

WELCOME PACK & HANDBOOK

Welcoming
Achieving
Love & Kindness

.....we are always learning and aiming high



Our Lady of Peace
Early Learning and
Childcare Class



Welcome to Our Lady of Peace Early Learning and Childcare Class

We hope you will find this handbook interesting and helpful. The purpose of this handbook is to provide information on all aspects of the ELCC.

Throughout this handbook we have tried to give you an impression of life in our ELCC and the ways we cater for the individual needs of each child. If the answers to your questions are not here, please do not hesitate to ask.

We are committed to the wellbeing, learning and development of each individual child. All children are supported, nurtured and challenged in our learning spaces indoors and outdoors.

We are non-denominational. We respect and welcome children and families of all religions, faiths and beliefs. Our staff understand that every child has the right to a positive start in life. Our staff provide an exciting play-based curriculum that supports children's curiosity, inquiry and creativity.

We work in partnership with parents and carers to ensure that children are given the best possible learning experiences that match their interests and stage of development. We look forward to getting to know your family and we hope that you will soon feel welcomed and valued as a member of OLOP ELCC Family.

**Children are like tiny
flowers; they are
varied and need
care, but each is
beautiful alone and
glorious when seen
in the community
of peers.**

Friedrich Froebel

ELCC Information

Address: Erskinefauld Road
Linwood
PA3 3PR

Telephone number: 0300 300 0172

Email:

ELCC Roll: 56 Term Time Places

Age: 3 – 5 years

Head Teacher:

Lesley-Anne Dick

Depute Head Teacher (ELCC – P4):

Claire McLaren

Senior Early Learning and Childcare Officer:

Linda McGoldrick

Early Years Graduate:

Natalie Sommerville

Early Learning and Childcare Officers:

Pauline McCann

Emma Hagen

Rachel Owens

Caroline Evans

Deborah Sinclair

Wendy McKinnon

Sarah Jamieson

Kerry McDowall

Fiona McLaughlin

Gillian Rocks

Early Years Support Worker:

Kelly Meechan

Soft Facilities Officer:

Lawrence Black

Debbie Thomson

Senior Clerical Officer

Frances Lindsay

Fiona Inglis

Please follow our link to our [Meet the Team](#) information.

Vision, Values and Aims

We are a family at Our Lady of Peace ELCC. Our Vision is of an ELCC where children are welcomed, where they feel safe, where they are connected and are supported to learn and grow. We are Always Learning and Aiming High. We have a strong commitment to our values within Our Lady of Peace ELCC and they encompass all that we do. Please click [here](#) to see our ELCC.

Our ELCC Values are (WALK - Welcoming, Achieving, Love & Kindness)



Welcoming - You are welcome at Our Lady of Peace ELCC and accepted for who you are. We recognise how diverse our community is, and we celebrate that. We value the diversity of family structures and lifestyles. We welcome children and families from all social, cultural and religious backgrounds. Our high quality and inclusive environment promotes equality and diversity. We recognise that all children have the right to be listened to, respected and protected from all forms of discrimination. We put our children at the centre of everything that we do and the decisions we make.

Achieving - We are a team at Our Lady of Peace. We encourage everyone to 'do their best.' We support all our children's holistic development through play. We view every child as an individual and facilitate their interests and needs. We value the journey of our children's learning and the importance that play has on a child's social, emotional and cognitive development. We offer support and learning at all levels that gets it right for our children and their families.

Love & Kindness - Kindness helps us create an environment where we feel safe and valued. We think about the impact our words and behaviour have on each other. We respect and listen to each other. We recognise the diversity in our ELCC, and we celebrate it. We build strong positive relationships with all children and families.

Our Aims

We aim to:

- Promote effective partnerships with parents, children, and the community.
- Ensure a safe, relaxed, and happy environment in which children feel confident and secure, where children's rights are respected.
- Be an inclusive ELCC and value the views and experiences of all.
- Create a child centred environment where all children are encouraged and supported to achieve their full potential and celebrate success.

Service Pledges

We will:

- offer all eligible children 1140 hours of free early learning and childcare;
- prioritise and allocate children places in line with the early learning and childcare admission policy;
- consider parental requests to defer their child's entry to primary school and allocate an additional year of early learning and childcare if it is in the child's best interests and in line with the early learning and childcare admission policy;
- dependent on the availability of places enable parents to access wraparound care by purchasing additional sessions or additional hours of early learning and childcare;
- provide premises which meet health and safety standards;
- provide regular information on your child's development and progress;
- create a personal plan for your child which will aim to understand and meet your child's wellbeing needs;
- give support and encouragement for parents to be involved in the early learning and childcare setting's life, and
- provide regular information on centre activities.

Children will have opportunities for:

- building on social skills and meeting new friends;
- developing and understanding their own wellbeing;
- enhancing skills in literacy and numeracy through play experiences;
- developing independence and new skills for life;
- developing their creativity through art, music, drama and dance;
- access healthier lifestyles choices and participate in outdoor learning and sports activities, and
- being involved in community events.

You can also expect us to:

- provide an annual report on the establishment progress within our Standards and Quality Report;
- provide a formal written report on your child's progress within Health and Wellbeing, Literacy and Numeracy;
- give you an opportunity to have a formal meeting with your child's keyworker to discuss progress and next steps;
- review your child's personal plan and wellbeing needs (minimum of 6 monthly);
- strive to meet your child's needs and understand/support any additional support needs;
- support your child at transition periods whether this be; enrolment and settling in, moving between playrooms, transition to another nursery or when starting in Primary One.

How can you help?

As a parent, you can help your child by:

- supporting your child through a 'settling in period' to build relationships;
- making sure your child regularly attends their early learning and childcare placement;
- contributing to discussions about your child's development and learning;
- sharing your child's achievements from home;
- encouraging your child to respect the setting and the whole nursery community; and
- being involved in the centre.

Parents can be involved in their child's learning by:

- supporting learning at home;
- developing strong partnerships between home and the setting;
- supporting the creation of a personal plan for your child's wellbeing needs;
- attending parents' evenings, open days, fundraising and social events

Please Note:

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child. This is a wide definition which might, by way of example, include:

- non-resident parents who are liable to maintain or have parental responsibilities in respect of a child
- carers who can be parents
- others with parental responsibilities, e.g. foster carers, relatives and friends who are caring for children and young people under supervision arrangements
- close relatives, such as siblings or grandparents caring for children who are not looked after or are under home supervision arrangements.

SSSC Registration and PVG Disclosure Checks

All staff working within our setting will meet existing legislative and regulatory requirements in relation to the [safer recruitment and selection of people](#) who work with individuals who receive care from social services in Scotland.

All staff working directly with children will require to register with SSSC [The Scottish Social Services Council - Scottish Social Services Council \(sssc.uk.com\)](#) and follow SSSC Codes of Conduct as well as following Renfrewshire Council policy and guidance.

All staff working within the building will undergo an application to join [Protecting Vulnerable Groups \(PVG\) Scheme](#)

Opening Times:

We are open on a term time basis. Our ELCC provides places Mon- Fri from 9am – 3pm. You can also apply for wraparound for you child from 8.45am – 9am or 3pm – 3.45pm.

Our Equal Opportunities Policy:

All pre-five services in Renfrewshire Council reflect the council's equal opportunities policies and be antiracist, anti-sexist, multi-cultural, and recognise the rights of both men and women to work or to care for children. Renfrewshire Council Children Services is committed to ensuring equality and fairness for all. In accordance with the requirements set out by the Equalities and Human Rights Commission, we encourage that any concerns be raised with us. Everyone who is part of our ELCC should feel that they are fairly treated and equally valued. Bias, segregation, stereotyping or discrimination are completely unacceptable at OLOP ELCC. Provision takes into account the needs of children with additional support needs. These principles are reflected in the criteria used to admit children to nursery and in the curriculum of our establishment.

Admissions Policy:

Renfrewshire Council has agreed that there are some family and geographical circumstances which will give children priority for admission. All nursery places are allocated in line with the council's admissions policy and the nursery staff will advise you how this policy operates when you apply for a place for your child. A leaflet detailing the council's policy is also available from our office and you can access this [here](#).

Our local admissions panel meet monthly to discuss and prioritise applications to early years centres within the area. A register of all applicants will be kept by the head of establishment. Please note that the length of time a child's name has been on the register will not affect the child's priority for admission. Parents can ask to see their application form at any time and update information if circumstances change. Parents/carers who wish to apply for a nursery place should contact the school which will arrange for an application form to be filled in. Parents/carers will be required to show proof of their child's date of birth and address prior to a nursery place being offered. The address given on the application form must be that of the parent/carer or legal guardian, and proof of address will be requested. Once you have submitted your application you will be given a receipt for it. Your application will then be banded at the admissions panel and you will be sent a letter telling you that your application has been considered and whether or not a place is available at that time. If you are unsuccessful in securing a place immediately, your application will be held on the register of applicants until a place does become available. If no place is available at your first choice nursery you may be offered an alternative placement locally. You will be informed by letter when a place is available.

Prior to Starting OLOP ELCC:

Once offered a place a member of the Senior Leadership Team and your child's key worker will visit you at home. It is important that your child makes the best possible start at nursery. The home visit allows you and your child to get to know the staff and ensures a familiar face on their first day at nursery. We try to make this experience as positive as we possibly can has shown and children are more relaxed when they are in their home environment. During this visit enrolment forms and parental consent forms will be completed and practical information regarding Our Lady of Peace ELCC will be shared; you will also be given your child's start date and placement information.

- Please do not go to any special lengths in preparation for our visit.
- If you need to cancel the visit, please telephone the nursery on 0300 300 0173 and leave a message. We will get back to you to rearrange.

Parents and children are invited and encouraged to visit the ELCC before your official first day.

Starting OLOP ELCC:

Each child will be allocated a key worker who will formally report to you about your child's progress. However, across our nursery all staff will engage with and build relationships with all children.

Please remember that the first few days at nursery will be a new experience for both you and your child. On day one, while the children visit their playroom, we ask the parents/carers to remain in the building. An individual settling-in programme will be discussed at this time. Some children do take longer than some to settle and we will plan to meet each child's needs.

During the settling period you will be asked alongside the keyworker to complete information regarding your child's developmental stage and "All About Me" information. This information will enable the key worker to gauge your child's stage of development and to plan individual learning opportunities.

Regular attendance is always encouraged and it is appreciated if you would phone the nursery when you think that your child is absent.

Parents/carers of children attending the nursery must provide, where possible, names, addresses and telephone numbers of two relatives/friends who may be contacted in the case of an emergency. It is essential that these people have been informed and are willing to collect your child should the need arise. Please inform the nursery of any changes in this information.

Suitable Clothing:

Children have the best fun when they are doing messy work! Children enjoy taking part in 'messy' activities and although every effort is made to see that they wear the aprons provided, accidents do happen. We encourage every child to become independent in self-help skills such as going to the toilet on their own.

- Outdoor learning is an important part of our curriculum we we go out to play all year round. To allow this the children should be suitably dressed for the weather e.g. warm jacket, hat, gloves etc.
- Wellies and/or a puddle suit would also be a great help.
- We ask that every child has a pair of soft shoes for some indoor activities - preferably with easy fastening as this encourages your child to become independent.
- Wellies and/or a puddle suit would also be a great help.
- Please name all clothing and footwear as this will make it much easier to track your child's belongings.
- Please bring a supply of spare clothes, nappies and wipes, if your children still require them. You will be advised when the nappies/wipes are running low or your child requires additional spare clothing.

All children will have their special peg in the cloakroom where you can leave a change of clothes.

We have a nursery sweatshirt and polo shirt which have the nursery logo. These are not essential but can be popular. They are available at most local school wear clothing shops.



Funds:

We ask for a donation of £3.00 per week. This enables us to provide snacks, baking ingredients, arrange small outings and trips, supports us with children's parties and special treats. This helps to support us to ensure all children receive high standard of quality play and learning activities. Monies should be paid directly into your Parent Pay Account. We thank you in advance. Accounts can be seen on request.

[OLOP ELCC Security/ Arrival and Collection of Children:](#)

It is expected that a responsible adult will bring your child to and from the nursery. This person must be over the age of 16. You will be asked to complete a section on the enrolment form listing names of adults who are allowed to collect your child from the nursery, to comply with GDPR, please ensure that this person has given their permission to be added for this purpose. In the interests of your child's safety, you should make a point of telling the staff if your child is to be collected by someone not known to the nursery staff. This avoids difficult situations when a child will not be allowed to leave with an adult who is a stranger to the staff. For additional security we ask for a password, to be completed in your child's care plan.

It is crucial that you inform us immediately of changes to your personal details, including change of mobile numbers and change of address. You will understand the importance of being able to contact parents in the event of an emergency.

Many children are brought to nursery by car. Car parking facilities are very limited in this area. Please be mindful of pedestrians when parking your car.

[Absence Procedure:](#)

Regular attendance is always encouraged and if your child is unable to attend, please contact the ELCC either in advance (if planned) or by telephone on the first day of absence. We care about you and your child so we monitor attendance carefully.

[Emergency Closure Arrangements:](#)

The nursery will be opened on the times already outlined, but on some occasions circumstances may arise which means the nursery has to close. Establishments may be affected by, for example, severe weather, transport problems, power failures, or difficulties with fuel supplies. If this happens, we will do all we can to let you know about the details of closure and re-opening. We may keep in touch by text, telephone, social media, our website, in the press or on local radio. Renfrewshire Council's website will also provide up to date information through their Twitter feed.

[Medical Information:](#)

If your child is in need of medication during ELCC hours, you must discuss details with Senior Leadership Team. Only prescribed medication will be given at the ELCC. You will need to fill in a form which authorises nursery staff to administer medication. If your child suffers from any condition which is likely to require emergency treatment, parents/carers must inform staff of likely triggers and what emergency treatment is required. Please note that we must be informed and kept up-to-date of any medical conditions your child suffers from. In the event of your child being prescribed antibiotics, it is recommended that the child must be treated for at least 48 hours prior to returning to nursery.

Illness:

Please let us know if your child is unable to attend nursery – a telephone call will do. If your child becomes unwell while at nursery, we will make the child as comfortable as possible and then contact either yourself or one of the emergency contacts. Please let us know immediately of any change of address or telephone number. If the illness is of a serious nature and hospital treatment is required, your child will be taken to the local Accident and Emergency unit. You will be contacted and advised to join your child there.

If your child is unwell prior to coming to nursery, it is important that you keep him/her at home. This will ensure a speedier recovery and prevent other children or staff becoming infected.

If your child has been sick or had diarrhoea please do not return to nursery until:

Sickness – 48 hours have passed

Diarrhoea – 48 hours have passed.

For more information regarding exclusion criteria for childhood illnesses see:

www.hps.scot.nhs.uk/haic/ic/guidelinedet

Accidents:

Minor accidents will be dealt with in the ELCC by staff and/or our trained First Aider (Linda McGoldrick). Accidents are recorded in our Accident Book. The parent/carer or person collecting the child will be informed and you will be asked to sign this when you collect your child.

Health Promoting:

[The Scottish Milk and Healthy Snack Scheme](#) (SMHSS) was launched in August 2021 to fund a daily portion of plain fresh cow's milk (or specified alternative) and a healthy snack (fruit or vegetables) for pre-school children spending two hours or more in the care of a regulated day care provider and/or childminders. Whilst attending the ELCC setting your child will be offered water, milk and fruit and vegetables as a daily snack.

We are asking children to be active learners so it is important that we promote their energy levels accordingly. We take guidance from NHS Scotland's [Setting the Table](#). We offer milk or water to drink and provide a variety of healthy snacks for children to choose from such as fruit, toast or cereal, oatcakes etc.

Please inform us if your child has any allergies or if there are any foods your child doesn't like. OLOP ELCC is a nut free zone. Please do not give your child any nut-based products.

From time to time, we will have special snacks to learn about celebrations and festivals, we also give the children opportunities to take part in baking and cooking activities

We endeavour to encourage children to adopt a healthy lifestyle and to see the benefits in choosing healthy options. We encourage children to eat the lunches that are provided. If parents choose to send a packed lunch, we encourage parents to provide healthy packed lunches.

We encourage fitness by offering daily opportunities to engage in energetic physical play both indoors and out. We actively promote oral hygiene, each child has their own toothbrush and participates in supervised brushing every day as part of the Childsmile Programme. If you do not wish for your child to be part of the [Childsmile Programme](#) , you can opt out of this at any time.

Swedish Approach to Dining:

At Our Lady of Peace Early Learning and Childcare Class we provide a homely environment with a calm relaxing atmosphere in which the children feel safe and secure. Mealtimes play a vital role in supporting our children's learning and development. Mealtimes encourage children's participation, communication and language development. Our approach ensures children are receiving a high-quality and positive dining experience. This model embraces our nurturing approach and we endeavour to deliver a nurturing experience to children in a more home like environment. Children are encouraged to develop their independence, self-help skills, confidence and social skills. We do this by supporting children to help set the table for lunch, serve themselves their food and help others. Serving themselves their lunch ensures children make healthy choices, discuss food and develop their conversational skills with others. The atmosphere of the lunchtime approach is very relaxed and at a pace suited to the individual needs of the children.

Curriculum Matters

Play based learning pedagogy

Within Early Learning and Childcare a play based learning pedagogy is key to providing a high quality service to meet the needs of young children.

Realising The Ambition states that pedagogy is;

“the understanding of how children learn and develop, and the practices through which we can enhance that process.”

“Early Learning and Childcare (ELC) settings and schools have the freedom and responsibility to meet the needs of children and young people in their local communities through their own pedagogy. The curriculum will be designed, managed and delivered to take full account of each child’s individual needs and stage of development. The Early Level of Curriculum for Excellence is intended to support the implementation of a responsive, continuous, play-based curriculum for children aged 3 – 6.”

Play Based Pedagogy Toolkit – Education Scotland

Within Renfrewshire Council we understand and believe in the importance of play. Play based learning is an approach that is driven forward in all of our early learning and childcare establishments.

“Play is important for the early stages of brain development and playing with your child can help build relationships for later life. But no matter what age we are, play helps to develop important skills for learning, life and work. Encouraging play is one of the best things you can do for your child, whatever their age, and it’s free.”

[Learning through play | Learning at home | Parent Zone \(education.gov.scot\)](#)

Children and young people have a right to play. The UN Convention on the Rights of the Child states (in Article 31) that every child should have:

“The right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.”

[United Nations Convention on the Rights of the Child](#)

The importance of outdoor play

“Playing outdoors is good for children’s health and wellbeing, it develops their social skills and it helps with cognitive development, preparing them for a lifetime of learning. Research from around the world shows the huge benefits of playing outdoors.”

[Out To Play - creating outdoor play experiences for children](#)

Within Renfrewshire Council, we want all Scotland’s children to have the best possible start in life. And we passionately believe that having fun outdoors from an early age is the best way we can help our children to thrive. We aim to embed high quality experiences through playing and learning outdoors as an everyday activity.

Curriculum for Excellence (CfE) - Scotland's approach to learning and teaching - has been a very positive development in our early learning and childcare settings. Scotland's children and young people are now much more confident, resilient and motivated to learn.

The National Improvement Framework, updated in 2018, sets out activity the Scottish Government and partners will take to drive improvement for children and young people.

Crucially, it sets out a clear **vision** for Scottish Education:

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Moving forward early learning and childcare settings will provide a more coherent, flexible and child-focused curriculum which ensures high-quality, interesting and engaging learning, to raise attainment, close the gap, and give all our young people the best chance of success in life.

The experiences and outcomes are set out in lines of development which describe progress in learning. The early level in curriculum for excellence transfers from early years onto the end of primary one.

The experiences and outcomes are organised into the eight curriculum areas:

- Expressive arts
- Health and wellbeing
- Languages
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies

At OLOP ELCC we value and understand that children are unique individuals and active participants in all that happens around them. Children's views and attitudes are shaped from a very early age and being part of a family and community helps to determine individual values and beliefs. When planning for our children's learning and development, we have high aspirations and ambitions for them. Our curriculum is planned around the initiatives outlined within [A Curriculum for Excellence](#). We take guidance from the national documents [Building the Ambition](#) and [Realising the Ambition](#). This helps us to take into account what children need from adults and environments at different stages of their learning and development.

In order to support our children, we:

- Have a key focus on Literacy, Numeracy, Health & Wellbeing
- Have a nurturing approach
- Provide a curriculum that promotes a sense of curiosity, creativity and inquiry
- Encourage children to enhance skills for life, learning and work
- Focus on individual children's needs and interests
- Encourage child-led learning and responsive planning based on children's interests
- Ensure children are offered outdoor physical activities on a daily basis
- Work in partnership with parents and share learning experiences both in nursery and at home
- Work alongside partner organisations in the community and beyond



Family Engagement:

Family engagement is the heart of Our Lady of Peace Early Learning and Childcare Class, we value parents as the child's first and most important educator and encourage this active role throughout a child's learning journey with us. We recognise the importance of families and practitioners working together, this connection is a key component to support a child's learning and development. Through a shared partnership, we can support all children to have the best start in life.

We invite our families to join our Social Media accounts: Facebook & Microsoft Teams where updates are shared. You can also find useful information on our website. It is important to us that children's achievements both within and outwith the nursery are celebrated and shared.

Facebook: <https://www.facebook.com/OLOPEarlyLearningandChildcareClass>

Website: <https://blogs.glowscotland.org.uk/re/ourlady/>

We will provide you with log in information and user-friendly guidance for Microsoft Teams.

We pride ourselves on having excellent relationships with our parents. If you are worried or anxious about any matter concerning your child please speak to your child's key worker or a member of the Senior Leadership Team, we will do all we can to work alongside you to achieve a positive outcome.

To help us improve our service, we will seek your views in a variety of ways, including questionnaires and consultations. We value the opinions of all our stakeholders and rely on feedback in order to maintain the high standard we provide and ensure continuous improvement.

Assessment and Reporting:

Initially, the best way of getting to know your child is by using the information only you can give us. You know so much about your child and we want to learn from you while you are getting to know us. One way we do this is through an individual Care Plan which you will be invited to complete twice each year. There will also be times set aside to discuss your child's progress and achievements, but we are very keen to build up a relationship where you feel happy to discuss and share information in an ongoing manner.

Staff observe children at nursery on a daily basis. Notes from these observations are used to build up a profile of your child's learning. This profile will be used to record milestones on your child's learning across the Early Level and track your child's progress. Your child's Keyworker will also complete a "Transfer of Information" which will give feeder primary schools a broad picture of your child's development. This will only be sent with your permission and signature.

The purpose of assessment at OLOP ELCC is to:-

- Recognise each child's achievements
- Obtain information for possible lines of development
- Collate information for reporting to parents, colleagues and other professionals

Our Environment

We support children's holistic development through play, within a safe, secure and positive environment.

The imaginative zone provides our children with the opportunity to be curious, creative, and innovative as they investigate and discover a world where they can explore their thoughts, feelings and ideas through play.

The social zone provides children with opportunities to develop skills for learning, life, and work. Children take part in various experiences such as baking, planting and growing. These experiences offer vast learning opportunities for children and form a connection to real life experiences.

The discovery zone provides our children with the opportunity to plan and assess their play. Children can develop their risk assessing skills and coordination and imagination through the use of the discovery area.

Our environment allows children to continue their imaginative play outdoors enhancing rich learning opportunities. Children investigate and explore the natural environment and their curiosity grows naturally. Our free flow play allows children to choose to move between indoors and outdoors, this enables children to fully embrace the environment. Our outdoor environment encourages children to be enthusiastic, adventurous and provides opportunities for risk-taking. Children are able to explore freely and safely; however, they are given the opportunity to manage risk and make their own choices.

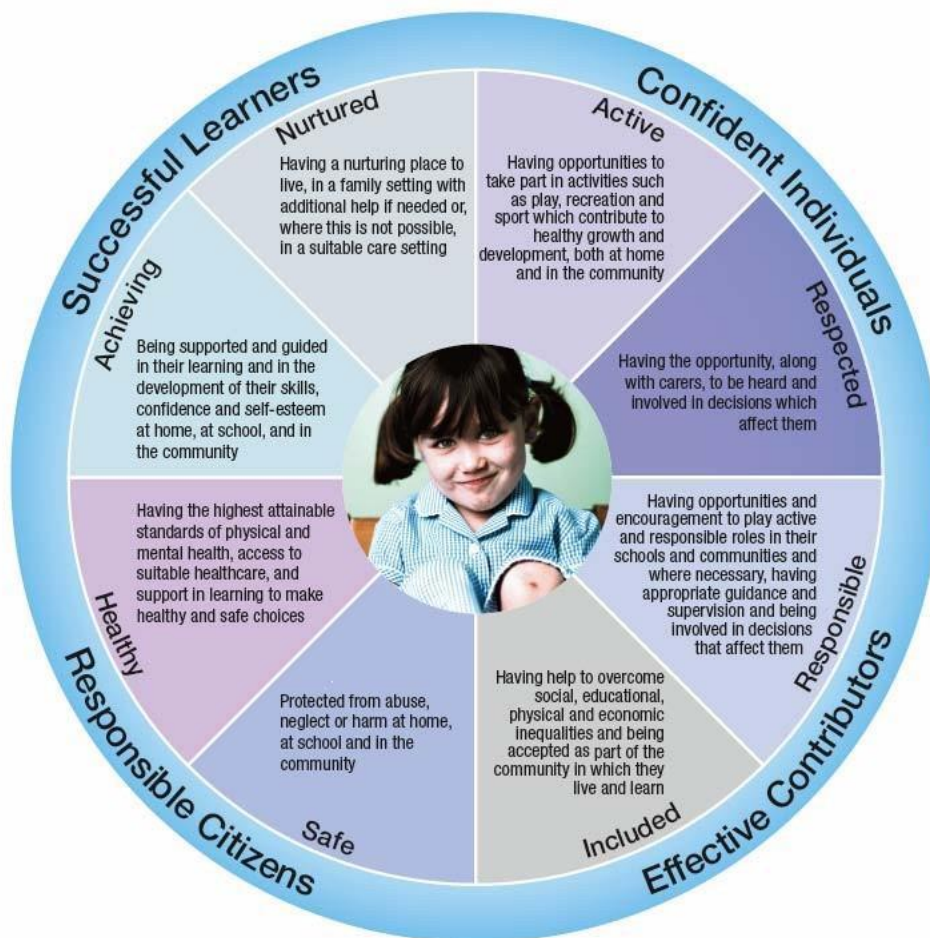
Individual Learning Journey:

Children's individual progress is observed and recorded within journals. The individual record looks at the journey each child makes through their interests, significant achievements in learning. Evidence of photographs, learning conversations, children's voice and learning observations are included. Your children's achievements are important, and we encourage you to share them with us so that we can CELEBRATE your child's ACHIEVEMENTS together. We also document this within your child's learning journey and encourage all parents to support us through commenting and contributing to your child's Learning Journal. Look out for our information regarding our formal viewing of your child's Learning Journal, this is also available for you to view at any time. For more information speak to your child's key worker.

Getting it Right for Every Child (GIRFEC)

Getting it right for every child (GIRFEC) is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. It supports them and their parent(s)/carers to work in partnership with the services that can help them.

All education staff have a statutory responsibility to promote and support the wellbeing of children and young people in their care. There are 8 wellbeing indicators and you can find out more about these here: <https://www.gov.scot/policies/girfec/wellbeing-indicators-shanarri/>



The best way of getting to know your child is by using information only you can give to us.

- Information from the home visit – GIRFEC Framework and developmental tracker will give a starting point for planning under the headings SAFE, HEALTHY, ACHIEVING, NURTURED, ACTIVE, RESPECTED, RESPONSIBLE AND INCLUDED.
- Personal Learning Goals will be decided by parents and key workers – taking into consideration individual needs, interests and stage of development.

- Learning and development will be implemented through planned purposeful play and responsive play and through a mix of adult led and child-led experiences
- Children's Learning Journals will reflect both learning and events, from home and within the ELCC.

Support & Challenge

Through our GIRFEC and Tracking meetings we may identify children as requiring challenge or support. Following discussions, we will develop and create targets to support children to achieve their potential. Where a child requires a little help with an area of development, staff will work with parents to find ways of giving support. Occasionally, it is necessary to call on the expertise of others to advise on children's needs. We have very close links with Health Visitors, Speech and Language Therapists, Educational Psychologists, Families First etc. Contact with outside agencies would only be made after discussion with parents. It may be necessary to arrange TAC (Team Around the Child) Meetings. This is a multi-agency approach to ensure that the intervention/support given suits the individual needs of both the child and the family. The nursery can offer a variety of support with the help of various agencies. Children requiring specific strategies will be given a Wellbeing Plan. This individual plan will be specific and solution focused and will be shared with parents and reviewed on a termly basis, usually as part of our TAC Meetings. Please let us know if you require any further information.

Inclusion

Renfrewshire's inclusive approach affords all children and young people the opportunity to be part of their learning community, boosting their emotional wellbeing and aiding the development of social skills. This approach is based on the core inclusive value of providing education for children within their own community as much as possible. Wellbeing assessment and individual planning is in place for all young people who require additional support.

The needs of the child or young person should always be central to the identification, planning and provision of support. Support should be appropriate, proportionate and timely.

Universal Support

Universal support starts with the ethos, climate and relationships within every learning environment. It is the responsibility of all practitioners and partners.

An environment which is caring, inclusive, fair and focused on delivering learning to meet individual needs will encourage all children and young people to strive to meet their learning potential.

Personal learning planning is at the heart of supporting learning. The conversations about learning, reviewing progress and planning next steps are central to this process. Planned opportunities for achievement which focus on the learning and progress made through activities across the full range of contexts and settings in which the curriculum is experienced also contribute to the universal aspect of support. In addition, all children and young people should have frequent and regular opportunities to discuss their learning and development with an adult who knows them well and with whom they have a mutually trusting relationship. This key member of staff has the holistic overview of the child or young person's learning and personal development.

Targeted Support

Children and young people can benefit from additional or targeted support, tailored to their individual circumstances. This could be at any points of their learning journey or throughout the journey.

Barriers to learning may arise from specific learning difficulties, disability, social, emotional or behavioural needs, bereavement or family issues.

Targeted support also encompasses children and young people requiring more choices and more chances to achieve positive, sustained post-school destinations.

This 'targeted' support is usually, but not exclusively, delivered by staff with additional training and expertise.

[Renfrewshire Health and Social Care Partnership](#)

There are many [children and young peoples health services](#) available across Renfrewshire. This includes services such as [Speech and Language Therapy](#), [Renfrewshire Psychology of Parent Project \(PoPP\)](#) and the local [Health Visiting Team](#). Please click on the links for further information.

[Educational Psychologists](#) support equity, inclusion and attainment and deliver evidence-based intervention to support pupils' wellbeing in Renfrewshire's schools, nurseries and other learning centres.

Educational psychologists work with ELCC settings, schools, parents and support staff to help children and young people make the most of their lives and support schools, nurseries and other learning centres to improve and develop supportive healthy learning environments through approaches such as the Renfrewshire Nurturing Relationships Approach, Language and Communication-Friendly Environments, Video Interaction Guidance and Non-Violent Resistance.

Our early learning and childcare establishments have a system in place for monitoring and reviewing the progress of all our young people and we have a link educational psychologist who visits on a regular basis and is part of the extended support team. When concerns are raised about a child or young person, the centres take action to address these concerns and may involve a link EP. Parental permission will always be obtained before we request to involve the link EP.

[Transitions](#)

In our setting, practitioners carefully support children and families to make successful transitions when they first start, and as they move to another stage of learning or to a new setting. We understand the importance of building relationships and developing secure attachments. Transitions are handled sensitively and are a positive experience for children and their families. Effective arrangements are in place to involve families in carefully planning personalised approaches for those requiring additional time and support. We have clear, shared processes in place to allow for the exchange of relevant information between ELCC and Primary School about children's care and support needs, skills, learning and achievements across the curriculum. When your child is ready a transfer of information record for each child will be prepared by the child's Keyworker. Primary Teachers will often arrange to visit children in the early year's establishment and a series of induction days within the school will be arranged. This will ensure a smooth transition and continuity of education for the child transferring to Primary 1.

Your child's keyworker will complete a Progression Tool to provide a summary view of your child's progression towards the early level of curriculum for excellence. The early level of curriculum for excellence guides practitioners and teachers who work with children aged 3

years to the end of Primary One. The purpose of the Progression Tool is to identify key milestones that practitioners have observed your child achieve. This will also support the creation of your child's next steps in learning. The progression tool will be shared with your child's primary school at point of transition. This evidence of progress will provide a bridge between early years and primary contexts, helping to ensure progression in your child's learning opportunities.

[Transfer from Early Years to Primary](#)

Traditionally in Scotland, children aged between 4 and a half and five can start school in August. The date for registration of new school entrants is advertised in all local nurseries, national and local press and on the council's website www.renfrewshire.gov.uk. Pupils should be registered in only one school for their catchment area. Please refer to the following guidance; [enrolling your child at primary school](#).

Parents who want to send their child to a school other than the catchment school must make a placing request. Information on how to make a placing request is contained in the leaflet '[Sending your child to school](#).' The leaflet is also available from any school, by phoning our customer contact centre on 0300 300 0300. It is important to note that a successful placing request into a primary school does not guarantee a successful placing request when a child is transferring to secondary school.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

[Deferred Entry to Primary School - An additional year of funded Early Learning and Childcare](#)

The law (set out in the Education (Scotland) Act 1980) states that children must start school in the August following their 5th birthday, therefore parents/carers have a legal right to defer entry for 4-year-old children if they wish to do so.

Children born in January or February are automatically entitled to an additional year of early learning and childcare. Currently there is no automatic right to an additional year of early learning and childcare for children born from the day after the school year starts in August to the end of December. If you wish to defer your child's entry to primary school you should discuss this with the head of centre and there will be an opportunity for you to attend a meeting at your child's current early years setting to discuss and consider the benefits of this for your child. Parents should register children for primary school and update the school when a decision about an additional year of early learning and childcare has been confirmed.

Further information can be found here; [Apply for an additional year of free nursery or childcare - Renfrewshire Website](#)

Policy and Procedures

OLOP ELCC has policies in place to ensure that staff, parents and visitors are clear on our work practices and standards. Our policies are written in line with local and national guidelines including How Good is our Early Learning and Childcare, Health and Social Care Standards. Our policies and procedures support our children and are documents we use to plan, monitor and evaluate our work. The policies are available on request from our ELCC Office. Policies are monitored and reviewed regularly by our staff, parents, children and partners, reflecting our commitment to continuous improvement.

Safeguarding including Child Protection

All children have a right to be protected from harm, abuse and neglect. The vision of the [Renfrewshire Child Protection Committee](#) is that "It's everyone's job to make sure that children in Renfrewshire are safe."

Renfrewshire Council has a [child protection policy](#) and guidelines in place to make sure that all staff receive training each year and are confident in responding to any child protection or safeguarding issue, including e-safeguarding, child sexual exploitation and radicalisation. Staff ensure the wellbeing of children they come into contact with and work closely with other agencies to protect children and keep them safe. All early years staff are trained in Child Protection and must report any concerns they have about the welfare of children to the centre's child protection co-ordinator.

At OLOP ELCC follow Renfrewshire Council's Children's Services Child Protection Guidance. All Renfrewshire Children's Services staff and those working Our Lady of Peace ELCC must be:

- Aware of arrangements for protecting children
- Alert to children's needs
- Clear about their own role in ensuring the safety and wellbeing of all children

All staff in Children Services have a statutory and professional responsibility to take action if we have reason to believe a child is suffering or is at risk. All of our staff complete child protection training annually. The Child Protection Co-ordinator for the ELCC is our **Depute Head Teacher, Claire McLaren**. If you wish any further information or a copy of the school policy, please contact the school office. If you wish to discuss this important matter further, please make an appointment to see Claire McLaren. If you have any concerns that a child may be at risk please speak to a member of our Senior Leadership Team or contact Johnstone Social Work on 0300 300 1199.

Continuous Improvement

To help us improve our service, we will seek your views in a variety of ways, including questionnaires and consultations. We value the opinions of all our stakeholders and rely on feedback in order to maintain the high standard we provide and ensure continuous improvement. We also include the children in our consultations as they have the right to be involved in making decisions which affect them. Each year we evaluate the quality of our service using the quality indicators from How Good is our Early Learning and Childcare and the Health and Social Care Standards, we share this with everyone through our standards and quality report. We identify what has gone well and what our next steps will be. The next steps are then taken forward in our improvement plan. You can find both of these documents on our website. Our inspection reports from the Care Inspectorate are also available.

Data Protection

Information on children, parents and guardians is stored on a secure computer system and may be used for teaching, registration, assessment and other administrative purposes. The information is protected by data protection laws, including the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018, and can only be shared or disclosed in accordance with those laws.

To find out more about how the Council uses personal information, please consult the Council's general Privacy Policy, here:

<https://www.renfrewshire.gov.uk/article/2201/Privacy-policy>

Parents have a right to access information about their child. This is known as the right of subject access. You can find out how to make a Subject Access Request by visiting the Council's Data Protection page, here: <https://www.renfrewshire.gov.uk/article/2059/Data-protection>

Suggestions and Complaints

Any suggestions or comments from parents are always welcome. Please share your thoughts and ideas with staff and other parents by contributing to our termly newsletter, or through discussion with a staff member.

If you are upset by any incident, which has happened at the ELCC there are several courses of action open to you, discuss it with a member of staff or discuss it with the Depute Head Teacher of School (Claire McLaren) or Senior ELCCO (Linda McGoldrick). If you feel that any query or concern has not been dealt with effectively by the Depute Head Teacher then you can contact the Head Teacher (Lesley-Anne Dick). If you feel your complaint has not been satisfactorily resolved with the Head Teacher, please contact Renfrewshire Council or the Care Inspectorate, who can be contacted at the following addresses/telephone numbers:

Renfrewshire Council

Renfrewshire House
Cotton Street
Paisley
PA1 1LE

Email: elc@renfrewshire.gov.uk

Phone: 0300 300 0170

Please note: Although the information in this handbook is correct at the time of development, there could be changes affecting the details, either before your child's placement begins or during the course of their placement. The ELCC will tell you of any important changes to the information.