **Head Teacher Introduction**

### **Education and Youth Employment Directorate.....**

- Directorate Aims and Priorities

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

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

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

- School Security
- Positive Relationships
- Playground Supervision
- Absence from School Premises at Breaks
- School Dress Code
- Dress Code for PE
- Personal Belongings
- Information in Emergencies
- Listening and Learning

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

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

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

- Placement Procedures
- Attendance at School
- Structure of Classes
- Transitions

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

- Curriculum for Excellence
- The Capacities
- Haysholm Curriculum
- Assessment and Reporting

## **Section 6: School Improvement .....**

- S&Q Report/Improvement Plan

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

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

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

- Parent Council
- Home School Links
- Reports to Parents

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

## **Appendix 1: Important Contacts**

## Head Teacher Introduction

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

## **Education and 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

## **Section 1: School Information**

### **School Contact Details**

Address: Bank Street, Irvine, KA12 0NE  
Telephone No: 01294 272481  
Fax No: 01294 276673  
Email: [haysholm@ea.n-ayrshire.sch.uk](mailto:haysholm@ea.n-ayrshire.sch.uk)

### **School Aims, Values, Ethos**

#### **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.

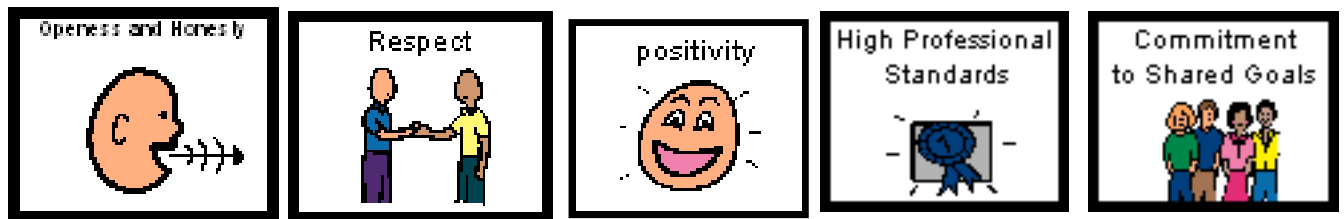
#### **Our Vision** *(as created and agreed by staff, parents and our partners)*

**'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

## School Staff

<b>Senior Management Team</b> Yvonne Gribben – Head Teacher Lorraine Bennett – Acting Principal Teacher
<b>TEACHERS</b> Laura Coia Caroline Creighton Sheona Johnson Diane McHarg Eleni Mitrou Jennifer Moncrieff
<b>INSTRUCTOR</b> Margaret Millar
<b>EARLY YEARS PRACTITIONERS</b> Helena Brisbane Kerry Campbell Shirley Inglis Susan Rose Lynsey Steel
<b>CLASSROOM ASSISTANTS</b> Gillian Baker Jane Boyd Michael Bowen Audrey Gibson Jennifer Kelly Anne McCune Leanne Palmer Linda Peters Leigh Watson Jacqueline Wilson
<b>OTHER STAFF</b> Merinda Tully – Business Assistant (Support) Lenny Law – Janitor Mary McCall – Cleaner Carol Moffat – Kitchen Assistant



**SCHOOL HOLIDAYS AND IN-SERVICE DATES 2019/2020**  
(all schools except Arran)

<b>Pupils on holiday</b>	
<b>Staff only in-service days</b>	
<b>Children in School</b>	

August 2019

Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019

Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019

Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020

Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020

Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020

Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020

Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020

Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2020

Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**The start date for session 2020/21 for teachers is Monday 17 August 2020 with pupils returning Tuesday 18 August 2020**

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

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

## Section 2: School Procedures

### School Security

North Ayrshire Council has introduced procedures to ensure the safety and security of children and staff when attending or working in a school. A number of security measures are used including the use of a visitors' book, badges and escorts while visitors are within the school building. Any parent/carer or visitor at a school for any reason will be asked to report to the school office. The school staff will then make any necessary arrangements in connection with the visit to the school.

It is the policy of the school that any member of staff will approach a visitor and ask for verification of identity. This measure ensures that children work in a safe and protected environment. We appreciate your support in carrying out all of the above measures.

### Positive Relationships

The school is committed to developing a nurturing approach and promoting positive relationships. Like every community, our school is built on the relationships within it, across it and its connections with others. Every member of staff is responsible for establishing and maintaining positive relationships with each other, with parents and with partners and most importantly with the young people in their care.

Our expectations of behaviour for children and young people are high. Some children may require additional support in relation to their behaviour, and the school will work positively with the young person and the parents, and other partners, as appropriate, to ensure positive outcomes are achieved.

North Ayrshire Council is committed to the principles of restorative practices. This is a solution-focused approach to managing behaviour and resolving difficulties and which promotes healthy relationships that enable better behaviour and better learning.

The school has a code of conduct to ensure the safety and well-being of all and parents are asked to support the school fully in this matter.

To promote a positive climate we continually recognise and celebrate achievements.

- + 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.



## **Playground Supervision**

The Council meets the terms of the legal requirement that pupils be supervised in the playground by at least one adult during the interval or lunchtime if there are fifty or more pupils at the school. Our policy reflects that of North Ayrshire Council in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

An adult presence is provided in playgrounds at break times. Pupils who travel by contracted school transport and arrive at school more than ten minutes before the start of the school day have accommodation allocated to them within the school during inclement weather.

## **Absence from school premises at breaks**

Schools have a duty to look after the welfare of their pupils. This means that the staff should take the same care of pupils as a sensible parent would take, and this includes taking reasonable care of pupils' safety during intervals and lunchtimes.

It is the policy of North Ayrshire Council that pupils should not leave the school grounds at intervals. Primary pupils should only leave school grounds at lunchtimes when they are going home for lunch with their parents' agreement. Parents should put this request in writing to the Head Teacher. Pupils will leave and return through main entrance door of the school.

Parents should encourage their children to follow these rules in the interests of safety.

## **School Dress Code**

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

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

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

Types of clothing which will not be allowed include:

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

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

## **Personal Belongings**

It is appreciated that parents and pupils may be distressed over the occasional loss of pupil's clothing and/or personal belongings. Parents are asked to assist by ensuring that valuable items of clothing or personal belongings are NOT brought to school.

**Parents should note that the authority does not carry insurance to cover the loss of such items.**

## **Dress Code for PE**

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

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

## **School Meals**

Meals are served daily from the multi-choice cafeteria. The meals are planned to offer a healthy diet for the children. Please inform us if your child has any specific allergies. Parents of children who require a special diet can arrange this by contacting the school or Early Years Class.

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

## **Information in Emergencies**

We make every effort to maintain a full educational service but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, and temporary interruption of transport, power failures or difficulties of fuel supply. In such cases, we shall do all we can to let you know about the details of closure or re-opening. We will keep you in touch by using letters, texts (where possible), NAC website, notices in local shops and community centres, announcements in the press and West FM.

Should you have doubts about deteriorating conditions during the day, it may be advisable to contact the school. Parents should ensure that the school is aware of the emergency arrangements made for their child and have responsibility to update us with contact numbers.

## **Listening and Learning**

It is the policy of North Ayrshire Council to try to encourage feedback on the education service from parents and pupils. This is part of our overall commitment to giving the best possible service and to working in partnership.

We are therefore very interested in feedback of all kinds, whether it is compliments, suggestions or complaints. If you wish to register a comment of any type about the school you can do this by writing, telephoning or making an appointment to see someone. All feedback is welcome and helps us keep in touch.

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

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

- The Council has a Two Stage Policy when dealing with complaints from parents.
- It is helpful if complaints are made initially to the Head Teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.

- We will try to respond as quickly as possible, but often issues are complex and need time to investigate. It is therefore helpful if you can give some details of the issue and ask for an early appointment to discuss it.
- If you are not satisfied with our response then you still have the right to request that your complaint is raised as a Stage 2 Complaint. Should you wish to request this you should contact Education and Youth Employment at Cunninghame House, Irvine, KA12 8EE, Telephone (01294 324400).
- If, after receiving our final decision on your complaint, you remain dissatisfied with our decision or the way we have handled your complaint, you can ask the [SPSO](#) to consider it. We'll tell you how to do this when we send you our final decision.
- You should also note that you have the right to raise unresolved concerns with your local Councillor, MSP or MP.
- Parent Councils have an important role in developing links between the school and the wider parent body and can often be helpful in helping to deal with issues of general concern. However, parents are advised that individual, more personal complaints are not appropriate for raising via Parent Councils due to the need for appropriate confidentiality.

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

#### **Footwear and Clothing Grants**

Parents receiving Universal Credit will normally be entitled to grants for footwear and clothing for their children. Universal Credit claimants monthly income must not exceed £610.00, however, some parents earning more than this may still be eligible. Parents who still receive Income Support, Income based Job Seeker's Allowance, any income related element of Employment and Support Allowance, Support under part V1 of the Immigration and Asylum Act 1999, Child Tax Credit only (with income under £16,105), Working Tax Credit or Housing Benefit may also still be entitled to grants for footwear and clothing for their children.

Parents who may be unsure whether they can apply should contact the Council's Welfare Reform Team on 0300 99 4606 or the Council Contact Centre on 01294 310000 for further advice.

Information and application forms may be obtained from schools.

#### **Free School Meals**

Meals are provided free of charge and are delivered daily from St Mark's Primary School. Special diets are available where necessary. Milk is also provided free to each pupil. Fruit is provided for the pupils at lunch time.

#### **School Transport Policy**

North Ayrshire Council has a policy of providing free transport to all primary pupils who live more than two miles from their catchment area school by the recognised shortest suitable walking route or through the link attached below:

<https://www.north-ayrshire.gov.uk/Forms/EducationalServices/free-school-transport.doc>

These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at other times throughout the year but may be subject to delay while arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority, where places are available and no additional costs are incurred.

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the Council's limits (see above section). It is the parents' responsibility to ensure that their child arrives at the pick-up point on time. It is also the parents' responsibility to ensure that their child behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Misbehavior can result in children losing the right to free transport.

Please see attached link to the Council's School Transport Policy:

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

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

### **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 team around the child 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. Once placed a child is entitled to 7 full years in primary and 6 full years in secondary.

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.

Parents are welcome to contact the Head Teacher at any time by visiting or telephoning the school.

### **Attendance at School/Lateness**

It is the responsibility of parents of children of school age to educate their child(ren). Most do this by ensuring that their child(ren) attend(s) school regularly.

Attendance is recorded twice a day, morning and afternoon. Absence from school is recorded as authorised, unauthorised or temporarily excluded.

Parents are asked to inform the school by letter or telephone if their child is likely to be absent for some time, and to give the child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents should inform the school by letter, before going on holiday, of the dates. Such absence will be authorised only where certain and very specific family circumstances exist. The majority of family holidays taken during term time will be categorised as unauthorised absence.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted. Such extended absences will be recorded separately from the normal attendance and absence information.

The School Inclusion Worker investigates unexplained absence, and the authority has the power to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

## **Structure of Classes**

Haysholm School is an all through school and educates pupils in P1 until they leave at the age of 18. Our classes are organised as follows:-

- Lower Primary
- Upper Primary
- S1 – S3
- Senior Phase

The children are grouped in classes that correspond with their chronological age and stage although this is not always possible.

## **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.



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

### **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.](http://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](http://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



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 sensory cookery activities and where appropriate Food Desensitisation programmes.



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



Skye Class leads Remembrance Day Assembly



## 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.

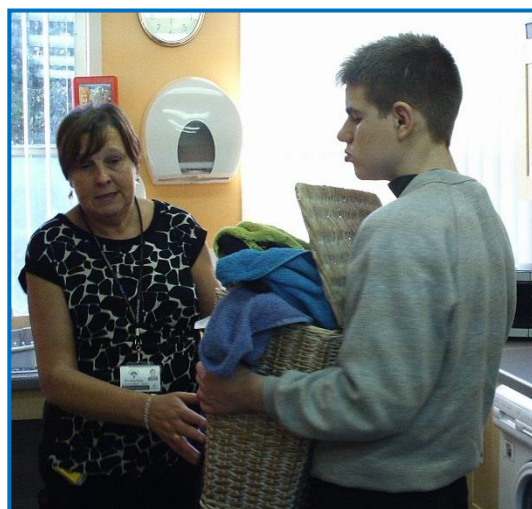
Haysholm is a partner in the Irvine Royal Integrated Community School Cluster. Learners enjoy participating in joint activities and expressive arts projects.

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 programme:

Irvine Royal Academy for 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.

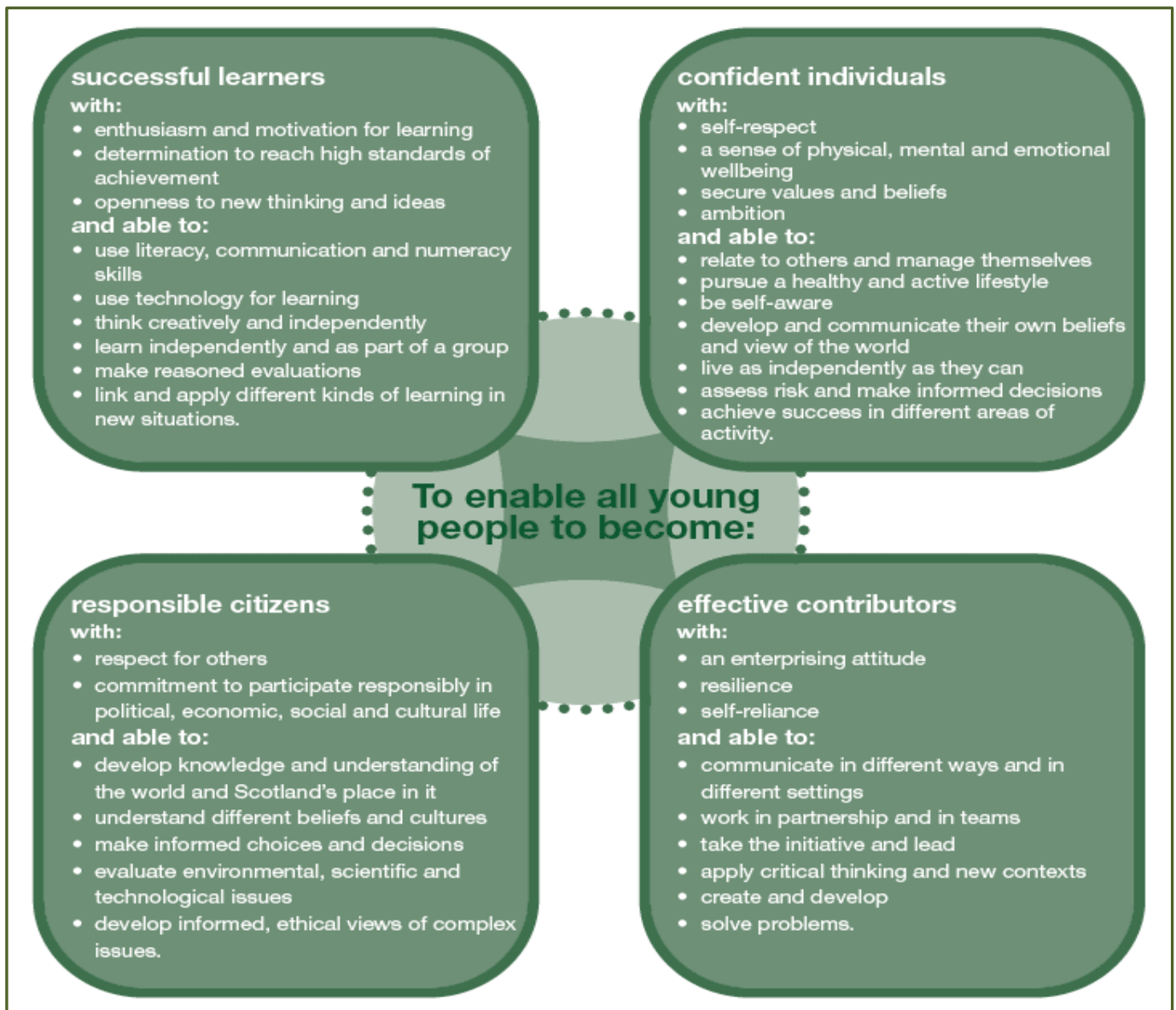
### ***PHYSICAL***

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.

## Curriculum for Excellence: The Capacities



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



## **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, Foundation Milestones. Education Scotland foundation milestones, pre-early milestones, early level, first and second level benchmarks are used to track progress at Key Stages during the session. 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 can also provide a useful tool in profiling essential life skills. 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 Christmas 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.

## **Section 6: School Improvement**

### **S&Q Report/Improvement Plan**

Schools in North Ayrshire follow a Quality Improvement process designed to highlight strengths and identify areas for improvement. The process is based on the school's self-evaluation process with Heads of Service and Senior Managers involved in at least three formal validation visits each session.

This validation process involves talking to pupils, staff and parents about learning and improvements made by the school. This results in actions for improvement for the school to take forward in their planning process.

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

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

A Standards and Quality Report and School Improvement Plan are produced on an annual basis by every school and centre. Staff, Parents/ Carers, Young People and School Partners will play an active role in the development of these key school documents.

Parents/carers should visit our website:

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

Click on the link to download our Standards & Quality Report for 2017/18.

## Pupil Achievement

### SQA NATIONAL 1

SESSION	NO. OF PUPILS	NO. OF UNITS/MODULES ACHIEVED
15/16	7	2 pupils achieved 4 units 3 pupils achieved 5 units 2 pupils achieved 6 units
16/17	6	4 pupils achieved 7 units 2 pupils achieved 6 units
17/18	3	2 pupils achieved 7 units 1 pupil achieved 5 units

### SQA NATIONAL 2

SESSION	NO. OF PUPILS	NO. OF UNITS/MODULES ACHIEVED
17/18	1	1 pupil achieved 2 units

### ASDAN TRANSITION CHALLENGE

SESSION	NO. OF PUPILS	NO. OF UNITS/MODULES ACHIEVED
15/16	3	2 units/modules achieved "Moving Forward" & "Taking The Leave"
16/17	3	1 unit/module achieved "Knowing How"
17/18	3	2 pupils achieved 2 units/modules "Making Choices and Feeling Good" 1 pupil achieved 1 unit/module "Feeling Good"

### NATIONAL 1 – PERSONAL ACHIEVEMENT AWARD

SESSION	NO. OF PUPILS	NO. OF UNITS/MODULES ACHIEVED		
		Bronze Award	Silver Award	Gold Award
15/16	7	2 pupils	2 pupils	3 pupils
16/17	5	1 pupil	1 pupil	3 pupils
17/18	2	-	1 pupil	1 pupil

### CALEDONIAN AWARD SCHEME

SESSION	BRONZE AWARD	SILVER AWARD	GOLD AWARD	DIAMOND AWARD
15/16	3 pupils	1 pupil	2 pupils	4 pupils
16/17	-	2 pupils	-	2 pupils

2017/18 – These awards are no longer offered.

### JAZZ AWARD

SESSION	NO. OF PUPILS	NO. OF UNITS/MODULES ACHIEVED		
		Bronze	Silver	Gold
17/18	5	5		-

### REBOUND THERAPY

SESSION	NO. OF PUPILS	NO. OF UNITS/MODULES ACHIEVED					
		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
15/16	9	5 pupils	3 pupils		1 pupil	1 pupil	-
16/17	11	3 pupils	3 pupils	3 pupils	1 pupil	-	1 pupil
17/18	21				2 pupils	1 pupil	

### TARGET SETTING RESULTS

15/16	94% of targets achieved
16/17	92% of targets achieved
17/18	89% of targets achieved

## School Improvement Plan Main Priorities 2018/19

<b>School Priorities</b>	To continue to embed and develop creative, active and communication rich approaches to teaching and learning.	To continue to develop effective approaches to moderation of BGE developing staff's understanding of assessment and shared standards.	To continue to enrich the quality of learners experiences and raise attainment in literacy, numeracy and health and wellbeing.	To strengthen partnership links and collaborative arrangements for positive post-school destinations.
<b>High Level Objectives</b>	<p>To continue to embed communication rich and active pedagogies in all classes ensuring consistency across the school.</p> <p>Support and strengthen the professional capacity of staff and support parents in embedding communication approaches at home.</p>	To further develop and embed effective processes for tracking, monitoring and evidencing progress.	To ensure planning of literacy/communication and numeracy is coherent across the curriculum and ensures appropriate personalised pathways for learners and breadth of experiences.	To continue to develop partnership links and collaborative arrangements with FE sector, employers, commerce and the third sector.

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

### **Equalities**

In line with North Ayrshire Council policy, educational provision is open to all pupils, regardless of sex, age, religion, race, disability or any other potential barrier and all reasonable measures will be taken to ensure that the curriculum is available to every child. Schools also have a duty to promote equality and to eliminate racist and other discriminatory behaviours.

### **Equality Act 2010**

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler and also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

The duties set out in Chapter 1 of Part 6 of the Equality Act apply to all schools. These provisions protect pupils at the school and in the case of admissions, those applying or wishing to apply for admission. Former pupils are also protected from discrimination or harassment.

Guidance on the Act and its requirements for schools in relation to the provision of education can be accessed via the Scottish Government website via here:

<http://www.gov.scot/Publications/2012/02/7679/3>

### **Child Protection**

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

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

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

### **Inclusion**

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

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

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 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 and Youth Employment must safeguard, support and promote the wellbeing of all children and young people and address need at the earliest opportunity. These functions are the responsibility of schools and establishments and those who work in them and with them. All who work in Education and Youth Employment and in partnership with Education and Youth Employment have a responsibility to ensure the wellbeing of North Ayrshire's children and young people.

For more information on *Getting it Right for every Child* in North Ayrshire go to [www.girfecna.co.uk](http://www.girfecna.co.uk)

### Psychological Services

The Educational Psychology Service in North Ayrshire is part of and contributes to the aims of Education and Youth Employment by improving outcomes for children and young people. Educational Psychologists work together with teachers, parents and other professionals to help children and young people achieve their full potential, within educational settings and the wider community. Educational Psychologists are involved in working with individuals, but also have a significant role in offering training, support and consultation to education establishments on a wide range of issues.

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

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

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

Find out more at:

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

### **Data Protection**

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

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

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

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

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

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

<https://www.north-ayrshire.gov.uk/privacy-policy.aspx>

### **Medical and Health Care**

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

If a pupil takes ill or has an accident at school, which requires that the child be sent home or for treatment, First Aid will be provided and parents or carers contacted immediately. (In the event of a serious illness or accident, a member of staff will accompany the child to a doctor or hospital and

parents/ carers will be notified immediately.)

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

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

Children will not be sent home unaccompanied.

## Section 8: Parental Involvement

### Parental Engagement and Involvement

#### [North Ayrshire Council Positive Family Partnership Strategy](#)

#### [NAC Parental Involvement Strategy](#)

All schools have clear systems in place for communicating with everyone in the parent forum. Communications with parents are clear, jargon-free, specific and easily accessible. A variety of methods and approaches are used by schools to communicate with the parent forum including face to face, traditional communication methods and digital media e.g. Twitter, Facebook. Considerations will always be given when communicating with parents who have literacy, language and communication challenges.

Schools ensure that parents know who to contact when they wish to discuss their child's learning or wellbeing and will seek to provide a private space for such discussions and make sure parents are given adequate time and support. Consideration will be given to family circumstances.

Parents are welcome to contact the school at any time to arrange an appointment to discuss any matter with the class teacher, Depute Head, Head Teacher or Head of Centre. New families are welcome to contact the school and request a suitable visiting time at any point throughout the session

Parents are given opportunities to understand the way learning and teaching takes place in the classroom. This may be in the form of class visits to take part in the learning experience alongside their child or attending events which share the learning. Frequent invitations are issued to parents to participate in school activities such as open days, class assemblies, workshops and to assist with outings and visits, sports and concerts. There will be a series of early meetings for the parents of Primary 1 pupils and parents are kept informed of events with a range of newsletters, website updates, texts, invitations and social media sites.

A variety of methods will be used to ensure information about your child's progress is shared. Schools are encouraged to provide parents/carers with information on their children's progress at regular intervals throughout the year through a range of activities. There is an expectation that part of this will be in a written format.

#### Reporting Examples:

<b>Individual Learners</b>	<b>Groups of learners</b>
Written reports/ tracking reports	Assemblies
Learning conversations with pupil/ teacher/ parent/ carer	Open day events
Pupil reflections on their learning in logs	School concerts/shows
Parent/ carer consultation/ Parents' Meetings involving parent/ teacher/ pupil, as appropriate	Social media
Home/ school diaries	Curriculum workshops led by children and young people and staff
Profiling activities	Parent Council meetings
Learning walls and displays	School / class newsletters

## **Parent Council**

Haysholm School has an active Parent Council who meet on a regular basis to discuss/share information about what is happening.

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.

## **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 literacy. 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.

We also provide parents with regular updates on twitter and GLOW blogs.

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.

## **Parental Involvement**

All schools have clear systems in place for communicating with everyone in the parent forum. Communications with parents are clear, jargon-free, specific and easily accessible. A variety of methods and approaches are used by schools to communicate with the parent forum including face to face, traditional communication methods and digital media e.g. Twitter. Considerations will always be given when communicating with parents who have literacy, language and communication challenges.

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. 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 Acting DHTs, Dawn Mair or Lesley Ward. 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).



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

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

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

## Section 9: Pupil Data Collection and Protection Policies

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

### Why do we need your data?

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

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

### Data policy

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

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

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

### Your data protection rights

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

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

**Concerns**

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

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

## **Important Contacts**

### **Head of Service**

Caroline Amos  
North Ayrshire Council  
Cunninghame House  
IRVINE  
KA12 8EE  
01294 324416

### **Head of Service**

Andrew McClelland  
North Ayrshire Council  
Cunninghame House  
IRVINE  
KA12 8EE  
01294 324413