



Ballantrae Primary School



H A N D B O O K

2023

The Vennel, Ballantrae, South Ayrshire

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SECTION A - General School Information

1. *Welcome by Head Teacher*

Welcome to Ballantrae Primary School and Early Years. We hope this handbook provides you with an insight about the many activities that your child will participate in during their time here.

All staff in Ballantrae Primary School work towards creating a happy, relaxed learning environment, where your child will be encouraged to participate in the life of the school, to work hard and to strive to achieve their full potential. Through a curriculum that meets the needs of all children and opportunities to become involved in the wider life of the school, all children will become successful learners, confident individuals, responsible citizens and effective contributors.

Working in partnership with parents is an important aspect to the life of Ballantrae Primary and Early Years and essential in ensuring that your child has the best educational experiences possible. There are an ever-increasing number of opportunities for you, as parents, to be involved in the life of our school and if you wish to become involved at any point please feel free to contact the school. We welcome your involvement.

Please feel free to contact me if you have any questions or would like to share any ideas or suggestions you may have at any time.

We look forward to working together with you and your child or children.

Yvonne Templeton

Head Teacher

History of Ballantrae Primary School

Ballantrae Primary School is situated within the village of Ballantrae, which is mid-way between the towns of Girvan and Stranraer. It is the most southerly school in South Ayrshire. A former fishing village, Ballantrae has a picturesque harbour which overlooks Arran and Ailsa Craig. The catchment area of the school consists of the village itself, and many outlying farms and country properties throughout this very attractive rural area of South West Scotland.

Details of the school's catchment area and street names are available for inspection at the school and parents can also access them on the Council's website at www.south-ayrshire.gov.uk.

Ballantrae Primary School has a long and distinguished history. It can be established from records that there was a school in this parish as early as 1642, and that there has been a school on the present site since 1733. By the end of the nineteenth century, the school building consisted of three rooms with a further wing added on the east side in 1930. By 1901, the school had secondary education but this ceased in June 1964, and pupils from Ballantrae, beyond the primary stages, now transfer to Girvan or Stranraer.

Today, three classrooms and Early Years centre accommodate pupils in composite class structures. Our Early Years class, which was newly built in 2019, provides pre-five care and education for children from the Ballantrae catchment area. The school also has a library, staff room, teachers' resource area, general office and a Head Teacher's office. The building was fully refurbished in 2019 following extensive damage in a fire. School meals, provided by Girvan Academy kitchen, are served in the dining hall. Surrounding the school is an extensive playground consisting of grass and tarred playing areas. A staff car park is situated to the front of the school.

It is with a background of long and worthy tradition that Ballantrae Primary endeavours to offer an educational provision that is responsive to the fresh challenges which we all face in our constantly changing world. The principles which guide our work as we move forward are expressed in the school vision, values and aims.

2. Ethos, Aims and Values for Ballantrae Primary School

Ethos

We are an inclusive school; one which welcomes everyone. We value the individual contributions of all who are associated with our school. We are a valued part of our wider community, and are regularly involved in community planning and activities. Our school works together with other agencies to ensure we get it right for all children. We endeavour to do our best for each child, ensuring equity, excellence and dignity are core values of our practice. We value families and work together to build a culture of mutual respect based on kindness, compassion, trust and empathy. Our school is committed to respecting children's rights and we promote and protect our children's wellbeing. We are a Rights Respecting School, taking into account children's views and opinions and actively encouraging mutual participation in our plans for seeking continuous improvement for all and our school.

Vision

Our vision, which was developed following consultation with staff, pupils and parents, is;

A safe place to be where we are responsible and respectful and have no boundaries to our learning.

Lifelong Limitless Learning

Values

The following values are displayed on the Scottish Mace and have been discussed in depth in school during our school assemblies:

- ❖ **Wisdom**
- ❖ **Justice**

- ❖ **Integrity**
- ❖ **Compassion**

The following values, which were identified in consultation with pupils, staff and parents in November 2014, direct the work of the whole school community:

- ❖ **Respectful**
- ❖ **Safe**
- ❖ **Honest**
- ❖ **Responsible**
- ❖ **Happy**
- ❖ **Encouraging**

Our School Values will be reviewed again in 2023.

Aims:

- To create a safe, happy and caring environment where children, staff, parents and community can work together to ensure that everyone is encouraged to have a voice and is valued as a member of our school community and enable all to become confident individuals.
- To continually encourage and support high standards of personal achievement in all aspects of life, within school and outwith, fulfilling each child's individual potential, enabling all to become successful learners.
- To ensure that communication with staff, parents, children and wider community is open and transparent, making regular contact with all through newsletters, school website and involvement in wider community and global activities to enable all to become effective contributors.
- To nurture our universal health and wellbeing, encouraging positive, respectful behaviour in all, to allow everyone to become responsible, global citizens.
- To inspire and support high standards of teaching and learning through continuous self-evaluation of all school work, ensuring all staff are given opportunities to continually develop their skills within a collegiate, co-operative and supportive community.

3. *School Information*

Name	Ballantrae Primary School
Address	6 The Vennel Ballantrae Ayrshire KA26 ONH
Telephone Number	01465 716803 / 01465 831369
Email address	ballantrae.mail@south-ayrshire.gov.uk
Blog/website address	https://blogs.glowscotland.org.uk/sa/ballantraeprimaryschoolandeyc/2017/11/06/welcome-to-our-blog/
Head Teacher	Yvonne Templeton Yvonne.Templeton2@south-ayrshire.gov.uk
Denominational status	Non-denominational and co-educational
Accommodation and capacity	The current roll is 48. The planning capacity of the school is 75 pupils and the current working capacity is 75. Parents (parents meaning anyone with parental responsibility i.e. natural parents, guardians and 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.
House structure	Currently four houses: Magpies, Bluebells, Otters and Ivy.
Early Learning and Childcare provision	We offer 1140 hours, which gives children the option of full day early years' places. Session times and options for full days are flexible and can be discussed with staff. There are currently 14 children registered in our Early Learning and Childcare Setting. Children who are two may also be eligible for a nursery place

	providing they meet enrolment criteria. There is now the option to buy extra ELCC places if available.
Catchment map and area	Details of the school's catchment area and street names are available for inspection at the school and parents can also access them on the Council's website at www.south-ayrshire.gov.uk Catchment map and area (available from the School Management Section , Children and Community, County Buildings, Wellington Square, Ayr, KA7 1DR)
Child Protection and Wellbeing Co-ordinator	<p>Mrs Yvonne Templeton</p> <p>Contact: Yvonne.Templeton2@south-ayrshire.gov.uk</p> <p>Tel: 01465 716803</p> <p>The role of the Child Protection and Wellbeing Co-ordinator is to ensure the safety and wellbeing of all children. This means a child, young person, parent, or someone who works with them, knows who they can approach for help or advice if they need it. A Co-ordinator will normally be a health visitor for pre-school children and a head teacher, guidance teacher or other promoted member of staff for school aged children and young people.</p>
Concerns about your child	If you have a concern about anything to do with your child's learning or wellbeing, please contact the school to make an appointment with your child's class teacher and/or the head teacher.
Pupil Absence	Please contact the school between 9 am and 9.30 am if your child is going to be absent. If you do not contact the school before 9.30, the school will endeavour to contact you. If you cannot be reached your emergency contact will be notified, and we will continue to try to contact you throughout the day. This is for your child's safety and to ensure nothing has unknowingly occurred on his/her way to school.

Parent Council Chairperson	<p>Mrs Claire McKinley/Mrs Cheryl Agnew</p> <p>The Parent Council is a group of parents selected by members of the parent forum (the collective name for every parent, carer or guardian at a school) to represent all the parents of children at the school.</p> <p>Parent Councils can:</p> <ul style="list-style-type: none"> • provide a voice for parents, in schools and in their local authority, on issues that are important to them and their children • help the school to understand how to most effectively involve parents in their children's learning and in the life of the school • support the school and head teacher in developing strong home/school partnerships • support the school in its development and improvement, and in understanding and making links with the wider community • capture the unique and varied skills, interests, knowledge and experience that parents can offer.
Complaints Procedure	<p>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:</p> <ul style="list-style-type: none"> • 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 • Write to: Customer Services, South Ayrshire Council, Freepost NAT 7733, Ayr, KA7 1DR

Useful links can be found in Appendix A

4. *School Staff*

Name	Designation
TEACHING STAFF	
Mrs Yvonne Templeton	Head Teacher
Mrs Clare Sloan	Principal Teacher (0.5) P6/7 Class Teacher
Mrs Natalie Howie/ Mrs Sarah Gregg	Primary 3-5 Class Teachers
Mrs Michaela Hansbury-Brough	Primary 1-2 Class Teacher & EY Teacher
Mr Marco Sisi	Reduced Non-contact teacher
Mrs Christine Robertson	Pupil Support Teacher
Mr Gavin Welsh	Music Percussion Specialist
Mrs Jade Holden	School Assistant
Mrs Paula Lorimer	Early Years Practitioner
Ms Bonnie Clark	Early Years Practitioner
Miss Amy Mackintosh (Mat. Leave)	Early Years Practitioner
Ms Gillian Baillie	Early Years Practitioner (Primary 1/2)
Mrs Donna Ball	Clerical Assistant
Mr Roy Whitehurst	Janitor
Mrs Carol Wilson	School Catering Supervisor

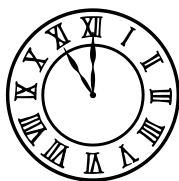
It should be noted that the number of staff is adjusted each session, dependent on the size of the school roll. The above list shows staff at November 2022.

5. The School Year and School Hours

School holidays for session 22-23 and Session 23-24 can be found at the following link:

[School term dates - South Ayrshire Council \(south-ayrshire.gov.uk\)](https://www.south-ayrshire.gov.uk)

School Day



Open:	9 am
Interval:	10.30 am -10.45 am
Lunch:	12.15 pm - 1.00 pm
Close:	3.00 pm

NURSERY - 9am - 3 pm

After School Clubs

Pupils have the opportunity to participate in a range of after school activities, which take place in the school, from 3.00- 4.00pm.

6. Enrolment



Enrolment of new entrants for Primary 1 takes place each year in January, when pupils register for education. The date and times of registration are advertised in the press, local Health Centre, shop and school notice board.

Children, who reach the age of five years before 1 March of the following year, are eligible for enrolment for the primary one class, beginning in August.

Children who live in the catchment area of a particular school require enrolling at that school. Parents will then be informed of their right to make a placing request to another school of their choice and will be informed of the conditions pertaining to this.

During the summer term, parents of children about to enter Primary 1 in August will be invited to the school on several occasions. For the child this is an opportunity to meet new classmates and the teacher and to experience some school activities. This is also a chance for parents to meet each other and some of the staff. School routines and arrangements will be explained and questions answered.

Any parent who wishes to enrol a child at any stage in the school during the session, should telephone the Head Teacher, who will be pleased to arrange a visit of parent and child to the school and supply necessary registration forms and any other information which may be required.

Early Learning and Child Care (ELCC)

All children who will be aged 3 or 4 years old during the following School Session will be invited to attend their preferred Nursery School and complete an application form in January. Again, this will be intimated in the local press, nursery class and public places. Nursery children will start nursery a week after their 3rd birthday.

At all other times, parents should contact the school office and make an appointment to meet the Head Teacher.

An ELCC Handbook is also available for parents.

7. Transfer to Secondary School

Pupils are normally transferred between the ages of 11 $\frac{1}{2}$ and 12 $\frac{1}{2}$ so that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the school arrangements no later than December of the year preceding the date of transfer at the start of the new session.

Children from this school normally transfer to:

Girvan Academy
The Avenue
Girvan
KA26 9DW

Telephone number - Girvan 716816

Head Teacher - Mr Mark Anderson

Children who live at or south of Carlock House have the choice of transferring to Girvan Academy or:

Stranraer Academy
McMasters Road
Stranraer

Telephone number - Stranraer 702530 or 702661

A member of the Guidance Staff of Girvan Academy visits Ballantrae Primary School to meet intending pupils in May/June, to discuss aspects of secondary education. A member from Pupil Support also visits if required. Primary 7 pupils visit Girvan Academy for three familiarisation days in June and an Open Evening for Primary 7 parents is held at Girvan Academy in October with another taking place in June. A number of transition activities take place for children during their P6 and P7 years.

8. Parental Involvement

Opportunities to become involved in your child's education.

Parental involvement in Ballantrae Primary School is actively sought. The Parental Involvement Act 2006 recognises three aspects of Parental Involvement:

Supporting Learning at Home - homework, sharing curriculum information, wider achievement, opportunities to meet learning targets discussed in school.

Improving home/school partnerships - opportunities of parents to become involved in school and access information and support for children's learning.

Parental Representation - Parent Council, focus groups etc.

Parents are always welcome at Ballantrae Primary. On various occasions, throughout the session, parents are invited to visit to share some aspects of their child's school work, usually as Open Afternoons/ Evenings or workshop sessions. Formal parents' meetings are held twice a year and there is also, in alternative terms, opportunities for parents to 'drop in' for a chat about their children's progress.

Information about what is going on in school is intimated to parents digitally, via email or Xpressions. Newsletters are sent to parents and carers termly and a termly calendar of events is also shared with parents. In order for parents to find out what their children are learning in class, each class teacher sends out a Curriculum overview for parents at the beginning of each term. Parents can now keep up to date with children's learning via individual Learning Journals.

We have an Open Door policy, and all parents are welcome to discuss concerns about their children with staff in school at any time. A telephone call to arrange such a visit would be helpful, as teachers may be class committed.

Induction procedures for Primary 1 children begin in the child's pre-school year. This involves a 'meet the teacher' session; meet the head teacher session and attending transition activities.

Parent helpers and members of the local community are encouraged to assist in a range of school activities, from trips to Community Action Groups and after school clubs.

We continually strive to improve our home-school links. If you would like to become more involved in the life of the school, please do not hesitate to get in touch.

Parents as partners – Parent Council and Parent Forum

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 nursery 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.

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 or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

National Parent forum of Scotland - 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.

The Curriculum

1. 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. There will be a new emphasis by all staff on looking after our children's **health and wellbeing** - to ensure that the school is a place where children feel safe and secure.

2. Broad General Education

The curriculum is the totality of experiences which are planned for children and young people through their education, wherever they are being educated. It includes the **ethos and life of the school as a community; curriculum areas and subjects; interdisciplinary learning; and opportunities for wider achievement**. The Totality of the Curriculum in Ballantrae Primary is outlined in the following four key areas:

Ethos & Life of the School

The starting point for learning is a **positive ethos** and climate of respect based upon shared values across the school community. A positive ethos is developed by:

- open, positive, supportive relationships where children will feel that they are listened to
- promoting a climate in which children feel safe and secure
- modelling behaviour which promotes effective learning and wellbeing within the school community
- being sensitive and responsive to each child's wellbeing.

Children should be encouraged to contribute to the life and work of the school and to exercise their **responsibilities** as members of a community. This includes opportunities to participate responsibly in **decision making**, to contribute as **leaders** and role models, to offer support and service to others and to play an active part in putting the values of the school community into practice. Pupils are consulted regularly through circle time, pupil council and questionnaires. They know their views matter.

Interdisciplinary Learning

Effective interdisciplinary learning:

- can take the form of individual one-off projects or longer courses of study
- is planned around clear purposes
- is based upon experiences and outcomes drawn from different curriculum areas within them
- ensures progression in skills and in knowledge and understanding
- can provide opportunities for mixed-stage learning which is interest based.

The curriculum should include space for learning beyond subject boundaries, so that children and young people can make **connections** between different areas of learning. Interdisciplinary studies can provide relevant, challenging and enjoyable learning experiences and stimulating contexts. Revisiting a concept or skill from different perspectives deepens understanding and can also make the curriculum more **coherent** and **meaningful**. Interdisciplinary studies can also take advantage of opportunities to **work with partners** who are able to offer and support enriched learning experiences.

Interdisciplinary thematic work features heavily in the timetable in Ballantrae and can include activities from all curricular areas.

Opportunities for Accreditation and Personal Achievement

Personal achievement provides children and young people with a sense of satisfaction and helps to build **motivation, resilience and confidence**.

The experiences and outcomes include opportunities for a range of achievements in the classroom and beyond.

Opportunities for personal achievement will be built into the curriculum and staff will provide the support and encouragement which will enable young people to step forward to undertake activities which they find challenging.

In Ballantrae, personal achievement not only permeates our curriculum but is specifically built into the extra-curricular timetable through Target Setting, Master Class Activities and After School Clubs, ACE days and Community Partnership activities.

Pupils' achievement from within and out with school will also be displayed on the Reach for the Stars Wall and children's success is recognised routinely, in classes.

The range of wider achievement activities on offer at any one time depends on the expertise and availability of staff/parent leaders. At the moment we are able to offer the following extra-curricular activities with the help of Active Schools and parent volunteers: -

HANDBALL, BASKETBALL CLUB, FOOTBALL CLUB, MULTISPORTS, GARDENING

These occasions afford the opportunity for very valuable social training apart from the very obvious educational advantages.

All pupils have the opportunity to participate in various educational outings during the session, with a residential visit arranged every year for our Primary 5, 6 and 7 pupils. During this trip the pupils are encouraged to participate in the John Muir Award, which is an environmental award scheme focused on wild places.

All children from Nursery - Primary 7 also have the opportunity to take part in outdoor learning activities organised by Adventure Centre for Education (ACE). These activities include abseiling, gorge walking, sailing and hill climbing.

Each year the school encourages Primary 7 pupils to participate in the Award of Ambition, in which they are expected to invest an element of their own time in their learning.

Primary 5-7 pupils are also involved in cycle training - Bikeability 1 and 2 - provided by school staff trained to undertake this and this takes place within the summer term during the school day.

These occasions afford the opportunity for valuable social training, as well as educational advantages.

The assistance of parents in extra-curricular activities is always welcome and any parent who is able to use his or her talents or interests in this way will receive the full support of the school.

Learning for Sustainability and Outdoor Learning

All children in Scotland are entitled to have experiences in Learning for Sustainability. LfS in simple terms is about making our world a better place.

Learning outdoors is an important part of our ethos and culture at Ballantrae Primary School. From playtimes to school trips in the community and further afield we value the experiences that the outdoors can offer us.

On a routine basis, class teachers use the outdoors to enhance learning in any curricular area. Any learning experience planned for, which could be better achieved by being outdoors is utilized by all our classes.

Our Early Years class have an outdoor play area attached to their playroom. This is accessible to children daily, no matter the weather. Children are encouraged to change into outdoor learning clothes, supplied by the Early Years, on wetter days.

Early Years children have opportunities to take part in regular Forest Kindergarten Days. Each week, we visit the same green space area throughout over a year. Forest Kindergarten allows children the freedom to explore and play in the outdoors, developing a range of skills, such as resilience, risk assessment, communication and problem solving.

Older classes have a Loose Parts playground separate from the regular playground. This outdoor area gives children the opportunity to explore, build, create and learn in a free manner. We also have regular access to the beach and to the forest area beside the river for learning.

Older children achieve accreditation for their learning in the outdoors from the John Muir Trust and we regularly apply for extra funding to allow us to buy some more adventurous outdoor sessions from ACE, such as abseiling, coasteering and gorge walking. This session, primary seven children will plan their own camping trip which will take place in the summer term.

Curriculum Areas

The curriculum areas are the **organisers** for setting out the experiences and outcomes. Curriculum areas are not structures for timetabling. We try to think imaginatively about how the experiences and outcomes are organised and planned for in creative ways which encourage deep, sustained learning and which meet the needs of our children and young people.

Expressive arts	<i>Participation in performances and presentations in:</i> <i>Art and design</i> <i>Dance</i> <i>Drama</i> <i>Music</i>
Health and wellbeing	<i>Mental and Emotional Wellbeing</i> <i>Social Wellbeing</i> <i>Physical Wellbeing</i> <i>Planning for Choices and Changes</i> <i>Relationships</i> <i>Physical Activity and Sport</i>
Literacy	<i>Listening & Talking</i> <i>Reading</i> <i>Writing</i>

Numeracy/ Mathematics	<p><i>Number, money and measure</i></p> <p><i>Shape, position and movement</i></p> <p><i>Information Handling</i></p>
Religious and Moral Education	<p><i>Christianity</i></p> <p><i>World Religions</i></p> <p><i>Development of Beliefs and Values</i></p>
Sciences	<p><i>Planet Earth</i></p> <p><i>Forces, Electricity and Waves</i></p> <p><i>Biological Systems</i></p> <p><i>Materials</i></p> <p><i>Topical Science</i></p>
Social studies	<p><i>People, past events and societies</i></p> <p><i>People, place and environment</i></p> <p><i>People, society, economy and business</i></p>
Technologies	<p><i>Technological developments in society</i></p> <p><i>ICT to enhance learning</i></p> <p><i>Business, Science, Food and textiles, Craft, design, engineering and graphics contexts for developing technological skills and knowledge</i></p>

Further Information on Curricular Areas

Literacy

Learning through the literacy enables children and young people to:

- develop their ability to communicate their thoughts and feelings and respond to those of other people
- develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life
- use different media effectively for learning and communication
- develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages
- exercise their intellectual curiosity by questioning and developing their understanding, and use creative and critical thinking to synthesise ideas and arguments
- enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language
- develop competence in different languages so that they can understand and communicate including, for some, in work settings.



Key Resources used:

Story World Reading
Oxford Reading tree
Jolly Phonics
Nelson Handwriting
Nelson Fiction and Non-fiction text
Active Language Games

1+2

The Scottish Governments report "Language Learning in Scotland: A 1+2 Approach" was published in 2012. Local authorities and schools are now working towards implementation of the report. The aim is to enable children and young people to study two languages in addition to their mother tongue in all Scottish primary and secondary schools. In Ballantrae Primary School these two languages are Scots and French. A third language, Gaelic, has also been introduced in 2018.

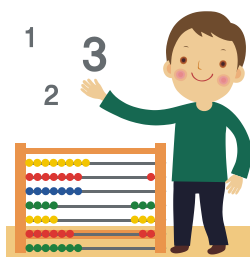
The ambition of the 1+2 model is that, by 2020, all children will start learning an additional language throughout primary school. Their studies in this language will continue in to secondary school until at least the end of S3 with opportunities to continue in to the senior phase of secondary school.

French

Children, throughout the primary are introduced to the French language mainly through listening and speaking activities. From time to time, all pupils will be involved in French speaking activities. At present, French is taught by the class teacher.

Mathematics/Numeracy

Learning through mathematics enables children and young people to:



- develop essential numeracy skills, including arithmetical skills, which allow them to participate fully in society
- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- understand the application of mathematics, its impact on our society past and present, and its potential for the future
- establish firm foundations for further specialist learning, including for those who will be the mathematicians of the future.

Key Resources used:

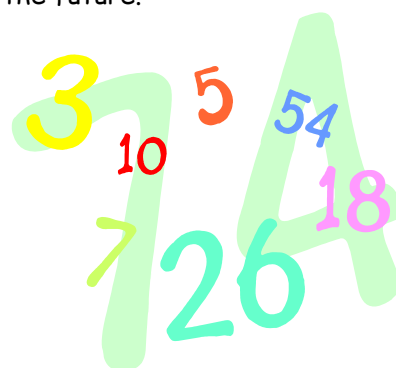
Heinemann Maths

Scottish Heinemann Maths

Active Heinemann Maths

Active Maths Games

SAC Numeracy and Maths Framework



Expressive Arts

Learning through the expressive arts enables children and young people to:

- express themselves in different ways and be creative
- experience enjoyment (and contribute to other people's enjoyment) through creative and expressive performance and presentation
- develop important skills specific to expressive arts and also transferable skills
- develop an appreciation of aesthetic and cultural values, identities and ideas
- and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

In Art, children are given opportunities to experiment with a variety of materials, colours, and textures to express their own ideas. We utilise Borders Art which is a progressive skills-based programme.

Ideas for Drama work are drawn from Language and Topic Work, also S.R.C. Drama Pack. Each year the school produces a whole school play to which the whole community is invited. Singing and playing of percussion instruments, and keyboard, are part of school curriculum.



This session, the school has a specialist Music Teacher for one morning a week.

Health and Wellbeing

Learning through health and wellbeing enables children and young people to:

- experience positive aspects of healthy living and activity for themselves
- develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives
- make informed decisions in order to improve their physical, emotional and social wellbeing
- apply their physical, emotional and social skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- for some, open up opportunities to perform at high levels in sport or pursue careers in health or leisure industries.

Health and Wellbeing is comprised of mental, social, emotional and physical health including physical education and physical activity including sport.

Religious and Moral Education

Learning through religious and moral education enables children and young people to:

- develop a knowledge and understanding of Christianity and other world religions and recognise religion as an important expression of human experience
- explore moral values such as wisdom, justice, compassion and integrity
- investigate and understand the responses which religions can offer to questions about the nature and meaning of life
- develop the skills of reflection, discernment, critical thinking, and deciding how to act when making moral decisions
- develop their beliefs, attitudes, moral values and practices through personal search, discovery and critical evaluation, and make a positive difference to the world by putting their beliefs and values into action.

The aims of Religious and Moral Education are:

- **To help pupils to develop a knowledge and understanding of Christianity and other world religions**
- **To appreciate moral values such as honesty, liberty, justice, fairness and concern to others**
- **To investigate and help children understand what religion has to offer**

Religious Education is seen as an integral part of the general school education and not as a separate, different activity. The programme gives a prominent place to

Christianity but also includes exploration of the other major faiths. Pupils have a need to understand how important religious faith is to the believer and to develop sensitivity and tolerance to the belief of others especially where they differ from one's own.

Our local chaplain, comes along on a monthly basis for our assemblies. He/she also conducts services at Harvest, Christmas, Easter and at the end of the summer term. Parents are invited to attend these special services which take place in the village church or school.

Parents have the right to withdraw their child from religious observance. Any parent who does not wish his or her child to take part, should contact the Head Teacher so that alternative arrangements may be made for the child.

Parents from 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.

These policies have regard to guidance set out in Scottish Government letter of 21 February 2011 - *Curriculum for Excellence - provision of religious and moral education in non-denominational schools*, and to Scottish Government Circular, *Curriculum for Excellence - Provision of Religious Observance in Schools*. (2011)



Sciences

Children and young people participating in the experiences and outcomes in the sciences will:

- develop a curiosity and understanding of their environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop skills of scientific inquiry and investigation using practical techniques

- develop skills in the accurate use of scientific language, formulae and equations
- recognise the role of creativity and inventiveness in the development of the sciences
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as scientifically literate citizens with a lifelong interest in the sciences
- establish the foundation for more advanced learning and, for some, future careers in the sciences and the technologies.

Social Studies

Children and young people as they participate in experiences and outcomes in social studies will:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes

- develop an understanding of concepts that encourage enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

Technologies

Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens, and to:

- develop understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible ethical actions to improve their lives, the lives of others and the environment
- gain the skills and confidence to embrace and use technologies now and in the future, at home, at work and in the wider community
- become informed consumers and producers who have an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic and cultural issues
- broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden their understanding of the applications and concepts behind technological thinking, including the nature of engineering and the links between the technologies and the sciences
- experience work-related learning, establish firm foundations for lifelong learning and, for some, for specialised study and a diverse range of careers.

Curriculum Entitlements

Children and young people are entitled to a curriculum that includes a range of features at the different stages.

- a curriculum which is coherent from 3 to 18
- a broad general education, including the experiences and outcomes well planned across all the curriculum areas, from early years through to S3
- a senior phase of education after S3 which provides opportunity to obtain qualifications as well as to continue to develop the four capacities
- opportunities for developing skills for learning, skills for life and skills for work with a continuous focus on literacy, numeracy and health and wellbeing
- personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide
- support in moving into positive and sustained destinations beyond school
- an entitlement to Learning for Sustainability which includes Outdoor Learning; Global Learning and Sustainable Education.

It is the responsibility of schools and their partners to bring the experiences and outcomes together and apply the national entitlements to produce programmes for learning across a broad curriculum, covering science, languages, mathematics, social studies (including Scottish history), expressive arts, health and wellbeing, religious and moral education and technology.

The purpose of Curriculum for Excellence is encapsulated in **the four capacities** - to enable each child or young person to be:

- a successful learner
- a confident individual
- a responsible citizen
- an effective contributor

Literacy, Numeracy and Health and Wellbeing are the core areas which underpin all experiences and outcomes and are **the responsibility of all staff**. These curricular areas do not need to be taught as standalone subjects. It is envisaged that there will be interdisciplinary learning taking place, linking subjects together where this is possible. How the children learn is as important as what they learn.

See also "Our Rationale for the Curriculum" on our school website.

3. Homework Policy

In Ballantrae Primary School we recognise that homework can take many forms. Research shows that there is no direct link between homework and achievement. The most significant impact on children's achievement in curriculum is from reading to your children from a young age. We would encourage parents to become actively involved in a wide range of activities beyond the school day, including reading to and with your children, involving them with shopping and cooking, supporting children to attend clubs out with school and especially taking time to spend with your children listening to and talking with them.

However, when homework is given the following should be considered:

Principles:

Homework should be in the context of a whole school curriculum which includes a commitment to promote independent learning.

Homework should only be given when it is purposeful and useful in relation to the school curriculum.

Homework tasks should be varied.

Homework tasks should be related to the abilities and needs of individual pupils.

Homework tasks should be explained clearly; pupils should know what is required and when it is to be completed.

Homework should be received and acknowledged in a meaningful way when it has been completed and there should be effective feedback.

Homework policy, planning and practice should involve communication and co-operation with parents.

General:

To promote self reliance, self discipline, self confidence and to encourage pupils to participate with responsibility in their own learning.

To develop the habit of independent learning.

To strengthen the liaison between home and school, and involve parents (and at times the wider community) in pupils' work.

To encourage pupils to make use of library and other resources.

To develop the habit of independent study which can include individual and co-operative study.

Purposes:

Can be seen in a wide and general educational context and also in specific curricular terms.

Specific:

To reinforce class work and consolidate the learning process by providing further practice in important skills or by assisting in the acquisition of essential knowledge.

To extend class work either by doing preparatory work, follow up work to that done in class or work, which cannot be undertaken in class time.

To widen the learning experience by allowing pupils to use materials and sources of information not available in the classroom.

Some examples of homework at different stages in the school include:

Primary 1:

1. Wordbox - to practise words already prepared in school time
2. Reading - to encourage reading aloud of stories already prepared in school time
3. Literacy work relating to reading books
4. Spelling (January onwards) - 3 words prepared and copied three times. Use look, say, cover, spell and check methodology. One word used in sentence (May/June)
5. Phonological Awareness - to continue to practise sounds previously taught
6. Curriculum activities - To heighten parental awareness of the curriculum of the early years
7. Mathematics - homework activities relating to class work

Primary 2:

1. Reading - to encourage reading aloud of stories already prepared in school time
2. Literacy work relating to reading books

3. Mathematics - homework activities relating to class work
4. Spelling - words prepared and copied 3 times. Use look, say, cover, spell and check methodology. Follow up work chosen by pupils.
5. Phonological Awareness - to continue to practise sounds previously taught
6. Other activities to heighten parental awareness of the curriculum of the early years or to support children towards achieving their targets discussed in class.

Primary 3:

1. Reading - to encourage reading aloud of stories already prepared in school time
2. Mathematics - reinforce basic number skills using homework activities.
3. Spelling - words prepared and copied 3 times. Use look, say, cover, spell and check methodology. Sentences written to show meaning of each word/Anagrams/Word searches
4. Other activities to heighten parental awareness of the curriculum or to support children towards achieving their targets discussed in class.
5. Where appropriate, to encourage pupils to work on individual topic-related research at home

Primary 4:

1. To encourage reading aloud at home, which has already been prepared in the class
2. To encourage silent reading at home
3. To reinforce basic oral and written number skills using homework activities.
4. Spelling - words prepared and copied three times. Use look, say, cover, spell and check methodology. Sentences written to show meaning of each word/Word searches/Anagrams/meanings
5. Where appropriate, to encourage pupils to work on individual topic - related research at home
6. Other activities to heighten parental awareness of the curriculum or to support children towards achieving their targets discussed in class.

Time Allocation: Primary 1-4: 15- 30 minutes

Primary 5

1. To encourage reading aloud at home, which has already been prepared in the class
2. To encourage silent reading at home and reinforce comprehension skills
3. To reinforce basic oral and written number skills using homework

activities.

4. Spelling activities.
5. When appropriate, to encourage pupils to work on individual topic-related research at home
6. Other activities to heighten parental awareness of the curriculum or to support children towards achieving their targets discussed in class.

Primary 6

1. To encourage silent reading at home of class readers and school library books. Encourage reading aloud of class readers with discussions to demonstrate comprehension skills.
2. To reinforce basic mathematical concepts already learned in class using homework activities.
3. Spelling activities
4. When appropriate, to encourage pupils to work on individual topic-related research at home
5. Other activities to heighten parental awareness of the curriculum or to support children towards achieving their targets discussed in class.

Primary 7

1. To encourage silent reading at home of class readers and school library books
2. To reinforce basic mathematical concepts already learned in class using homework booklets
3. Spelling activities
4. When appropriate, to encourage pupils to work on individual topic-related research at home
5. Other activities to heighten parental awareness of the curriculum or to support children towards achieving their targets discussed in class.

Time Allocation: Primary 5/6/7: 30 minutes

The parental role should be in a **supervisory capacity** encouraging the child to work independently.

Homework is a flexible arrangement and will include aspects of children's busy lifestyles out with the school day. Swimming, Brownies, after school clubs etc. all contribute towards your child's learning and therefore may also be deemed as homework activities.

4. Assessment and Reporting

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 school S1-3 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 Primary 1, first level by the end of P4, second levels 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 (SNSA) 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.

Tracking and monitoring progress

The progress of individual learners is tracked and monitored during the session. Each term, teachers meet with the head teacher to discuss individual children's progress and plan together to ensure children's needs are being met. Class teachers and children, record children's learning regularly on iPads using the Learning Journals app. Three opportunities per year are provided for parents to meet with class teachers to discuss progress. These meetings will generally take place in November (formal - phone call, face to face meeting or Skype meeting) , January (open afternoon) and May (formal - phone call, face to face meeting or Skype meeting) .

This session we will continue with tracking, monitoring and reporting using the SEEMIS system to record children's progress. A written SEEMIS report will be provided for parents, three times a year, to share children's progress. These will be issued in November, January and May, forming the basis for discussion during Parent/School partnership meetings. At these times, the school management team can be available to discuss any areas of concern with parents if requested.

Ongoing reporting of children's achievements will be achieved through Learning Journals. A brief written update in achievement in literacy, numeracy and health and wellbeing will be shared through Learning Journals in December, March and June.

Parents do not need to wait for these meetings to discuss their children, but are welcome to call at the school any time. It is advisable to telephone to arrange an appointment first.

The standards and expectations for assessment are to :

- provide quality feedback to learners
- monitor and track progress in learning
- provide information to those outside the school on learners' progress and achievements
- provide information for use beyond the school, including qualifications and awards

The purposes of assessment are to provide:

- greater breadth and depth of learning
- greater focus on the secure development of skills and knowledge
- progress across a breadth of learning
- application of learning in different and unfamiliar contexts
- effective planning and tracking of progress
- summary of achievements
- effective preparation of children and young people for the next stage in learning.

The school fully embraces the national "assessment is for learning programme" (AifL). Assessment is undertaken on a continual basis and is an important part of the planning process in the school.

Class teachers assess on an ongoing basis and record next steps for children in daily planning documentation. Pupils play a significant part in assessment, and will have regular discussions with school staff about their learning, next steps and areas of strength. Pupils will be encouraged to set themselves termly targets and fortnightly targets.

Children with specific difficulties will have an Individual Support Plans which will be evaluated termly.

Parents will be kept informed of events in the school year by a number of 'Newsletters' which are issued termly. Information Evenings are arranged periodically throughout the year to keep parents informed of methodology, new schemes etc. Parents are invited to come into school in early September when we hold a Parents' Curriculum Evening. This gives parents the opportunity to find out more about the work in which their child will be covering during the session.

5. Support for Pupils

Getting 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 supports 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 Team Around the Child (TAC) will assess the child's wellbeing. If a child is receiving additional support or assistance in school, or from another service, then in consultation with parent/carer the TAC will assess whether there are any wellbeing needs and if necessary review the Child's Plan.

Information Sharing

In South Ayrshire educational establishments and schools we work closely with partner services including health, social work, police, Children's Reporter, Third 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 establishments and 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.

Or: <http://www.girfec-ayrshire.co.uk/wp-content/uploads/2014/08GIRFEC-Parents-and-Carers-e-guidance-June-2017.pdf>

6. 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
- Understanding the steps that must be taken when there are concerns for children's and young people's safety and well-being.

The school has a Child Protection Co-ordinator who will co-ordinate the school's response to concerns for children and young people's safety and wellbeing. 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 (Mrs Yvonne Templeton) or another member of staff.

7. 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 be included.

The national legislation around equal opportunities and social inclusion includes:

- Children and Young People (Scotland) Act 2014;
- ASN legislation;
- Equality Act;
- United Nations - Rights of the Child;
- Disability Discrimination Act;

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 (Additional Support For Learning Act 2004)(Amended 2009);
- **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 multi-agency meetings to assess and plan with all available resources (Additional Support For Learning Act 2004)(Amended 2009);
- **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 (Additional Support For Learning Act 2004)(Amended 2009);
- **Involvement of child and parent/ carer:** It is vital that the child and young person and parents/ carers are involved in all of these processes ((Additional Support For Learning Act 2004)(Amended 2009)and The Children (Scotland) Act 1995);
- **ASN legislation:** all processes and meetings will comply with the timescales of the ASN legislation.

Each school has a Pupil Support Coordinator (Head Teacher - Mrs Yvonne Templeton) 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 ASN teams, Psychological Services and Quality Improvement Officers.

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

At Ballantrae we aim to provide children with an educational and social environment which will enable all children to reach their full potential irrespective of race, creed, gender, religion, ability, circumstances or disability. At all times staff will adhere to the Equalities Act 2010.

The aims of the school are to ensure:

- All pupils are given access to new technology i.e. computers, interactive whiteboards, construction techniques and materials
- That there is no discrimination in any of the curricular areas
- All pupils are given equal opportunities in a balanced and diverse programme of Physical Education activities
- Reasonable adjustments will be made to ensure all children are able to access the curriculum.

In our present multicultural society, we hope to foster an attitude of respect and tolerance to different races and ethnic minorities and expect each pupil to treat others, as they themselves would expect to be treated.

Should you require further information, please contact the Head Teacher.

8. Additional Support for Learning

South Ayrshire Council has duties outlined in the Standards in Scotland's Schools Act, 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 care policy of inclusion to carry out these duties of support. The authority is also committed to maintain a range of specialist establishments and services to support the whole continuum of needs.

What are additional support needs?

Some children and young people need extra help in school to make progress. It is the duty of the education authority to give some extra help in schools to all children and young people with additional support needs. Children and young people may need this 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 only a short time or

could last for much longer. For instance, additional support may be needed for a child or young person who:

- Has a learning difficulty
- Is particularly able or talented
- Has emotional or social difficulties
- Is bereaved
- Is deaf or blind
- Is being bullied
- Is not attending school regularly

How do we make sure we can 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 school education. The main support is the class teacher who is able to meet the needs of most pupils without extra help. With good teaching and learning, and the right materials, most children and young people won't need anything more than this.

Establishments have policies outlining resources and approaches which will be used to address additional support needs for your child. The Head of Establishment will always try to support your child's additional support needs, which have been identified following assessment.

If a pupil needs more help than the class teacher can give in school, then a process of providing the right support begins. We call this staged intervention. Staged intervention is our way of recognising additional support needs and then giving extra help for a child or young person.

Staged Intervention can be broken down into the following stages:

Stage 1(a) - In class support

At this stage the teacher notices children or young people who need more help than other children or young people in the class. For most pupils the help they need can be given by the class teacher without anyone else being involved, using class based strategies or interventions. The teacher may change the way she teaches, change the materials the pupil is using or reorganise her classroom.

Stage 1(b) - In school support

If there are still concerns around progress, the teacher can access further support from others within their school community such as Additional Support for Learning staff and Pupil Support coordinators. An action plan should be in place to monitor and track a child's progress. The school will talk to parents as soon as possible in order to make sure they know all about the help being given to their child.

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 agency to discuss/identify what supports are universally available to meet the identified wellbeing need. Consent from parents will be sought prior to a request being made. An Action plan will be created and formally reviewed.

Stage 3 - Specialist help form 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 minimize the barriers to learning.

A team around the child (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 and young people, a Co-ordinated 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 longer than 1 year. For further information see www.enquire.org.

If there continues to be concerns around a child's progress, the school will meet with parents to discuss this further. This may lead to further meetings involving parents, children, school staff and professionals from other agencies

who support the school such as educational psychologists, social workers, allied health professionals or others from the voluntary sector.

Planning for Additional Support

In Ballantrae Primary School, review meetings will be held three times a year to discuss children's progress towards achieving outcomes.

Supports available

Educational Services has 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 not normally available to them. These supports include:

- Psychological Services
- Peripatetic Services e.g. Visual Impairment and Hearing Impairment
- Home Link Service
- Looked After and Accommodated Service
- Intensive Support
- Care and Learning
- School Support Assistants
- Cluster Support Teachers
- Home Tutoring
- Outreach services from Specialist Centers

Education would in an integrated framework with Social Work and Health, 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 support plan. Opportunities are also given by South Ayrshire Council to parents/carers to contribute to policy and procedure development.

Parents should know about and be involved in the plans to support their children right from the start. Parents can bring supporters or advocates to any meeting at school to discuss their child's additional support needs.

Parent's views should be taken into account and recorded through the Child's Assessment Plan.

The school or education authority can give you more information if you want it. If a CSP is being prepared for a child or young person, the Authority must take account of the views of parents. This should be when deciding to prepare a CSP and when reviewing the CSP. In addition the views of parents on any aspects of the CSP should be written into the plan.

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. They will be encouraged to take part in any meeting where people are discussing their additional support needs. They will help to set their own targets and to review these. They will also help with the plans to move to another school or to life after school when the time is right.

Children's views will be taken into account and will be recorded through the Child's Assessment Plan.

If a CSP is being prepared or the authority is trying to establish if one is needed, children and young people will have opportunities to let people know what their views are. They will also be asked for their views when a CSP is being reviewed. These views will be written down in the plan.

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 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. (Mrs Yvonne Templeton)

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 don't agree with the authority?

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

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?

The first point of contact for more information should be the school your child attends. The Head of Establishment will be able to provide information on your child's learning and teaching and will hopefully be able to answer any questions, issues or reassure you about any concerns you may have. For more information you can contact the following officers:

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 612292 or 612504

Enquire

Scottish Enquire helpline: 0845 123 2303

Textphone: 0131 22 22 439

Email: 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

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

9. Psychological Services

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 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 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 school wish 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.

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 as can other information on South Ayrshire's Psychological Service.

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

10. Health and Wellbeing- Including School Relationship Policy

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.

Health Education aims to enable pupils to:

- ❖ explore and clarify their beliefs, attitudes and values
- ❖ develop personal and inter-personal skills
- ❖ increase their knowledge and understanding about a range of health and lifestyle issues
- ❖ explore their feelings and emotions
- ❖ take responsibility for their own health and as participating citizens

This is covered under 5 strands; Mental, emotional, social and physical wellbeing; Planning for choices and changes; Physical education, physical activity and sport; Food and health; substance misuse; Relationships, sexual health and parenthood. The targets include knowledge, skills and attitudes in respect of Health Education. Health Education is linked to wider issues of Sexual Health Education, Drug Education and Personal and Social Development. These are incorporated in the Programme of Study. Our pupils and teachers are part of a health promoting school, fostering care and respect for others. Through Personal and Social Education children are encouraged to value themselves, to be aware of others and their needs, and to keep themselves safe.

Sensitive Aspects of Learning

Our Health and Wellbeing programme of study will deal sensitively with certain aspects of learning, such as substance misuse, relationships and sexual health. At all times, staff will be aware of the impact this learning may have on individual children and be able to deal with this in an appropriate manner. Parents will be informed of certain sensitive aspects of learning via digital communication from either the school or school nurse.

The health and wellbeing of every child and young person is greatly enhanced through the individual support and pastoral care which they receive through

having an identified member of staff who knows them and can support them in facing changes and challenges and in making choices. Within Ballantrae Primary School this will in the first instance be the class teacher, with additional support provided by school assistants. At all times, the head teacher will be made aware of concerns and be responsible for updating information made available to staff.

SCHOOL RELATIONSHIP POLICY

The relationship between pupils and teacher is similar to that between the child and his/her own parents requiring mutual consideration on both sides.

Positive behaviour is seen to be the joint responsibility of all staff and extends to include a partnership with parents.

We prefer to notify parents at the early stages of difficulty. We particularly appreciate and value the co-operation of parents.

For an organisation such as a school to function efficiently and provide a safe, hardworking environment, a framework of mutual respect and responsibility must exist.

The school follows a Relationship Policy based on the Classroom Charters which reflect the United Nations Convention of the Rights of the Child (UNCRC) which has been fully explained to the pupils. Each session, classes in consultation with their teacher, create their classroom charter which outlines what behaviours are required by all in order to meet the articles in the UNCRC. Each class charter is unique.

CHARTERS MAY REFLECT THE FOLLOWING:

- 1. We are respectful**
- 2. We are responsible**
- 3. We listen to each other**
- 4. We are honest**
- 5. We work hard**
- 6. We look after property**

REWARDS

- 1. House points**
- 2. Certificates**

CONSEQUENCES

- 1. Think Sheet**
- 2. Phone call home**

The school is reliant on having the continued support and co-operation of all parents to ensure there is no disruption to education, caused by indiscipline.

11. Pupil Voice

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

Our Community Action Groups, in which all children are members, are a means of ensuring our young people develop positive attitudes and opportunities to take part in 'real life' decision making within their own school setting and beyond.

12. School Improvement

Our school improvement agenda is based on a thorough process of self-evaluation which continually takes place during the session. This comprises of:

- parental, pupil and staff evaluations and surveys
- focus groups
- monitoring calendar
- analysis of attainment results
- Validation of Self Evaluation visits

Ballantrae Primary School's priorities for the coming session, considering Curriculum for Excellence are:

- Children's Rights
- Learning for Sustainability - Outdoor Learning and Global Learning
- Curriculum Rationale and Engaging with Parents
- Curricular areas of Science and Art

Further information regarding the schools *Standards and Quality Report* and *School Improvement Plan* can be found on the school's website. Copies are also displayed in school.

Section C: School Policies and Practical Information

1. Choosing a school

Under the placing request arrangements, parents have the right to choose a school other than the catchment school for their area. This is known as a placing request and application forms can be obtained from the school office or Children and Community, County Buildings, Wellington Square, Ayr KA7 1DR, telephone 01292 612268. 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.

2. Composite Classes

Primary schools have pupils at seven broad year stages, Primary 1 to Primary 7. A year stage is defined as a group of pupils entering primary education at a common date. Composite classes are those where children of more than one year-stage are grouped together to form a class.

Schools are staffed to agreed standards based on the total number of pupils within the school regardless of the numbers of pupils at each year stage. This means that the head teachers are required to take management decisions to organise classes to make best use of available staff, resources and space. Balancing up the various factors involves both educational and organisational considerations.

Head teachers take into account a number of considerations when organising their class structures. In allocating children to composite classes, head teachers bear in mind the progress children have made in their learning and previous attendance patterns. For example, a group of children of similar ability or working at broadly the same pace – particularly in mathematics/numeracy and/or language/literacy – may be allocated to the same class. Parents should be reassured that, by using information about how pupils are progressing to

inform groupings for composite classes, no child is being disadvantaged by being 'kept back' or 'pushed on'. Normally such classes will be formed before the start of a new school year so that all involved know that class structures exist for the new school session. In certain circumstances class restructuring may have to take place during the summer break or after a school session has started. However, such cases will be very exceptional. Parents will be informed at the earliest opportunity of likely re-classification of classes to allow appropriate discussions to take place. Further information is available at the school.

3. 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.

Regulation 7 of The Education (Scotland and Placing Information) (Scotland) Amendment etc Regulations 1993 requires each child'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

The majority of family holidays taken during term time will be categorised as unauthorised absence. However, it is acceptable under exceptional circumstances for schools to 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 (eg. 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)

A Leaflet explaining unauthorised absence is available from South Ayrshire Council or school.

EXTENDED LEAVE WITH PARENTAL CONSENT

Where most family holidays will be recorded as unauthorised absence (see below), 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 now follow-up all instances of pupil non-attendance in order to accurately record 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.

4. Routine and Expected Visits Out-with School

Ballantrae Primary school 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 an expected part of the 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. Parents are required to ensure that all important information is regularly updated.

5. 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 the Lifelong Learning Committee 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 faction (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, are made from flammable material for example shell suits, 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.

Sweatshirts and polo shirts, embroidered with the school badge, are available for purchase online from Border Embroideries or Trutex at www.border-embroideries.co.uk, in a full range of sizes and products. Schoolwear orders, can be delivered free to school and uplifted there or, alternatively, can be delivered to your home address for a small charge. These items, with

grey/black skirts or trousers, are desirable, and it is hoped that parents will encourage pupils in the wearing of them, and that the standard of dress will be as smart as possible. Trousers for girls are acceptable, but the wearing of jeans by all pupils, is to be discouraged. For physical education, parents are asked to supply suitable clothing, T- shirt, shorts and gym shoes. **All clothing should bear the pupil's name.**

Children wishing to play football at lunchtime must bring a change of clothing and suitable footwear.

6. Parental Complaints Procedure

Ballantrae Primary actively promotes partnerships with parents.

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
- 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.

If you have a concern (early years and childcare only) and wish to complain to the Care Inspectorate directly, please write to:

Care Inspectorate, Renfrewshire House, Cotton Street, Paisley, PA1 1BF

We are always anxious to maintain and improve our service. If you have any suggestions to make about the service, please contact the head of establishment in the first instance.

7. Playground Supervision



An adult presence is provided in playgrounds at break times in terms of the **Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990**. There is no requirement for schools under 50 pupils to be supervised.

IN Ballantrae Primary we endeavour to ensure that supervision is available in the playground from 8.45 a.m. each morning. Pupils are encouraged not to arrive at school prior to this. If the weather is inclement, pupils may be given access to the building from 8.45 a.m. onwards. Support staff will supervise playgrounds and lunch halls at playtime and lunchtime.

8. School Meals and Free School Meal Information

School Meals

Traditional meals/snack dishes are available, ordered and paid for in advance, on a weekly basis. The school meals service will cater for any child who is vegetarian or requires to have a special diet on medical grounds. Pupils who wish to bring packed lunches have the use of the same facilities where all children are supervised. The school encourages healthy eating habits and good manners.

In accordance with health and hygiene regulations, packed lunch boxes are collected first thing each morning by the janitor and stored until lunchtime.



The current criteria for entitlement is detailed below, however this is reviewed annually and updated information is available on the Council website [Free school meals and clothing grant - South Ayrshire Council \(south-ayrshire.gov.uk\)](https://www.south-ayrshire.gov.uk)

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit where income is less than £17,005, Child Tax Credit

and Working Tax Credit where income is less than £7,920, Universal Credit where earned income is £660 or less per month, income related element of Employment and Support Allowance and Support under part VI of the Immigration and Asylum Act 1999 are entitled to a free school meal. Information and on-line application form can be accessed from the above link.

From August 2022, free school meals are available to all P1 – P5 pupils

9. Clothing Grant Information



The current criteria for entitlement is detailed below, however this is reviewed annually and updated information is available on the Council website Free school meals and clothing grant - South Ayrshire Council (south-ayrshire.gov.uk)

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit where income is less than £17,005, Child Tax Credit and Working Tax Credit where income is less than £17,005, Universal Credit where earned income is £1,417.08 or less per month. Income related element of Employment and Support Allowance, Council Tax Reduction, Housing Benefit and Support under part VI of the Immigration and Asylum Act 1999 are entitled to a clothing grant. Information and on-line application form can be accessed from the above link.

10. Transport Guide to Parents



South Ayrshire Council has a policy of providing free school 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 suggested suitable walking route. Parents who consider they are eligible for free school transport should complete the online Free School Transport Form which can be obtained via <https://www.south-ayrshire.gov.uk/schools/school-transport.aspx>. Applications should be completed and submitted by 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.

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 first 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.

Transport for Ballantrae Primary school is operated by William Lithgow. If at any time pupils will not be travelling on their regular school transport, it would be helpful to let the operator know of this change in arrangements. (See list of addresses at back of Handbook). A note to this effect should also be sent to the school. This is essential, especially in the case of younger children in the school.

Information regarding eligibility of transport should be discussed in the first instance with the Head Teacher, who will be able to advise parents on any further application to be made.

Should there be no morning school transport at any time, e.g., due to icy roads, etc., it is imperative that parents, who make the journey to school with their own children, should contact a member of staff with their proposed arrangements for the return journey of their child.

To ensure the safety of pupils, parents are asked to drop off and uplift children **avoiding the yellow lines**. Only authorised vehicles should be in the school playground.

Any special information parents wish the school to have in case of a bad weather emergency, should be notified to the Head Teacher when registering the pupil for admission.

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 on occasion 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 South Ayrshire Council, Department of Children and Community, County Buildings, Ayr KA7 1DR at any time during the year. Parents should note that privileged seats are not available on local service contracts and are allocated during October. Privileged seats can be withdrawn if an entitled pupil requires transport and cease at the end of each school session.

11. 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 Children and Community, County Buildings, Wellington Square, Ayr KA7 1DR, telephone 01292 612264.

12. 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.

13. Use of Mobile Phones



Pupils and parents are strongly advised that mobile phones should not be brought to school. If a pupil does bring a mobile phone to school, it is entirely the responsibility of the pupil.

If a mobile phone is brought to school, with the approval of parents, it must be switched off at all times within the school building.

If a phone rings or is used by a pupil within the school building, it will be confiscated and held securely by a member of the Senior Management Team for collection, in person, by a parent

It must be noted that the school accepts no responsibility for mobile phones or other valuables which are brought into school. If such items are lost, stolen or damaged, the responsibility lies entirely with the individual pupil and his/her parent or carer.

14. 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 are advised of the following:

- Only share information that you would be willing to share in school or a school related setting
- 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 email addresses
- Do not discuss your own private and personal relationships with pupils
- Take care to avoid becoming personally involved in a pupil's personal affairs
- Decline pupil-initiated 'friend' requests
- Manage your privacy settings and keep them under review
- Report any inappropriate use of social media by a pupil or concerning a pupil to your head teacher or line manager.

The school has a clear and documented process in place for the reporting and recording of inappropriate use of social media.

15. Health and Medical Information

Primary 1 pupils attend a Health Interview with the school nurse, who will arrange referrals if necessary, to the Community Paediatrician if requested. The school nurse will carry out height, weight, hearing or eye tests.

If a pupil becomes ill or has an accident during school hours, the parent, if necessary, will be notified by the school to collect the child. All accidents are recorded in the Accident Book, which is located in the School Office.

Should there be an emergency while parents are away from home, the school asks for two names, addresses, telephone numbers and relationships of persons to take charge of the child in this situation. If neither the parents nor the persons with the responsibility to look after the child in the parents' absence can be contacted, the school will undertake to look after the child until such contact can be made.

Details of particular medical requirements are requested by the school. For pupils requiring medication during school hours, appropriate forms are completed to give consent.

Personnel with first aid training in school is Mrs Holden who has responsibility for administering first aid to the pupils.

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.

For further information go to:-

<http://www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf>



NHS Ayrshire & Arran
Oral Health Promotion Initiatives in Nursery and Primary Schools

NHS Ayrshire & Arran is implementing two oral health programmes - *Childsmile* and the *National Dental Inspection Programme* (NDIP) in local schools.

Childsmile:

The *Childsmile* programme's aim is to improve the dental health of children in Scotland and it is funded by the Scottish Government. It will be rolled out to all schools in Scotland during the next few years. *Childsmile* has 3 main elements:

1. A core toothbrushing programme - free oral health packs containing a toothbrush and fluoride toothpaste are given out to children at nursery school and in primary 1 on entry to primary school. In Ayrshire & Arran, daily supervised toothbrushing takes place in all nursery schools and many primary schools. During their first year of life, all babies are given an oral health pack and a drinking cup to encourage healthy weaning by swapping bottle for cup as soon as baby is able to drink from a cup. Water and milk are recommended as safe drinks for teeth for all children.
2. ***An infant programme*** - this promotes oral health from birth. Parents of newborn children may be referred to the programme by their Health Visitor. Dental Health Support Workers visit parents in their home to give information, oral health advice and to arrange regular visits to the local *Childsmile* Dental Practice.
3. ***A nursery and school programme*** - this provides preventive oral health programmes for children aged 3 years and upwards. This programme started in 2007 and initially only involved a small number of schools. Each year more schools are being included in the programme. It targets children in nursery and primary schools, who will benefit from additional preventive care. This care will involve the application of fluoride varnish to children's teeth by *Childsmile* Clinical Teams in the nursery and primary schools. The *Childsmile* Teams will also deliver oral health promotion messages and be supported by Dental Health Support Workers who will be attached to nursery and primary schools and be the main contact point for parents, teachers, other school staff and School Nurses.

The National Dental Inspection Programme:

Each year at school, all primary 1 and all primary 7 pupils will be offered a dental inspection in school, by a dentist. It is important that each child's dental health is assessed so that the child and their parents can maintain dental health and take the necessary steps to remedy any problems that may have arisen. There is also a need to monitor children's dental health at national and regional or local levels so that reliable dental health information is available for planning and evaluating initiatives directed towards improvements. The *National Dental Inspection Programme* fulfils both these functions by providing an essential source of information for keeping track of any changes in the dental health of Scottish children.

16. 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 |
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. | 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.

17. Education Statistics Privacy Notice

Transferring Educational Data about Pupils

The Scottish Government and its partners collect and use information about pupils 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 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 Educational Statistics Privacy Notice can be found at the undernoted link or by requesting a copy from the school office.

<https://www.gov.scot/topocs/statistics/scotexed/schooleducation/ESPrivacyNotices>

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

18. The Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities; Scottish Executive 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.



19. Helpful addresses and websites

Organisation	Address	Telephone Number
Educational Services	Douglas Hutchison South Ayrshire Council County Buildings Wellington Square AYR KA7 1DR www.south-ayrshire.gov.uk	01292 612201
South Ayrshire Councillors	Ian Fitzsimmons Alex Clark Peter Henderson County Buildings Wellington Square AYR KA7 1DR	01292 612665
School Transport	Mr W Lithgow	07813144163
Girvan Academy	Mr Mark Anderson Head Teacher Girvan Academy	01465 713008

www.south-ayrshire.gov.uk
www.education.gov.scot/parentzone/
www.hmie.gov.uk

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.

SECTION E - Appendix A

Appendix A

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/experiencesandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literacy, 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

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

Information about Curriculum for Excellence levels and how progress is assessed

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

Curriculum for Excellence factfile - Assessment and qualifications

http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.aspx

Information on recognising achievement, reporting and profiling

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

TRANSITIONS

Curriculum for Excellence factfile - 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

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>

Choices and changes provides information about choices made at various stages of learning

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

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>

Information about the universal entitlement to support that underpins Curriculum for Excellence

<http://www.educationscotland.gov.uk/supportinglearners/whatissupport/universalsupport/roleofkeyadult.asp>

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>

Text only versions of this publication are available in Polish, Chinese and Urdu.

For further Information please contact:

0300 123 0900

Dostępna jest wersja tej publikacji w języku polskim, zawierająca wyłącznie tekst.

Aby uzyskać więcej informacji, proszę skontaktować się z:

0300 123 0900

本出版物還有純文字中文版。

有關更多資訊，請聯絡：

0300 123 0900

اس اشاعت کے نسخہ کا صرف متن اردو زبان میں دستیاب ہے۔
مزید جانکاری کے لیے براہ کرم درج ذیل پر رابطہ قائم کریں:

0300 123 0900

Do you know anyone who is registered blind or has a visual impairment?

**If you do and you think that they would like a larger print version or an
audio cassette version of the text contact Council staff on:**

0300 123 0900