



Ayr  
Academy

School Handbook  
Session 2022

*Believe Achieve*



Ayr Academy

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# Introduction

Welcome from Mrs Traynor

It gives me great pleasure to welcome you to Ayr Academy's School handbook. This Handbook provides information about our school for pupils, parents and carers and the wider community for pupils in P7 looking to transition to Ayr or for pupils joining us from other Secondary schools. You will find lots of information to allow pupils to join our school quickly and seamlessly.



Our Primary Transition work starts in September of P7 and continues to the induction days in June. This process allows pupils from our associated primary schools to get to know our staff and the layout of the building and meet other young people from across our catchment area.

For those who are transferring at other stages there will be more individualised arrangements. This usually involves organising a pre-enrolment meeting with the appropriate year-head and this will normally include a tour of the building and introduction to some staff and future classmates.

We hope you will find here the answers to many of your questions about the practical aspects of primary- secondary transfer, the secondary curriculum, and the organisation and administration of the school.

But a handbook cannot replace personal contact; that is still the most important form of communication, so If you need more information on any aspect of school life and wish to visit the school, then please do not hesitate to contact the office and we will endeavour to meet you . We are proud of our school community, and when you take the opportunity to come and meet us, we are confident you will see why.

Mrs Laura Traynor  
Head Teacher  
[lauratraynor@south-ayrshire.gov.uk](mailto:lauratraynor@south-ayrshire.gov.uk)  
January 2022

Name	Ayr Academy
Address	University Avenue Ayr KA8 0SZ
Tel	02192 612028
Email	<a href="mailto:ayr.mail@south-ayrshire.gov.uk">ayr.mail@south-ayrshire.gov.uk</a>
Twitter	@Ayr_Academy2016
Head Teacher	Laura Traynor
Type	Non-denominational 6 Year comprehensive
Parent Council	Ingrid McCormick ayracademyparentcouncil@gmail.com

Ayr Academy is a 6-year, non-denominational comprehensive school situated in the North of Ayr. Its associated primary schools are Annbank Primary, Coylton Primary, Dalmilling Primary and Newton Primary. It is led by a Head Teacher and three Depute Heads. Our middle leaders are curricular and pastoral support PT's. Our staff are skilled and experienced and include a community police officer. The building itself is a modern new build which opened in August 2017. It sits within the Craigie estate, North of the river, ideally situated to foster strong links with Ayrshire College and UWS. It comprises state of the art accommodation to facilitate 21<sup>st</sup> century learning.

At Ayr Academy our vision is: Believe-Achieve. This vision and our five core values of: Ambition, Respect, Responsibility, Compassion and Community are what we base everything around.

### **OUR CORE AIMS ARE:**

1. To ensure all young people are on a pathway to a sustained positive destination
2. That the Teaching and Learning environment is excellent
3. That our curriculum meets the needs of all learners
4. That we provide a welcoming, inclusive and nurturing learning community
5. That we demonstrate a strong commitment to self-evaluation

Our School Motto is:

### **Respice Prospice**

<b>Our role</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
	111	128	110	145	68	23

School Staff	Designation
Mrs L Traynor	Head Teacher
Mr N Quinn	Depute Head Teacher/Teacher of Religious Moral Education
Ms C Dunstall	Depute Head Teacher/Teacher of Social Subjects
Mr G Brown	Depute Head Teacher/Teacher of Social Subjects
Mr R Miller	Acting Depute Head Teacher/Teacher of Social Subjects
Mrs K Cairns	Principal Teacher of Art
Mrs J Morton (0.8FTE)	Teacher of Art
Mr T Robinson	Principal Teacher of Business Studies
Mrs C Campbell	Teacher of Business Studies
Miss D Connelly (0.8FTE)	Teacher of Business Studies
Mr G Robertson	Faculty Head for Languages
Miss L Kinnen (0.8FTE)	Teacher of English
Mr G McVicar	Teacher of English
Mr C Campbell	Teacher of English
Mrs L Wyper ( Mat Leave)	Teacher of Modern Languages
Ms E Burne	Acting Faculty Head /Teacher of Religious Education
Mr S Kennedy	Teacher of Geography/Modern Studies
Mr S Poulter	Teacher of Modern Studies
Mrs A Gray (0.8FTE)	Teacher of History
Mr T Cochrane	NQT Teacher of Modern Studies
Miss O Robson	Teacher of RE
Mrs G Morison	Principal Teacher of Home Economics and Health
Mrs P Dillon	Principal Teacher of Pupil Support
Miss J Nellies	Teacher of Pupil Support (Cluster)
Mrs J Charlton	Teacher of Pupil Support (Cluster)
Mr T Robertson	Acting Principal Teacher of Guidance / Pupil Support
Mrs F Grant	Teacher of Pupil Support
Ms J Murray	Teacher of Pupil Support Temp (0.5 FTE)
Mrs Sarah Gemmell	Teacher of Pupil Support
Miss Rebecca Knox (Mat Leave)	Teacher of Pupil Support

Mrs M Kay	PT Wellbeing and Nurture
Vacancy	Teacher of Pupil Support
Mr A Murphy	Principal Teacher of Mathematics
Mrs N McGarry	Teacher of Mathematics
Mrs A Byers	Principal Teacher of Guidance & GIRFEC /Teacher of Mathematics
Mr T McGuigan	Principal Teacher of Attendance /Teacher of Mathematics
Mrs M Wiltshire	Teacher of Mathematics
Miss J Hamilton	Teacher of Mathematics
Ms V Gibson	Principal Teacher of Music
Mr S Roy	Teacher of Music
Mr S Menzies	Teacher of Music
Mr R Standring	Principal Teacher of Science
Mr D Hirst	Teacher of Physics
Miss N Scott	Teacher of Chemistry
Miss J McCreddie	Teacher of Biology
Mr A Sloss	Principal Teacher of Physical Education
Mrs J Oliphant	Teacher of Physical Education
Mr A Love	Teacher of Physical Education
Miss R Higgins	Teacher of Physical Education
Mr W Rich	Principal Teacher of Technical Education
Mr R Boyle	Teacher of Technical Education
Mrs S Ainsworth	LC Administration Team Leader
Mrs D McKay	School Finance Officer
Mrs S Kennedy	Administrative Assistant
Ms F Wallace	Clerical Assistant (Part-Time)
Mrs L Hutchison	Clerical Assistant (Part-Time)
Ms D Edmond	Clerical Assistant (Part-Time)
Mrs E Graham	Clerical Assistant (Part-Time)
Mrs C Young	DYW – Clerical Assistant
PC D Hendry	Campus Police Officer
Mr C Peden (0.5)	Technical Technician



Mr S Oliver	ICT Support Engineer
Mr R Paxton	ICT Technician
Mrs A Shaw	Science Technician
Miss K McKnight	Education Welfare Officer
Mrs A McLeod	Education Welfare Officer
Ms L Love	Senior Youth Worker (Temp)
Ms E Smith	Senior Youth Worker (Temp)
Mrs A McDonald	School Assistant
Mrs A Brady	School Assistant
Mrs L Fisher	School Assistant
Ms A McNee	School Assistant
Mrs G Wardrop	School Assistant
Mr S Sargent	School Assistant
Mrs K Hendrie	School Assistant
Mrs P Musgrove	School Assistant
Mrs S Griffiths (Temp)	School Assistant
Mrs E Dewar	School Assistant
Miss B Macrae	School Assistant
Ms C Brady	School Assistant
Miss V Craig	School Assistant
Ms H Milne	Librarian
Vacancy	Librarian Assistant
Mr M Hood	Janitor
Mr T Allan	Janitor
Mr C Currie	Janitor (Term-time)

## THE SENIOR LEADERSHIP TEAM



**Mrs Laura Traynor**

Head Teacher



**Mr Nick Quin**

Depute Head Teacher

Responsibility for S5 & S6



**Ms Claire Dunstall**

Depute Head Teacher

Responsibility for S4



**Mr Gordon Brown**

Depute Head Teacher

Responsibility for S1 & S3



**Mr Ross Miller**

Acting Depute Head Teacher

Responsibility for S2

## THE GUIDANCE TEAM

Guidance is at the heart of all we do in Ayr Academy and when your son/daughter arrives here they will be allocated a house and a Guidance teacher. This member of staff will become your child's named person and will make every effort to get to know them really well. They will take responsibility for the pastoral needs alongside their social and emotional wellbeing. If you as a parent have any questions or queries the Guidance team are your first port of call.

**Mrs Ann Byers**

PT Guidance for Kyle House



**Mrs Lauran Butler Robson**

PT Guidance for Galloway House



**Mr T Robertson**

Acting PT Guidance for Carrick House



**Mr Terry McGuigan**

PT Guidance for Attendance

## THE SCHOOL YEAR / DAY

MONTH	IN-SERVICE / HOLIDAYS		
August 2022	In-Service Day	Thursday	18 August 2022
	In-Service Day	Friday	19 August 2022
	Pupils Return	Monday	22 August 2022
September 2022	Local Holiday	Friday	16 September 2022
	Local Holiday	Monday	19 September 2022
October 2022	Schools Close	Friday	14 October 2022
	In-Service Day	Monday	24 October 2022
	Pupils Return	Tuesday	25 October 2022
December 2022	Schools Close 2.30pm	Friday	23 December 2022
	Pupils Return	Monday	9 January 2023
February 2023	Schools Close	Thursday	9 February 2023
	Local Holiday	Friday	10 February 2023
	Local Holiday	Monday	13 February 2023
	In-Service Day	Tuesday	14 February 2023
	Pupils Return	Wednesday	15 February 2023
March 2023	Schools Close 2.30pm	Friday	31 March 2023
April 2023	Pupils Return	Monday	17 April 2023
May 2023	Pupil Holiday	Monday	1 May 2023
	Local Holiday	Friday	26 May 2023
	Local Holiday	Monday	29 May 2023
	In-Service Day	Tuesday	30 May 2023
	Pupils Return	Wednesday	31 May 2023
June 2023	Schools Closes 1pm	Friday	30 June 2023

	8.45- 8.55	8.55- 9.45	9.45- 10.35		10.50- 11.40	11.40- 12.30	12.30- 1.20	1.20- 2.00	2.00- 2.50	2.50- 3.40
Monday	Personal Support	P1	P2		P3	P4	P5	Lunch	P6	P7
Tuesday	Personal Support	P1	P2		P3	P4	P5	Lunch	P6	P7
Wednesday	Personal Support	P1	P2		P3	P4	Lunch	P5	P6	
Thursday	Personal Support	P1	P2		P3	P4	Lunch	P5	P6	
Friday	Personal Support	P1	P2		P3	P4	Lunch	P5	P6	

## **ENROLMENT**

If you would like your child to attend Ayr Academy then they would have to be enrolled in the school.

If your son/daughter already attends one of our local primary schools, you will be advised by the primary on how to complete this process. Your child will automatically transfer to Ayr Academy on completion of the appropriate paperwork.

If you are new to the local area and would like to register your child then you should contact the school office to make an appointment to meet with the appropriate Year Head:

### **For session 2022:**

S1 & S3:	Mr Gordon Brown
S2:	Mr Ross Miller
S4:	Ms Claire Dunstall
S5 & S6:	Mr Quinn

For the meeting you will be asked to bring your son/daughters original birth certificate and proof of their current address. You will need to complete all relevant paperwork and you will have the opportunity to ask any questions and see around the school building. If you live out-with Ayr Academy's catchment area you will need to contact South Ayrshire Council to make a placing request.

## **PARENTAL INVOLVEMENT**

*Parents (The definition of 'parent' used is the broadly framed definition set out in the 1980 Act which is as follows: 'Parent' includes guardian and any person who is liable to maintain or has parental responsibilities in relation to, or has care of a child or young person. This is a wide definition which can include, by way of example, non-resident parents who are liable to maintain or have parental responsibilities in respect of a child and others with parental responsibilities, e.g. foster carers or kinship carers.) Should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.*

## **WHAT OPPORTUNITY IS THERE FOR PARENTS TO GET INVOLVED IN THEIR CHILDS' LEARNING?**

In order for our young people to achieve their full potential and feel that they are fully supported in their learning, it is essential that we have strong links with the home. As a parent, you know your child best and it is important that we work together to enable our young people to strive for success.

At Ayr Academy we endeavour to share as much information as possible with parents. We update our School Website and Twitter page on a weekly basis which includes up to date information on events which have taken place in the school. We also contact you by letter, telephone, text and email with relevant information when appropriate.

We report to parents throughout the year and hold Parent Evenings so that you can be kept up to date on your child's progress. We also hold Special Information Evenings to share

curricular information with you so that you are fully informed at each stage in your child's education. The dates for all of these events can be found on our 'school calendar'.

Parents may feel the need to contact the school at various times throughout the session to clarify any issues arising or discuss any concerns. In the first instance contact should be made with the appropriate member of the Guidance team or Depute Head Teacher.

## **PARENTS AS PARTNERS – PARENT COUNCIL**

Parent Councils are the formal representative body for parents with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents locally. Parents are welcome to be:

- involved with their child's education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their children's school.

All parents/carers are automatically members of the Parent Forum at their child's school. As a member of the Parent forum all parents can expect to:

- receive information about the school and its activities;
- hear about what partnership with parents means in the school;
- be invited to be involved in ways and times that suit them;
- identify issues they want the parent council to work on with the school;
- be asked their opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The parent forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents are encouraged to volunteer or put themselves forward to be chosen as representatives of the parent council if they wish.

- The main aims of the Parent Council are to:
- support the school in its work with pupils;
- represent the views of parents;
- promote contact between the school, parents, pupils, providers of early years education and the community;
- report to the parent forum;
- be involved in the appointment of senior promoted staff; and
- Raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk).

The Parent council is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact the PC if you want to join in.

- Please contact Ingrid McCormick on Ayr Academy Parent Council : [ayracademyparentcouncil@gmail.com](mailto:ayracademyparentcouncil@gmail.com)
- The Scottish Parent Teacher Council is a national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents. They can be contacted by phone on 0131 474 6199, fax 0870 706 5814 or email on [sptc@sptc.info](mailto:sptc@sptc.info) or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.
- National Parent forum of Scotland - [enquiry@parentforumsotland.org](mailto:enquiry@parentforumsotland.org)
- The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

## SCHOOL ETHOS, VISION, VALUES AND AIMS

Ayr Academy and our partners are committed to one shared vision. **Believe- Achieve.** We are committed to our community and work hard daily to ensure aspirations are high and relationships are positive. We are committed to promoting children's rights and we are working towards our Bronze 'Rights Respecting Schools' award. We pride ourselves on living out our values of **Respect, Responsibility, Compassion, Community and Ambition** every day.

### Our Core Aims are:

1. To ensure all young people are on a pathway to a sustained positive destination
2. That the Teaching and Learning environment is excellent
3. That our curriculum meets the needs of all learners
4. That we provide a welcoming, inclusive and nurturing learning community
5. That we demonstrate a strong commitment to self-evaluation



## THE CURRICULUM

### CURRICULUM FOR EXCELLENCE

Curriculum for Excellence has been implemented across Scotland for all 3-18 year olds – wherever they learn. It aims to transform Scottish Education, **raise standards of achievement**, and provide young people with the skills, knowledge and attributes they will need for learning, life and work in the twenty first century. This is encapsulated in the aim to improve the life chances of every young person in Scotland and develop their four capacities as: successful learners, confident individuals, responsible citizens and effective contributors.

Curriculum for Excellence enables professionals to teach subjects creatively, to **work together** across the school and with other schools, to share **best practice** and explore learning together.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth and builds on what they have learned at each stage. They will ensure that children continue to work at a pace that is appropriate for them but which also challenges and supports them to achieve their very best.

Every child is entitled to a **broad general** education, whatever their level and ability. Every single teacher and practitioner will be responsible for **literacy and numeracy** – the language and numbers skills that unlock other subjects and are vital to everyday life. All teachers are also responsible for the health and wellbeing of children and young people.

Curriculum for Excellence develops **skills** for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links **knowledge and skills** in one subject area to another, helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

All pupils are entitled to personal **support** to help them fulfil their potential and make the most of their learning opportunities with **additional support** wherever that's needed.

### AYR ACADEMY CURRICULUM RATIONALE

Our Curriculum rationale is a unique feature of our school and is widely based on the current labour market intelligence and the views of the school community. It has been designed in line with local and national guidance and in partnership with our stake holders to meet the needs of all pupils in our community and to live out our vision- Believe...Achieve. It has a clear focus on ensuring wellbeing entitlements are met whilst pupils experience a range of challenging and flexible pathways filled with excellent learning and teaching to prepare them fully for the world of work at the point of exit from Ayr Academy

School improvement is everyone's core business. Quality is a habit not an act. At the heart of improvement lies a relentless focus on high quality learning and teaching which leads to improved outcomes for all learners. It begins and ends in the classroom. This can only be achieved if the direction of travel is clear, appropriate goals are agreed and everyone in the community is on board. To get the culture right we need mutually supportive relationships at the heart.



Our rationale drives learning and teaching through careful consideration of our vision, values and aims and our unique local context. Our locality is very aspirational as we have a college and University in our locality. This breeds aspiration and encourages pupils to learn from mistakes and build resilience.

We have worked hard to amend our curricular offer to cater for the needs and likes of our pupils and we direct them to areas of strength within our school. Our curricular offer caters for the most and least academic pupils in equal measure whilst focusing on the development of their skills that will equip them for life's difficult decisions.

## **RELIGIOUS AND MORAL EDUCATION**

Schools have a statutory duty to provide Religious Instruction in the timetable. This is to allow children to develop an enquiring mind and to have an understanding of Christian and other faiths. This may include visiting speakers, visits to places of worship School chaplains holding assemblies throughout the year. In the Senior Phase children can choose to further their understanding by studying RMPS at National Qualification level.



Parents with different faiths or beliefs other than Christianity may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions (days) in any one school session and the pupil noted as an authorised absentee in the register.

## **HEALTH AND WELLBEING**

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they may need for mental, emotional, social and physical wellbeing now and in the future.

Children and young people should feel happy, safe, respected and included in the school environment and all staff in the school are pro-active in promoting positive behaviour in the classroom, playground and the wider school community.

We work hard to live our values through our practice at school, in so doing, we set high standards and expectations of everyone in our community. Children are encouraged to behave in a respectful and responsible way to ensure they promote these values and build strong and positive relationships. Our Expectations and responsibilities are displayed in every classroom and working area as is our school charter for Rights Respecting Schools.

Positive relationships are key to all that we do and when this breaks down children are supported by our experienced Guidance teachers and, where necessary, the Year Heads. Parent's roles are absolutely key to everything we promote at school level and they will be involved quickly if their children are displaying concerning behaviours. We also work closely with our external partners to support our children and families.

We base our daily practice on merits and rewards as we try to be proactive as opposed to punitive. Pupils will have the opportunity, at several points throughout the year, to become involved in the reward trips. Where behaviour falls short there will be disciplinary sanctions applied in a fair and consistent manner. We work with children to rectify and overcome the behaviour difficulties and ensure that all pupils have the opportunity to make effective and appropriate progress.



## **EQUAL OPPORTUNITIES AND INCLUSION**

In terms of the United Nations Convention on the Rights of the Child (UNCRC) and national law and policy, our school is committed to respecting children's rights to have equal opportunities and to be included.

The national legislation around equal opportunities and social inclusion includes:

- Children and Young People (Scotland) Act 2014;
- Education (Additional Support for Learning)(Scotland) Act 2004 (as amended 2009) 'the ASN Act';
- Equality Act 2010;
- Disability Discrimination Act 2005;
- Human Rights Act 1998;
- Children (Scotland) Act 1995.

South Ayrshire puts this into practice through the following core beliefs:

- ***Presumption of mainstream:*** All children and young people have the right to an education within a mainstream school (Standards in Scotland's School Act 2000);
- ***Most inclusive option:*** Wherever possible, children and young people will be provided with an education within their own community and/or within their own catchment school (the ASL Act);
- ***Staged intervention:*** If there are concerns about how a child or young person is coping within a mainstream placement, the model of staged intervention will be followed and this may include Team around the Child meetings to assess and plan with available resources (the ASL Act). There is a particular focus in gathering the views of children, young people and their parents relating to the support required to minimise barriers to learning;
- ***Links to community:*** If it is agreed that a placement out with a child's community is appropriate to meet their needs, it is important to consider ways in which a child can maintain links and relationships with peers from their own community (the ASL Act);
- ***Involvement of child and parent/carer:*** It is vital that the child, young person and parents/ carers are involved in all of these processes, and that the child or young person's views are taken account of in any decisions made. (UNCRC) (the ASL Act) and the Children (Scotland) Act 1995);
- ***ASN legislation:*** all processes and meetings will comply with the timescales of the ASN legislation.

Ms Claire Dunstall is Ayr Academy's Pupil Support Coordinator who has responsibility to ensure each child's needs are met. They will work alongside Pupil Support staff within their own school and also centrally. Central staff include Inclusion Co-ordinators, ASN teams, Psychological Services and Quality Improvement Officers.

If you need further information on any of the above teams, contact Ms Dunstall, Pupil Support Coordinator.

At Ayr Academy, we strive to ensure that every pupil is treated equally, fairly and with respect. Every individual is given an equal opportunity to reach his/her potential, regardless of sex, race, colour, creed, ability or circumstances. All staff have a responsibility for promoting equality of opportunity and social justice.

## **ASSESSMENT**

### **HOW IS LEARNING IN THE BROAD GENERAL EDUCATION ASSESSED?**

Assessment is a central part of everyday learning and teaching for children and young people. Teachers gather evidence on an ongoing and informal basis through asking questions, observing children working together and making comments on their work. Children may assess their own work or that of their classmates. Some assessment is more formal, such as projects, investigations, case studies and tests. The assessment of children's progress throughout primary school and in secondary S1–S3 is based partly on teachers' views: their "professional judgement". In making these judgements, teachers draw on their professional

knowledge and understanding of the child using a very wide range of assessment information including standardised assessments.



The professional assessment judgements of teachers are expressed in terms of a child or young person's progress within and through levels. Most children are expected to have achieved the early level by the end of P1, first level by the end of P4, second level by the end of P7 and third level by the end of S3. Many will achieve fourth level by the end of S3. All schools in South Ayrshire Council have been using standardised assessments, along with a range of other assessment information for several years, to monitor the progress of individual learners and support their learning. From August 2017, new national standardised assessments were introduced in all schools in Scotland. These assessments will provide an additional source of nationally consistent evidence for teachers to use when assessing children's progress.

## **NATIONAL STANDARDISED ASSESSMENTS**

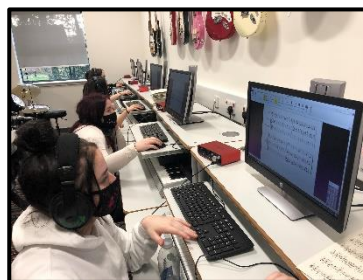
Every child in P1, P4, P7 and S3 will undertake national standardised assessments covering some aspects of reading, writing and working with numbers. Assessments will be completed online and will be automatically marked by the online system, giving teachers immediate feedback to help children progress. The assessments will be used to help teachers understand how well your child is progressing with his or her learning and to plan next steps. There will be no pass or fail.

The exercises in the tests are adaptive to your child's response and offer an evaluation of your child's skills in these key areas. In other words, the system is designed so that if a child is struggling with the questions they will get easier, and if a child is doing well the questions will become more challenging.

A time limit of 50 minutes for each assessment has been set. This is an absolute maximum, to ensure that no child feels an unnecessary time pressure when undertaking the assessments. Your child will not be expected to take assessments covering reading, writing and working with numbers in one sitting. In South Ayrshire, national standardised assessments take place when the teacher feels it is appropriate. The assessments will, as far as possible, accommodate the needs of children who require additional support.

## HOW IS LEARNING IN THE SENIOR PHASE ASSESSED?

Learning in the Senior Phase is assessed using procedures and processes agreed by the Scottish Qualifications Authority or other awarding bodies. When our young people start the Senior Phase, they are presented at a level of qualification that is appropriate to meet their needs, from National 3 to National 7 (Advanced Higher level). Preliminary examinations take place in January and young people who achieve 35% or more in their prelim will generally be presented for the SQA examination in May. For young people to progress in their learning in any given subject, there is an expectation that they will have achieved a C grade or better at the level prior to the one they choose to sit. This will be discussed with their Guidance teacher or Year Head during the option process each year.



## TRACKING AND MONITORING PROGRESS

The progress of individual learners is tracked and monitored during the session; this information is provided at Parent evenings and through parental reports.

In the Senior Phase, pupils' progress is tracked three times per year. Parents are provided with a short tracking report including ratings on effort, behaviour and homework along with their 'working at' and 'target' grades. The other report will include a short statement from the class teacher detailing progress and next steps in learning.

## Generally Available Supports and Targeted Interventions available to Children and Young People in South Ayrshire

<b>Stage 1a (in class)</b>	<b>Stage 1b (within school, outwith class)</b>	<b>Stage 2 (one targeted service)/ Stage 3 (multi-agency targeted services)</b> targeted support provided being received from -		<b>Stage 4</b>
<p><b><u>Education</u></b></p> <ul style="list-style-type: none"> <li>• More able in more than one area.</li> <li>• EAL without regular peripatetic support.</li> <li>• Individualised differentiation by class teacher.</li> <li>• Resource adaptation within classroom.</li> <li>• School Assistant support.</li> </ul> <p><b><u>Health</u></b></p> <ul style="list-style-type: none"> <li>• Medical disorder that has no significant effect on learning ability – for information</li> </ul>	<p><b><u>Education</u></b></p> <ul style="list-style-type: none"> <li>• Nurture Groups</li> <li>• Additional Support for Learning Teacher support</li> <li>• Targeted school assistant support.</li> <li>• Targeted interventions including Seasons for Growth, Circle of Friends, Catch Up Literacy and Numeracy, Reading Wise, 5-minute boxes.</li> </ul>	<p><b><u>Education</u></b></p> <ul style="list-style-type: none"> <li>• Education Psychological Services</li> <li>• English as an Additional Language</li> <li>• Hearing Impairment Support</li> <li>• Visual impairment Support</li> <li>• Home Link</li> <li>• Local Authority provided Home Tuition</li> <li>• Language provision – assessment block/ outreach only</li> <li>• Learning and Inclusion Team support</li> </ul> <p><b><u>Health</u></b></p> <ul style="list-style-type: none"> <li>• Addiction South Ayrshire</li> <li>• Ayrshire Council on Alcohol</li> <li>• CAMHS observation</li> <li>• CAMHS medical review</li> <li>• CAMHS (one to one support)</li> <li>• Rainbow House</li> <li>• Hospital Education</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• School Nurse</li> <li>• Speech and Language Therapy</li> </ul>	<p><b><u>Social Work</u></b></p> <p><b>All LAC and CP pupils – Stage 3</b></p> <ul style="list-style-type: none"> <li>• Children and Family Area teams</li> <li>• Children with Disability team</li> <li>• Initial Response Team</li> <li>• Intensive Outreach Team</li> <li>• Young People’s Support and Transition Team</li> </ul> <p><b><u>Voluntary Sector</u></b></p> <ul style="list-style-type: none"> <li>• Barnardos Family Support Services – Ayr and North</li> <li>• Quarriers</li> <li>• Young Carers</li> <li>• Aberlour</li> <li>• Children 1<sup>st</sup> Supporting Children and Families – Girvan and Maybole</li> <li>• South Ayrshire Befriending</li> <li>• South Ayrshire Women’s Aid</li> </ul> <p><b><u>Employment and Training</u></b></p> <ul style="list-style-type: none"> <li>• Employability and Skills Team</li> <li>• Skills Development Scotland</li> </ul>	<p><b><u>Education</u></b></p> <ul style="list-style-type: none"> <li>• Language Unit</li> <li>• Supported Learning Centres – QMA/Girvan</li> <li>• Autism Spectrum Support – Doonfoot Communication Base</li> <li>• Complex Learning Needs Support – Southcraig and Invergarven Schools</li> <li>• Extended Learning Facilities - Dalmilling &amp; Girvan</li> <li>• SASKA</li> <li>• Authority Nurture Provision</li> <li>• Residential Placement</li> <li>• Children’s Houses</li> </ul>

Please note: this list is not exhaustive or prescriptive. All Stage 3 and 4 Children and Young People should have a Child’s Plan.



## REPORTING

Each department has the responsibility of reporting

If you have any concerns about your child's progress throughout the year, please contact their Guidance Teacher as they will have the overview of your child's progress and will be able to address your concerns.

The Curriculum for Excellence assessment data and the data relating to pupils performance in SQA examinations in the Senior Phase (S4-S6) for South Ayrshire schools is reported to members of the public in the annual performance report, which is published in February each year.

## TRANSITION

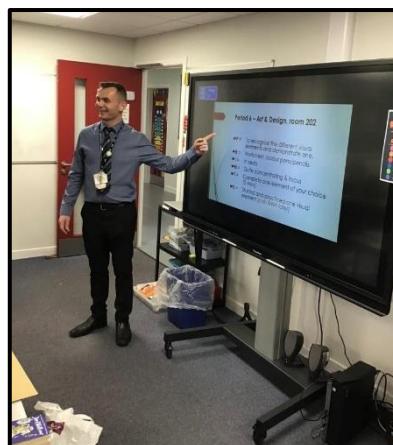
## HOW DO WE ENSURE THAT THERE IS A SMOOTH TRANSITION BETWEEN STAGES?

It is our aim to establish the highest quality transitions for all young people. To reach this goal we:

Work and plan collaboratively across our learning community to ensure transition arrangements are effective for all learners, including those requiring additional support and in line with legislative requirements. We will put in place a comprehensive, well-planned programme of transition arrangements.

It is our aim to develop and establish

- A shared understanding of learners' progress, making very good use of tracking and monitoring, profiling and personal learning planning to help children and young people identify strengths and next steps in learning
  - Agreed approaches to record keeping and passing on of information
  - Effective information sharing about learners' progress and needs
  - Sound arrangements for transferring information from one named person to another to ensure continuity of plans such as a Child's Plan or coordinated support plan
  - Actively engage young people and their parents and carers in transitions at all stages of learning
  - Arrangements to involve families and relevant agencies in designing transitions for those requiring additional support.
- 
- A man in a blue shirt is standing next to a large digital display. He is pointing at the screen with his right hand. The screen shows a presentation slide titled "Period 4 - Art & Design, autumn 2022". The slide lists several bullet points: "Integrate the different strands of the curriculum into the lessons", "Use the school's resources", "Use the school's resources", "Use the school's resources", "Use the school's resources", "Use the school's resources", "Use the school's resources", "Use the school's resources", "Use the school's resources", "Use the school's resources". The man is smiling and looking at the screen. The background is a classroom setting with a red door and a white wall.



Our aim is to ensure a high level of social and emotional support for young people in their transitions and to take very good account of mental, emotional, social and physical needs when planning transitions.

It is our goal to ensure continuity and progression in learning across all curriculum areas at all stages of learning and enable learners to continue to build their knowledge, skills and attributes and maintain an appropriate pace of progress.

Pupils are normally transferred between the ages of 11 ½ and 12 ½ to ensure that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the transfer arrangements no later than December of the year preceding the date of transfer.

## SUPPORT FOR PUPILS

### GETTING IT RIGHT FOR EVERY CHILD (GIRFEC)

The Children and Young People (Scotland) Act 2014 introduces an approach for all children's services to work together to meet every child's needs. The '**Getting It Right for Every Child**' (**known as "GIRFEC"**) Practice Model is an assessment and planning framework which centres on the individual and specific needs of each child. Every child under the age of 18 is entitled to have a **Named Person** who should be available to help and support the child and do whatever is necessary to promote, the child's 'wellbeing'.

All children have rights in terms of the UNCRC to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included, (sometimes referred to as 'SHANARRI indicators'). All assessments of 'wellbeing' needs or what support and help is needed for a child will take account of these SHANARRI indicators.



If a child needs help or support, the Named Person along with parents/carers and the TAC will assess the child's wellbeing. If the child is receiving additional support or assistance in school, or from other services, (for example from social work; health services or 3rd sector or charity partners) then in consultation with parents/carers the Team Around the Child will assess whether there are any wellbeing needs and if necessary, review the **Child's Plan**.

In Ayr Academy the Guidance staff, Mrs A Byers, Mrs L Kelly and Mr T McGuigan are the 'Named people' for their own house groups.



## **ADDITIONAL SUPPORT FOR LEARNING**

South Ayrshire Council has duties outlined in the Standards in Scotland's Schools etc Act (2000), and the Education (Additional Support for Learning) (Scotland) Act 2004 (As amended). These include the production of a policy for additional support needs; authority arrangements for identification and assessment of additional support needs; preparation of plans (including a CSP where appropriate); maintain and review additional support needs on an ongoing basis. South Ayrshire Council is committed to a policy of inclusion to carry out these duties of support. The authority is also committed to maintaining a range of specialist establishments and services to support the whole continuum of needs.

## **WHAT ARE ADDITIONAL SUPPORT NEEDS (ASN)?**

Some children and young people need extra help in school to make progress. It is the duty of the education authority to support all children and young people with additional support needs. Children and young people may need help with their reading or writing; to make sure they can get into and around the school; or to support their learning through difficult family circumstances. Additional support needs can last for any length of time. Further examples of situations where additional support may be needed for a child or young person who:

- has a learning difficulty;
- is highly able ;
- has emotional or social difficulties ;
- is bereaved ;
- is deaf or blind;
- is being bullied ;
- is not attending school regularly ;
- is 'looked after' by the local authority.

## **HOW DO WE MAKE SURE THAT WE MEET THE ADDITIONAL SUPPORT NEEDS OF PUPILS IN SOUTH AYRSHIRE?**

All children and young people may need additional support at some point to help them make the most of their education. Most children are supported through their own class teacher and appropriate class based strategies and supports.

If a pupil needs more help than the class teacher can provide, then a process of providing the right support begins. We call this staged intervention. Staged intervention is our way of assessing, identifying and then providing the necessary additional support and/ or strategies for a child or young person.

## **STAGED INTERVENTION CAN BE BROKEN DOWN INTO THE FOLLOWING STAGES:**

### **STAGE 1 (A) – IN CLASS SUPPORT**

Where additional supports can be delivered through the use of class based strategies/interventions.

### **STAGE 1 (B) – IN SCHOOL SUPPORT**

Where a child's additional support needs require intervention from a specialist teacher (e.g. Additional Support for learning staff) or targeted support from a School Assistant they will be deemed to be supported at Stage 1(b). An action plan should be created and reviewed.

### **STAGE 2 – ADDITIONAL SUPPORT FROM A SERVICE THAT IS UNIVERSALLY AVAILABLE**

Where support for a child's Additional Support Need cannot be met solely through school based interventions the school and family may seek support from other universal services. The Named Person will contact the appropriate service/agency to discuss/identify what supports are universally available to meet the identified wellbeing need. **Consent from parents and child (12+) will be sought prior to a request being made.** An Action plan will be created and formally reviewed.

### **STAGE 3 – SPECIALIST HELP FROM A MULTI-AGENCY TEAM**

At this stage a **wellbeing assessment** will be completed. The Named Person will contact the appropriate multi-agency team, and work in partnership with parents and learners to discuss/identify what targeted supports are required to minimise the barriers to learning. A team around the child meeting (TAC) will be convened to determine how agencies can provide support

All children at Stage 3 will benefit from **at least one targeted support**. Further universal supports may also be part of the support provided to children at this level.

### **COORDINATED SUPPORT PLAN (CSP)**

For a small number of children or young people, a Coordinated Support Plan (CSP) may be needed. This is prepared when there is 'significant' involvement from professionals from one or more agencies out with education that will last for longer than 1 year. For further information see [www.enquire.org](http://www.enquire.org)

## **SUPPORTS AVAILABLE**

Educational Services have developed a range of enhanced services to help meet the identified needs of children and young people. These services assist establishments in responding to the additional supports required. These can be accessed throughout the staged intervention process. These supports include:

- Psychological Services;
- Peripatetic Services e.g. Visual Impairment and Hearing Impairment;
- Home Link Team;
- Looked After and Accommodated Service;
- Learning and Inclusion Team;
- School Support Assistants;

- Additional Support for Learning Teachers;
- Home Tutoring;
- Outreach services from Specialist Centres.

Educational Services will also access support, where appropriate, from colleagues within the Health and Social Care Partnership in order to address a range of concerns. Where necessary, establishments can access advice and direct support from e.g. Speech and Language Therapy, Occupational Therapy and Physiotherapy.

## **HOW CAN PARENTS HELP TO SUPPORT CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL SUPPORT NEEDS?**

As parents/carers, you will be fully involved in both the assessment of your child's needs and the plan of any outcomes detailed on your Child's Plan. Parent's and children's views should be taken into account and recorded through the Child's Assessment and Plan. Opportunities are also given by South Ayrshire Council to parents/carers to contribute to policy and procedure development including the Additional Support for Learning Parents Forum, engagement during improvement visits and consultation on the Children's Service Plan.

Parents should be fully aware of and be involved in the arrangements to support their children. They can bring supporters or advocates to any meeting at school to discuss their child.

## **WHAT ROLE DO CHILDREN AND YOUNG PEOPLE PLAY?**

All children and young people will have the opportunity to make their views known about decisions that affect them. Children and young people's views should be taken into account and recorded through the Child's Plan. They will be encouraged to take part in any meeting where people are discussing them. They will help to set their own targets and to review these.

## **HOW CAN PARENTS MAKE REQUESTS FOR ASSESSMENT?**

Assessment is a process of gathering information to inform and direct strategy and intervention to support a child's additional support needs. It should take account of a child's strengths and areas of difficulty. Assessment can take the form of observations, samples of work, specific assessment tools, discussions with staff involved with children, discussion with the child and parents, etc.

As a parent or carer you will be fully consulted and kept informed at all stages of the assessment process by the Pupil Support Co-ordinator or Named Person.

The Education (Additional Support for Learning) (Scotland) Act (2004) makes sure that parents or young people can ask an education authority to arrange for an assessment or examination. The request can be for an educational, psychological or medical assessment or examination. Requests for assessment must be in writing or some other permanent form which can be referred to in the future. The request should contain the reasons for the request and the education authority must meet this request unless it is unreasonable. Parents can expect a response to such requests within four weeks and will be notified of the person in the authority who is dealing with the request. These requests should be sent to the Inclusion Co-ordinator.

## **WHAT CAN PARENTS DO IF THEY DO NOT AGREE WITH THE AUTHORITY?**

Initially parents should discuss their concerns with the head teacher of their child's school. If this is not possible, parents can also speak to the Quality Improvement Officer for their child's school.

Parents can also use 'Listening to You'. This is an online service which allows you to log concerns and complaints. See [www.south-ayrshire.gov.uk/listeningtoyou](http://www.south-ayrshire.gov.uk/listeningtoyou)

If the above has been exhausted there are more formal avenues to resolve concerns and disputes including mediation, appeals and tribunal processes. Information on these will be available in schools and also from the education authority.

## **WHERE CAN PARENTS GET SUPPORT AND INFORMATION RELATING TO ADDITIONAL SUPPORT NEEDS?**

If parents and young people are still unhappy at the decision, then they should be assisted to know their rights to seek alternative methods of resolving the matter, through mediation, for example or to make a reference to the Additional Supports Needs Tribunal for Scotland. Telephone numbers and webpages are listed overleaf.

### **Quality Improvement Manager**

County Buildings  
Wellington Square  
AYR  
KA7 1DR  
Tel: 01292 612201

### **Principal Educational Psychologist**

Queen Margaret Academy  
Dalmellington Road  
Ayr  
KA7 3TL Tel: 01292 612819

### **Co-ordinator (Inclusion)**

Educational Services  
County Buildings  
Wellington Square  
Ayr  
KA7 1DR  
Tel: 01292 612406, 612292 or 612504

**Enquire** Scottish Enquire helpline: 0845 123 2303 Textphone: 0131 22 22 439 Email: [info@enquire.org.uk](mailto:info@enquire.org.uk)

Enquire the Scottish advice service for Additional Support for Learning provides free, independent and impartial advice through its helpline.

**Scottish Child Law Centre**

54 East Cross Causeway

Edinburgh

Midlothian

EH8 9HD

Tel: 0131 667 6333

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

The Scottish Child Law Centre provides free legal advice and information for and about children and young people.

**Resolve**

Children in Scotland

5 Shandwick Place

Edinburgh, EH2 4RG, Tel: 0131 222 2456

**Advocacy Service**

John Pollock Centre

Mainholm Road

Ayr, KA8 0QD

Tel: 01292 285372

**PSYCHOLOGICAL SERVICE**

Educational Psychologists have five key elements to their service delivery including:

- Consultation and advice;
- Assessment;
- Intervention;
- Research and training;
- Policy development;

This can be delivered at different levels, from that of the child to the school or to the local authority. For example, the Educational Psychologist can work with school staff and parents/carers to assess a child's strengths and difficulties as well as work directly with a child/young person to provide support. They can also work with school staff to support them to develop policies and supports that will benefit all of the children in a school such as behaviour policies, playground supports, etc.

The Educational Psychologist will work collaboratively with many different people to improve the educational outcomes for children and young people. Much of their work involves consulting and working through others, especially those who see the child/ young person on a regular basis such as school staff and parents/ carers.

The Psychological Service works within South Ayrshire's staged approach to supporting young people with additional support needs. The first stage of the process involves support at the classroom level by class teachers and other support staff based within the school. If a school

wishes to consult or chat to the Educational Psychologist regarding a child, school staff will always ask parental permission first. Once this is provided, the school or psychologist will keep the parent or carer up to date with discussions although it is likely that the parent will be involved in discussions.

If a parent wishes to request the involvement of an Educational Psychologist, they should discuss this initially with staff at their child's school. This could be their child's class teacher or the school's Pupil Support Coordinator. The school can then consider what preliminary assessments and interventions may be required to support your child. If further advice or intervention is required, schools can arrange a consultation with the school's educational psychologist. See the service's website for further details on what a parent can expect from a consultation with an educational psychologist.

If a parent has particular concerns they wish to discuss further with their school's educational psychologist they can contact the Psychological Service to discuss any concerns. All psychologists are based in Queen Margaret Academy and can be contacted on 01292 612819.

Educational Psychologists maintain consultation notes for children who have been discussed but only open Psychological Service case files if there is to be direct work with a child or family or there is a high frequency of consultations required. Again parental permission is sought prior to opening a Psychological Services case file.

Each educational establishment in South Ayrshire has an allocated educational psychologist and the details of this can be found on their website: [www.eps.south-ayrshire.gov.uk](http://www.eps.south-ayrshire.gov.uk) as can other information on South Ayrshire's Psychological Service.

## **INFORMATION SHARING**

In South Ayrshire educational establishments /schools we work closely with partner services including in health, social work, police, Children's Reporter, 3rd sectors and charities to ensure that children and families receive the help and support they need as quickly as possible. To improve the quality of the services we all provide, we may wish to share information about your child. You may therefore be asked for your agreement to share this information with relevant services. You have a choice about whether or not your child's information is shared and have the right to refuse to give your consent, in most cases.

In exceptional cases, where we consider that any child is at risk of harm, we may share information, without consent to protect them. All members of staff working in South Ayrshire educational establishments /schools are trained to follow child protection procedures.

If you would like further information please refer to the Ayrshire **GIRFEC** website: <http://www.girfec-ayrshire.co.uk/home/> and the **Guide to information Sharing for parents/carers in Ayrshire and Arran**. <http://www.girfec-ayrshire.co.uk/wp-content/uploads/2014/08/GIRFEC-Parents-and-Carers-e-guidance-June-2017.pdf>

## **CHILD PROTECTION**

School staff provide support to children and young people in their daily work and have a vital role to help protect them from harm. School staff help keep children and young people safe and well by:

- Helping them learn about their personal safety, including internet safety;
- Being a trusted adult who children and young people may turn to for help, and who will take them seriously;
- Identifying when children and young people may need help; and
- Understanding the steps that must be taken when there are concerns for children's and young people's safety and well-being.

Ms Dunstall is Ayr Academy's Child Protection Co-ordinator, she co-ordinates the school's response to concerns for children's and young people's safety and where they may be at risk of significant harm. The Authority has a designated officer for Child Protection who will ensure schools work effectively to keep children safe and well. If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', talk about this to the school's Child Protection Co-ordinator, Ms Dunstall, or another member of staff.

## **SCHOOL IMPROVEMENT**

### **HOW HAS THE SCHOOL IMPROVED OVER THE LAST 12 MONTHS?**

The annual *Standards and Quality Report*, latest version produced in June 2021, can be accessed through the school website. The purpose of this report is to provide a summary of the quality of education in Ayr Academy over the course of the previous session (2019/2020). It highlights the achievements of the school, details what the school does well and also summarises identified areas for improvement.

## **SCHOOL POLICIES AND PRACTICAL INFORMATION**

### **WHAT ADDITIONAL INFORMATION IS AVAILABLE TO PARENTS?**

Our school website is well maintained and it contains a wealth of information about the school. We are in the process of revising many of our policies and these will be uploaded to the website as and when they are agreed by the school community.

## **PUPIL VOICE**

Consultation with pupils about their views on their school environment and their learning is important and valuable to our school. We recognise that giving young people a "voice" as partners in the process of school improvement, leads to more effective learning organisations.

Ayr Academy has a very active 'Pupil Voice' and this session the children will identify their areas for improvement within the school and set them out in their Pupil Improvement Plan; they will then work alongside school staff and the local community to execute their objectives.

Pupil Councils are one means of ensuring that young people develop positive attitudes and an opportunity to take part in "real life" decision-making within their own school setting.

## CHOOSING A SCHOOL

Under the placing request arrangements parents have the right to choose a school other than the catchment denominational or non-denominational school for their area. This is known as a placing request and application forms can be obtained from the school office or Educational Services, County Buildings, Wellington Square, AYR KA7 1DR, telephone 01292 612465. Unfortunately it is not possible to guarantee that a placing request will be successful but parents will have the right of appeal should it be unsuccessful. Full details of the placing request arrangements are contained in the application form or on the Council website: <http://www.south-ayrshire.gov.uk/schools/placing-requests.aspx>

You should be aware that if you decide to make a placing request your child would no longer be automatically considered for a place in their catchment school.

## ATTENDANCE

**Section 30 of the 1980 Education Act** lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon. In secondary schools attendance is recorded each period.

**Regulation 7 of The Education (Scotland and Placing Information) (Scotland) Amendment etc Regulations 1993** requires each child/young person's absence from school to be recorded in the school register as authorised: e.g. approved by the authority, or unauthorised; e.g. unexplained by the parent (truancy) or excluded from school.



## FAMILY HOLIDAY NOT AUTHORISED BY THE SCHOOL

Family holidays taken during term time will be categorised as unauthorised absence. Only in exceptional and very limited circumstances will schools authorise a family holiday during term time. Such circumstances may include:



- A family holiday judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events;
- Where a parent's employment is of a nature where school holiday leave cannot be accommodated (e.g. armed services or emergency services).

Where parents are in the emergency services and routinely take holidays out with the school holiday when the option is available of taking leave during the school holiday, the absence will be considered unauthorised.

A family holiday classified under the 'authorised absence' category should not include such reasons as:

- The availability of cheap holidays;
- The availability of desired accommodation;
- Poor weather experienced during school holidays;
- Holidays which overlap the beginning or end of term;
- Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences);

## EXTENDED LEAVE WITH PARENTAL CONSENT

Almost all family holidays will be recorded as unauthorised absence extended leave with parental consent will not be considered the same as a family holiday. Extended leave with parental consent will be recorded separately outside the figures for attendance and absence, and include circumstances such as:

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

## ADVICE TO PARENTS

Schools will follow-up all instances of pupil non-attendance in order to record accurately the reason for absence using the above coding system. **It would be extremely helpful in this regard, if parents contact school at the beginning and end of the absence period** – indicating their awareness of the absence and reason for absence at the beginning of the period and expectation of return to school at the end of the absence period. Where no information is provided absences will be considered to be unexplained and therefore recorded as unauthorised.

## LATECOMING

Pupils are expected to be in their classrooms by 8.45 am.

Any pupil arriving in class after this will be recorded late by the class teacher on the computerised register. If they arrive after 8.55 am they should report to the school office to be registered.

## ADVICE TO PARENTS

Schools will follow-up all instances of pupil non-attendance in order to record accurately the reason for absence using the above coding system. **It would be extremely helpful in this regard, if parents contact school at the beginning and end of the absence period** – indicating their awareness of the absence and reason for absence at the beginning of the period and expectation of return to school at the end of the absence period. Where no information is provided absences will be considered to be unexplained and therefore recorded as unauthorised.

## ROUTINE AND EXPECTED VISITS OUT-WITH SCHOOL

Ayr Academy recognises the need for young people to be regularly involved in outdoor activities and learning which will involve visits out-with the school. These visits will be routine and are expected part of Curriculum for Excellence. Routine and expected visits will be to local venues, involve easily managed activities, happen on a regular basis and be completed within regular school times.

Parents/carers will be advised about the general plans for routine and expected visits. However, you will not necessarily be informed every time your child goes out-with the school. Parental consent for these visits is given via the annual parental consent which is issued to parents at the beginning of each new session.

## **SCHOOL UNIFORM POLICY**

Given that there is a substantial parental and public approval of uniform, schools in South Ayrshire are free to encourage the wearing of school uniform. In encouraging the wearing of uniform, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of South Ayrshire Council not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite to their attending and engaging in all of the activities of the curriculum.

There are forms of dress, which are unacceptable in school, such as items of clothing which:-

- Potentially, encourage friction (such as football colours);
- Could cause offence (such as anti-religious symbolism or political slogans);
- Could cause health and safety difficulties, such as loose fitting clothing, dangling earrings and facial piercings, are made from flammable material, in practical classes;
- Could cause damage to flooring;
- Carry advertising, particularly for alcohol or tobacco; and could be used to inflict damage on other pupils or be used by others to do so.
- No hooded tops should be worn in class; these are classed as outside clothing and should be removed.

## **PARENTAL COMPLAINTS PROCEDURE**

A complaint is an expression of dissatisfaction by one or more members of the public about the Council's action or lack of action, or about the standard of service provided by or on behalf of the Council.

**If you have any comments or complaints, please approach the Head Teacher in the first instance. If the Head Teacher does not resolve the issue to your satisfaction, you should:**

- Visit one of South Ayrshire Council's Customer Service Centres, or any local office.
- Phone South Ayrshire Council Customer Services Team on 0300 123 0900
- E-mail: [listeningtoyou@south-ayrshire.gov.uk](mailto:listeningtoyou@south-ayrshire.gov.uk)
- Write to: Customer Services, South Ayrshire Council, Freepost NAT 7733, Ayr, KA7 1DR

Anyone can make a complaint to us, including the representative of someone who is dissatisfied with our service.

## **SCHOOL MEALS AND FREE SCHOOL MEAL INFORMATION**

The school canteen is open at break and at lunch. A variety of hot and cold snacks, meals and healthy options are available daily. At Ayr Academy, we run a cashless catering system; all pupils have a 'Young Scot' card which acts as their dinner card; they can put money on this to buy their lunch. Pupils in receipt of free school meals will automatically have their card credited with their dinner money. Pupils may also bring packed lunches and use the facilities within the dining hall to enjoy their lunch. No one knows when children are in receipt of a

free school meal and, in actual fact, in applying and receiving one the school gain more money from the Pupil Equity Fund. This being the case we would be delighted to help parents/carers complete the appropriate paperwork to encourage more children to apply.



The current criteria for entitlement are included below, however this is reviewed annually in April and updated information will be available on the Council website <http://www.south-ayrshire.gov.uk/schools/meals/free-school-meals.aspx>

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than £16105), Child Tax Credit and Working Tax Credit (where income is less than £6420) Universal Credit where earned income is £610 or less per month, income related element of Employment and Support Allowance and support under part V1 of the Immigration and Asylum Act 1999 are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools, customer service centres and from Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR , Telephone 01292 612465.

### **FOOTWEAR AND CLOTHING GRANT INFORMATION**

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than £16105), Child Tax Credit and Working Tax Credit (where income is less than £16105, Universal Credit where earned income is £610 or less per month. Income related element of Employment and Support Allowance, Council Tax reduction or Housing Benefit and support under part VI of the Immigration and Asylum Act 1999 are entitled to a footwear and clothing grant. Information and application forms for footwear and clothing grants may be obtained from schools, customer service centres and from Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR Telephone 01292 612465.

### **EDUCATIONAL MAINTENANCE ALLOWANCE (EMA)**

Pupils who stay on at secondary school after the statutory leaving age may be eligible for an Education Maintenance Allowance. The allowance is subject to a learning agreement between the pupil and the school.

Information and application forms may be obtained from schools, from Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR Telephone 01292 612232 and [www.south-ayrshire.gov.uk/schools](http://www.south-ayrshire.gov.uk/schools).

## **TRANSPORT GUIDE TO PARENTS**

South Ayrshire Council has a policy of providing free transport to all secondary pupils whose main address is more than three miles and primary pupils whose main address is more than two miles from their catchment school by the recognised shortest safe walking route. Parents who consider they are eligible for free school transport should obtain an application form from the school, Educational Services, County Buildings, Wellington Square, AYR KA7 1DR Tel – 01292 612284 and [www.south-ayrshire.gov.uk/schools](http://www.south-ayrshire.gov.uk/schools). 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.

Strathclyde Partnership for Transport (SPT) organise mainstream school transport on behalf of South Ayrshire Council. If you have any concerns or complaints relating to the service provided you should contact the school who will forward your complaint to SPT alternatively you can e-mail SPT at [school.transport@SPT.co.uk](mailto:school.transport@SPT.co.uk).

Applications may be submitted at any time throughout the year but may be subject to delay whilst 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 spare places are available and no additional costs are incurred.

Children who have Additional Support Needs and/or particular medical conditions may also be entitled to free school transport. The school can advise you on how to access this support.

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 authority's limit (see above paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure their child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicles. Misbehaviour could result in your child losing the right to free transport.

The education authority does not provide transport for those pupils in receipt of a placing request.

## **SEATBELT STATEMENT**

All dedicated home to school transport services operating within South Ayrshire and all transport used to provide educational off-site visits must be fitted with seatbelts. All children and young people are expected to use the seatbelt provided and remain seated with their seatbelt fastened for the duration of the journey.

Strathclyde Partnership for Transport will monitor compliance with these requirements on all dedicated home to school transport services through roadside inspections. School staff will monitor compliance with these requirements on vehicles used to provide educational off-site visits.

Signage will be prominently displayed in vehicles or an announcement will be made by drivers to remind children and young people that seatbelts are provided on the vehicle.

South Ayrshire Council, transport contractors and school staff will work in partnership to promote the wearing of seatbelts across the Authority. Parents should also encourage their children to wear the seatbelts provided.

## **PRIVILEGED SEATS**

Pupils who are not entitled to free school transport may apply for a privileged seat. A privileged seat is where there is a vacant seat on a dedicated school contract. Parents can make an application for a privileged seat by submitting a letter to Educational Services, County Buildings, Wellington Square, AYR KA7 1DR at any time during the year. Parents should note that privileged seats are allocated in October and are not available on local service contracts. Privileged seats can be withdrawn if an entitled pupil requires transport and cease at the end of each school session.

## **INSURANCE**

South Ayrshire Council holds Public Liability, Employers' Liability and Officials Indemnity Insurance. In addition, South Ayrshire Council has an on-site and off-site activities insurance policy. Further information regarding insurance and an appropriate claim form can be obtained from the school or Educational Services, County Buildings, Wellington Square, AYR KA7 1DR, telephone 01292 612264.

## **VALUABLE ITEMS**

The Council is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessary expensive items of clothing are not brought to school. Parents should note that the Council does not carry insurance to cover loss of such items and any claims submitted are likely to be met only where the Council can be shown to have been negligent.

## **USE OF MOBILE PHONES**

Pupils are permitted to bring mobile phones to school but they do so at their own risk. We ask that all mobile phones are **switched off during class time** to minimise the disruption to teaching and learning. If a mobile phone does go off in class, it is confiscated and the pupil collects it from the school office at the end of the school day. The school policy on the use of mobile phones can be found on the school website.

## **USE OF SOCIAL MEDIA**

Online social media tools can be excellent for supporting teaching and learning, providing exciting opportunities for schools to engage, communicate and collaborate with pupils and the wider community. Their use is carefully considered by the school to ensure the safety of the school community. The benefits of using social media tools should significantly outweigh any concerns and schools should be able to demonstrate the steps they have taken to reduce any identified risks.

In South Ayrshire we want to support collaboration amongst teachers and pupils and therefore we promote and support the use of the common platform, Glow.

If pupils are using online communities where they self-register the school will encourage them to read and follow the terms and conditions of the site and ensure they are aware of how to stay safe online.

When using any form of social media to communicate with pupils (including Glow) staff will ensure that they:

- Only share information that they would be willing to share in school or a school-related setting;
- Take care to avoid becoming personally involved in pupils' personal affairs;
- Maintain a formal, courteous and professional tone when communicating with pupils;
- Maintain professional boundaries ;
- Do not exchange personal information such as phone numbers and personal e-mail addresses;
- Do not discuss their private and personal relationships with pupils;
- Take care to avoid becoming personally involved in pupils' personal affairs;
- Decline pupil-initiated 'friend' requests;
- Manage their privacy settings and keep them under review;
- Report any inappropriate use of social media by a pupil or concerning a pupil to their Head Teacher or line manager.
- 
- The school has a clear and documented process in place for the reporting and recording or inappropriate use of social media.

## **HEALTH AND MEDICAL INFORMATION**

Each session we ask parents to provide an update of any health or medical information that is relevant to enable us to support your child; this information is treated confidentially. If your child becomes unwell during the school day, they should inform their class teacher and then report to the school office where they will be seen by a trained first aider. If it is appropriate, the school office will contact you or the named emergency contact so that you can collect your child. We ask that you keep your child's emergency contact information up to date- This is crucial in the event of an emergency. In the event where pupils need to seek medical advice the school staff will request that parents accompany them in the first instance.

## **HEALTH PROMOTION AND NUTRITION**

Children and young people need the right balance of food and nutrients to develop and grow. Healthy Eating is about getting that balance right and all our menus are nutritionally analysed to meet the Scottish Government Schools (Health& Nutrition) (Scotland) Act 2007 and promote key messages to improve diet to positively influence current and future health.

The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008 build on the achievements of Hungry for Success by establishing standards for all food and drink in schools.

The focus is on getting the balance right and helping pupils make informed choices. A wide range of appealing healthy food and drinks are promoted through marketing, education and active encouragement.

We educate and encourage children and young people to opt for healthier choices, not only in school but also outside school.

Further guidance can be found at:

[www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf](http://www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf)

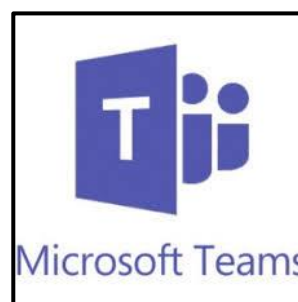


## **GLOW INFORMATION**

Glow is Scotland's nationally available digital environment and is the preferred online platform for all South Ayrshire schools. Glow can support learning across the whole curriculum, it's not just one place or platform, it is a username and password that gives users access to a number of different web services.

Funded by the Scottish Government and managed by Education Scotland, Glow provides a safe, online environment for learners and educators to communicate and collaborate using services such as Glow Blogs, Microsoft Office 365, Glow RM Unify Launch Pad and Glow Meet.

These services can be accessed by Glow account holders at anytime, anywhere, and on any device.



## **USING GLOW IN LEARNING AND TEACHING**

Glow is used by learners and educators across Scotland in lots of different ways. For example, you can:

- share ideas and learning resources – across classes, schools and local authorities;
- create digital content such as blogs and OneNote digital notebooks;
- join communities to discuss specific topics or get help with difficult concepts;
- create personalised programmes of work;
- find teaching resources and explore new learning approaches and practices;
- join a Glow TV broadcast from anywhere in Scotland.
- manage deadlines and projects using tools in Microsoft Office 365 and Google G Suite;
- communicate, collaborate and co-create with other Glow users.
- For further information on Glow visit the [Glow Connect](#) website.



## **DATA PROTECTION ACT**

When you enrol your child at school or early years centre you are required to provide some personal information about yourself and your child in order to access services provided by Educational Services.

## **HOW WE WILL USE THE INFORMATION ABOUT YOU AND YOUR CHILD**

All personal data is processed by Educational Services staff. We will only collect personal data from you that we need in order to provide educational services and oversee the provision of these services to your child. We will use your personal data to contact you; if the school requires to discuss your child's education, in an emergency and to keep you fully involved in your child's educational journey.

## **WHO WE SHARE YOUR INFORMATION WITH**

Your child's personal information will only be shared where it is appropriate to do so in order to ensure full access to services such as national assessments, health promotion, transport, school meals, careers and online services.

In addition the Council has a duty to protect public funds and to this end, we may check the information you have given with other information we hold, share your information with other Council Services and share your information with other local authorities, for the purpose of protecting public funds and to prevent or detect fraud or crime.

## **WHAT ARE MY RIGHTS?**

You have various rights in relation to the personal data that the Council holds about you. This includes the right to ask us to provide you with access to your personal information and to rectify any inaccuracies contained within the personal information.

For more information about these rights please see the full privacy notice.

## **IF YOU HAVE A COMPLAINT**

If you are unhappy with the way the Council has dealt with your personal data, you can complain to the Council's Data Protection Officer:

Data Protection Officer, Information Governance Team, Legal & Democratic Services, County Buildings, Wellington Square, Ayr KA7 1DR

Email: [DataProtection@south-ayrshire.gov.uk](mailto:DataProtection@south-ayrshire.gov.uk) | Telephone: 01292 612223

If you remain dissatisfied, you have the right to complain to the Information Commissioner:

Information Commissioner's Office, 45 Melville Street, Edinburgh, EH3 7HL

Email: [scotland@ico.org.uk](mailto:scotland@ico.org.uk). | Telephone: 0131 244 9001 | (<https://ico.org.uk/for-the-public/>)

## **IF YOU HAVE NO INTERNET ACCESS**

Please contact us at the above postal address or telephone number if you wish a copy of any of the above information and you do not have access to the internet. We will provide you with a hard copy of the information.

## **HOW TO ACCESS OUR FULL PRIVACY NOTICE**

The Educational Services full privacy notice is available from the school website or please ask staff in the school office and they will provide you with a hard copy.

## **EDUCATION STATISTICS PRIVACY NOTICE**

### **TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS**

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

### **WHY DO WE NEED YOUR DATA?**

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

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

The full Education Statistics Privacy Notice can be found at the undernote link or by requesting a copy from the school office.

<https://www.gov.scot/topics/statistics/scotxed/schooleducation/ESPrivacyNotice>

### **YOUR RIGHTS AND FURTHER INFORMATION**

Parents have the right to request access to their child's education record under the Pupils' Educational Records (Scotland) Regulations 2003.

### **THE FREEDOM OF INFORMATION (SCOTLAND) ACT 2002**

This enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities; Scottish Government and its agencies; Scottish Parliament; Local Authorities; NHS Scotland; Universities and further education colleges; and the Police.

Public Authorities have to allow access to the following information:

- The provision, cost and standard of its service;
- Factual information or decision-making;
- The reason for decisions made by it.

The legal right to access includes all types of 'records' information of any data held by the Scottish public authorities. From 1st January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

## HELPFUL ADDRESSES AND WEBSITES

Educational Services, County Buildings, Wellington Square, AYR, KA7 1DR  
[www.south-ayrshire.gov.uk](http://www.south-ayrshire.gov.uk)  
[www.education.gov.scot/parentzone/](http://www.education.gov.scot/parentzone/)  
[www.hmie.gov.uk](http://www.hmie.gov.uk)

## LOCAL COUNCILLORS

Councillor Ian Cavana Councillor Ian Davis Councillor Laura Brennan-Whiteford	South Ayrshire Council County Buildings, Wellington Square Ayr, KA7 1DR
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Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document:-

- a) before the commencement or during the course of the school year in question:
- b) in relation to subsequent school years.

## SCHOOL POLICIES AND PRACTICAL INFORMATION

**National policies, information and guidance can be accessed through the following sites:**

<http://www.scotland.gov.uk/Topics/Education>  
<http://www.scotland.gov.uk/Topics/Health>  
<http://www.scotland.gov.uk/Topics/People/Young-People>  
Children (Scotland) Act 1995 – <http://www.legislation.gov.uk/ukpga/1995/36/contents>

**Standards in Scotland's Schools (Scotland) Act 2000 –**

<http://www.legislation.gov.uk/asp/2000/6/contents>  
Education Scotland's Communication Toolkit for engaging with parents –  
<http://www.educationscotland.gov.uk/learningteachingandassessment/partnerships/engagingparents/toolkit/index.asp>

**The Scottish Government guide Principles of Inclusive Communications** -provides information on communications and a self-assessment tool for public authorities –

<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

**Choosing a School: A Guide for Parents** - information on choosing a school and the placing request system –

<http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school –

<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

## **PARENTAL INVOLVEMENT**

**Guidance on the Scottish Schools (Parental Involvement) Act 2006** provides guidance on the act for education authorities, Parent Councils and others –

<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

**Parentzone** provide information and resource for parents and Parent Councils –

<http://www.educationscotland.gov.uk/parentzone/index.asp>

## **SCHOOL ETHOS**

**Supporting Learners** - guidance on the identification, planning and provision of support

<http://www.educationscotland.gov.uk/supportinglearners/>

**Journey to Excellence** - provides guidance and advice about culture and ethos –

<http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

**Health and wellbeing guidance on healthy living for local authorities and schools**

<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

**Building Curriculum for Excellence Through Positive Behaviour and Relationships** - outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support –

<http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

**Scottish Catholic Education Service's resource 'This is Our Faith'** which supports the teaching and learning of Catholic religious education –

<http://www.sces.uk.com/this-is-our-faith.html>

## **CURRICULUM**

**Information about how the curriculum is structured and curriculum planning** –

<http://www.educationscotland.gov.uk/thecurriculum/>

**Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas**

<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experience sandoutcomes/index.asp>

**Advice, practice and resources to support the experiences and outcomes on literary, numeracy and health and wellbeing** –

<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

**Broad General Education in the Secondary School – A Guide for Parents and Carers** –

[http://www.educationscotland.gov.uk/resources/b/genericresource\\_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64](http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64)

#### **Information on the Senior Phase –**

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp>

#### **Information on Skills for learning, life and work –**

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>

#### **Information around the Scottish Government’s ‘Opportunities for All’ programme –**

<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

#### **Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services –**

<http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

**The Skills Development Scotland website ‘My World of Work’** offers a number of tools to support career planning – <http://www.skillsdevelopmentscotland.co.uk/>

### **ASSESSMENT AND REPORTING**

#### **Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework –**

[http://www.educationscotland.gov.uk/Images/BtC5Framework\\_tcm4-653230.pdf](http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf)

#### **Information about Curriculum for Excellence levels and how progress is assessed –**

<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

#### **Curriculum for Excellence fact file - Assessment and qualifications –**

[http://www.educationscotland.gov.uk/publications/c/publication\\_tcm4624968.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp)

#### **Information on recognising achievement, reporting and profiling –**

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

### **TRANSITIONS**

#### **Curriculum for Excellence fact file - 3-18 Transitions** - provides information on the transitions children and young people will face throughout their education and beyond –

[http://www.educationscotland.gov.uk/publications/c/publication\\_tcm4660285.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp)

#### **Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement** - provides guidance on career information, advice and guidance strategy –

<http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

**The Additional support for learning page** provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

**Supporting Children's Learning Code of Practice** includes specific requirements on education authorities and others under the new legislation in relation to transition – <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

**Enquire** is the Scottish advice service for additional support for learning – <http://enquire.org.uk/>

**Parenting Across Scotland** offers support to children and families in Scotland – <http://www.parentingacrossscotland.org/>

## **SUPPORT FOR PUPILS**

**The Additional support for learning page** provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

**Supporting Children's Learning Code of Practice (Revised edition)** - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended – <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

**Getting It Right For Every Child and Young Person**, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers – <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

## **SCHOOL IMPROVEMENT**

**Scottish Schools Online** - provides a range of school information, including contact details, school roll, facilities, website, inspection reports – <http://www.educationscotland.gov.uk/scottishschoolsonline/>

**Education Scotland's Inspection and review page provides information on the inspection process** – <http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

**The Scottish Survey of Literacy and Numeracy (SSLN)** is an annual sample survey which will monitor national performance in literacy and numeracy – <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

**Scottish Credit and Qualifications Framework (SCQF)** <http://www.scqf.org.uk/>

**Scottish Qualifications Authority** provides information for teachers, parents, employers and young people on qualifications <http://www.sqa.org.uk/>

**Amazing Things** - information about youth awards in Scotland – <http://www.awardsnetwork.org/index.php>

**Information on how to access statistics relating to School Education** – <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>