

Belmont Academy

School Handbook
Session 2019-20



“Belmont Academy is striving to be a nurturing learning environment which inspires all learners to reach their full potential.”

 **KIND**  **POSITIVE**  **YOURSELF**

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Welcome to Belmont Academy

Welcome to our school. I hope and trust that the following information will be useful to you before and during your child's time at Belmont Academy.

Our current vision is to become a **nurturing** learning environment which **inspires** learners to reach their full potential. This has been our vision since August 2017 and was developed in partnership with all stakeholders. All our staff training and school and department improvement priorities are centred on making this vision come to life in all that we do at Belmont Academy.

This vision is based on **our** core values

Respect

Responsibility

In October 2018 we also launched our Mental and Emotional Health Strategy – The Belmont Promise which will sit alongside our vision and values.



We are committed to providing opportunities here in Belmont Academy - opportunities for success, for high achievement, for making friends, for discovering new talents and for further development of skills. We will offer opportunities for your child to take part in sports, arts and cultural activities as well as the academic life of the school. In return we ask that your child shows us commitment, works hard, sets himself/herself high expectations and "gets involved" in the school community. Our teachers are hard-working, caring and devote many hours of their time to clubs and activities outside of their normal working day.

We believe that the most effective education occurs when there is a strong partnership between school and home. Working together is vital and we encourage you to keep in close contact with the school. We have a very active Parent Council who provide us with invaluable support – they meet on the last Wednesday of every month.

I understand that this handbook may not answer all your questions. If this is the case, you are encouraged to discuss any queries with us at any time.

Tracy Stewart

Head Teacher



Aims Linked to our Improvement Plan

- to promote an ethos of achievement, where there are high expectations for all pupils and their successes are celebrated
- to establish a positive inspiring learning environment in which all pupils have the opportunity to fulfil their potential in all areas of their development
- to deliver a curriculum that is relevant, challenging and appropriate to the abilities and aspirations of all our pupils, and which prepares them for life after school
- to provide the highest quality of teaching and learning in a stimulating environment that meets the needs of all learners



A Message from our School Captains

Hello, and welcome to Belmont Academy, our school and the school we hope your son or daughter will soon be attending.

Starting secondary school is a huge event in your child's life and we understand how they are feeling; it seems like only yesterday that we were feeling the same! From our experience, we can assure you that your child has nothing to worry about. At Belmont Academy they will be given every opportunity to be the best they can be and will be well looked after throughout their time at the school.

As well as being fully supported in classes, there are many out of class activities which will enhance your child's experience – we would encourage them to find out what is on and take part in the activities on offer. These include music clubs, sports clubs, homework clubs and much more. Several senior pupils volunteer to run these clubs and they are great for your child to make new friends and get involved in the life of the school. Pupil voice is strong, and your child can develop their leadership skills e.g. by joining the learning council or becoming an anti-bullying ambassador or a young sports leader to name a few.

Beth, Sam and Hayley



School Information and Contact Details

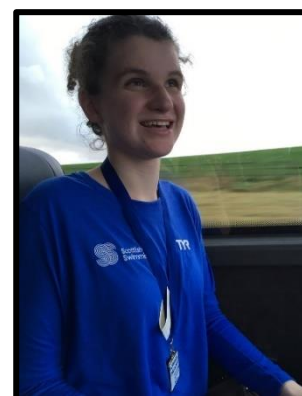
Name	Belmont Academy
Address	8 Nursery Road Ayr KA7 3SN
Tel	01292 612 054 This number is available Monday & Tuesday 8.15 am – 5.00 pm and Wednesday – Friday 8.15 am – 4.00 pm. This is also the number that you would use to report your child’s absence from school.
Email	belmont.mail@south-ayrshire.gov.uk
Twitter	@belmontacad01
Head Teacher	Tracy Stewart
Email	tracy.stewart@south-ayrshire.gov.uk
Type	Non-denominational 6 Year comprehensive
Gaelic Provision	No
Parent Council	Iain Foster – Chair Person

Belmont Academy is a 6-year, non-denominational comprehensive school situated in Ayr.

Its associated primary schools are Alloway Primary, Braehead Primary, Doonfoot Primary, Holmston Primary, Kincaidston Primary and Tarbolton Primary. We also have an association with Southcraig School.

It is led by a Head Teacher and five Depute Heads. Our middle leaders are curricular and pastoral support Principal Teachers. Our staff are skilled and experienced and include a Community Police Officer and a Pupil Wellbeing Officer. The building itself is a modern new build which has been maintained to a high standard over the 10 years that it has been open. Our school sits within Ayr and has strong links with Ayrshire College and the University of the West of Scotland (UWS).

We are a SCQF Ambassador School and we have achieved the Gold SportsScotland award. We have excellent PE, Music and Art facilities and staff and as such we have a long tradition of local, national and international success in these areas.



Our role	S1	S2	S3	S4	S5	S6
1193	213	208	236	236	178	122

Dates for Your Diary

MONTH	IN-SERVICE / HOLIDAYS		
January 2019	Pupils return	Monday	7 January 2019
February 2019	Close (2.50pm)	Friday	8 February 2019
	Local holiday	Monday	11 February 2019
	In-service	Tuesday	12 February 2019
	Pupils return	Wednesday	13 February 2019
March 2019	Close (2.30pm)	Friday	29 March 2019
	Pupils return	Monday	15 April 2019
April 2019	Close (2.50pm)	Thursday	18 th April 2019
	Pupils return	Tuesday	23 rd April 2019
May 2019	Public holiday	Monday	6 May 2019
	Local holiday	Monday	27 May 2019
	Teachers In-service	Tuesday	28 May 2019
	Pupils return	Wednesday	29 May 2019
June 2019	Close (1.00pm)	Friday	28 June 2019
August 2019	In-service	Friday	16 August 2019
	In-service	Monday	19 August 2019
	Pupils return	Tuesday	20 August 2019
September 2019	Local Holiday	Friday	20 September 2019
	Local Holiday	Monday	23 September 2019
October 2019	October Week	Monday to Friday	14 October 2019 to 18 October 2019
	In-service	Monday	21 October 2019
	Pupil return	Tuesday	22 October 2019
December 2019	Close (2.30pm)	Friday	20 December 2019

Our School Staff

School Staff		
Tracy Stewart	Head Teacher	
Depute Head Teacher		
Steven Anderson	Alan Bryden	Chris Flanagan
Graeme McLean	Brian Sinclair	
Departments		
English and Drama	C Grant – Principal Teacher	
E Canavan	K Clark	S Cassidy
R Duffin	J MacGregor	S MacInnes
R McLaren	R Pringle	A Willetts – Librarian
Mathematics	R MacFarlane – Principal Teacher	
K Armstrong	A Harvey	J Lawson
E McCaughey	S McLaughlan	C Stewart
K Wilson		A Yip (NQT)
Art and Design	J Gibson – Principal Teacher	
C Hamilton	L Maestranzi	K Murray
Biology	L Feighan – Principal Teacher	
K Beck	R Dunlop	
Vacancy	J Walker	
Business, Administration and Accounting	S Glass – Principal Teacher	
K Brodie	G Cunningham	
M Gibson (NQT)	J Hitchman	
Chemistry	V Agnew – Principal Teacher	
A Andrews	G Hardie	
K Lavelle (NQT)	V Stewart	
Computing Science	A Wallace – Principal Teacher	
L Ferguson	M Kay – Care Experience Lead	L McCaffery
Geography	I Aitken – Principal Teacher	
A Fulton	S Mackay	

Home Economics		A Emerson – Principal Teacher	
Modern Languages		C Kennedy – Principal Teacher	
G Armstrong		O Frachisse	
M Izambard Baird		L Wyper	
Modern Studies and History		L Pollock – Principal Teacher	
B Kerr		N Melville	
C Peacock		G Surgenor	
Music		J McCutcheon – Principal Teacher	
D Moore		L MacMillan – PT Developing Young Workforce	
Physical Education		J Flanagan – Principal Teacher	
B Murrie		I Phillips	
L Redpath (NQT)		N Wilde	Vacancy
Physics		R McMahon – Principal Teacher	
J McLellan		L Mitchell	
Religious and Moral Education		E Sutherland – Principal Teacher	
J Howard (NQT)		S McKinlay	
Design and Technologies		D Sassarini – Principal Teacher	
L Dunsmuir		D Lawrence	N McCubbin
A Rafiq		S Turnbull	
Pupil Support			
Principal Teachers			
K Maxwell	Arran House	I Watson	Bute House
I Ward	Cumbrae House	C Bryden	Kintyre House
P Rowan	Lomond House	C Wilson	Support for Learning
Support for Learning			
Y Daubney – Nurture Lead		R Jakeman	G Moore
S Montgomery			
Pupil Support Assistants			
E Walker		S McCall	L Alexander
K Brickell		L Hamilton	M Flynn
E Bufton			

Classroom Assistants		S Bolton	R Cooper
Technician Service		J Keenan	Senior Technician
I Brown	A Clark	N Duddy	A Salmond
Pupil Welfare Officer		M Dunlop	
School Counsellor		S Grant	
Police School Liaison		PC K Blackmore	
Administration Team		E Fairbairn – Admin Team Leader	
L Daniel Office Manager		E McKay	V Stirling
S Cairnie	F Hutchison	C McCathie	P McBlain

Senior Leadership Team Remits

The main strategic remits of the Senior Leadership Team can be found below – greater detail can be found in the school improvement plan which can be found on our website.

T Stewart	School Improvement Staff Professionalism and Development Curriculum Overall responsibility for Attainment
C Flanagan	Year Head – Attainment responsibility for S1 and S4 Learning, Teaching and Assessment Pupil Voice
G McLean	Year Head – Attainment responsibility for S2 and S5 Broad General Education – Skills Development Developing Young Workforce
B Sinclair	Year Head – Attainment responsibility for S3 and S6 Pupil Leadership and Parental Engagement SQA and Exam preparation
S Anderson	Data Coach Overall Attainment tracking, monitoring and reporting
A Bryden	Pupil Support and Pupil Equity Fund Transitions – Junior Phase

The House Team

The House System is a strength of Belmont Academy and plays a vital part not only in the lives of the pupils but in the strong links we have between home and school. The system is under review in line with the current reviews that are happening at national level with Personal and Social Education.

Every pupil joining Belmont is placed in one of the five houses - Arran, Bute, Cumbrae, Kintyre or Lomond. Each House is under the direction of a Principal Teacher of Guidance and support and challenge is provided for the quality assurance of the team by a Depute Head Teacher. Along with a key teacher (member of the Pupil Support Department) these people constitute the House Team thus creating a 'team approach' around each child.

Arran House

Miss Kirsty Maxwell (Guidance)
Ms Geraldine Moore (Pupil Support)
DHT – A Bryden

Bute House

Mr Ian Watson (Guidance)
Mrs Yvonne Daubney (Pupil Support)
DHT – G McLean

Cumbrae House

Mr Iain Ward (Guidance)
Miss Cathy Wilson (Pupil Support)
DHT – C Flanagan

Kintyre House

Mrs Caroline Bryden (Guidance)
Mr Scott Montgomery (Pupil Support)
DHT – B Sinclair

Lomond House

Mrs Pamela Rowan (Guidance)
Mrs Ruth Jakeman (Pupil Support)
DHT – S Anderson



The overarching aim of the House Team is to track and monitor pupil achievement and progress. In order to maximise the potential of all pupils, the House Team oversee the pastoral wellbeing of our young people and ensure that conditions in school are conducive to pupils feeling safe, happy and achieving their potential. The House Team will be on hand to provide help, advice and support throughout school life. They also forge key links between school, parents and pupils.

The House Team (led by Guidance) give advice and support at strategic transition times such as course choice, UCAS and College applications as well as supporting leavers into a positive destination.



KIND



POSITIVE



YOURSELF

Mental Health Awareness

The Belmont Promise

Our school vision is:

“Belmont Academy is a nurturing learning environment which inspires every learner to reach their potential.”

In providing a nurturing learning environment one of the barriers that we would like to remove is the stigma associated with mental health. In an average classroom, three children will be suffering from a diagnosable mental health condition. Sadly, every 90 minutes someone under the age of 35 takes their own life and in Ayrshire recently there has been many schools and families touched by suicide. We want to develop and implement practical, relevant and effective mental health policies and procedures so that we can promote a safe and stable learning environment for the many young people who attend Belmont Academy who are affected both directly, and indirectly by mental ill health.

At our school, we have formed a mental health action group whose main aim is to promote positive mental health for every member of our whole community. We will pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

We want to deliver a health and wellbeing strategy to:

- Promote positive mental health in all staff and young people
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to young people suffering mental ill health and their peers and parents/carers

Our Actions - Year One

- Carry out an audit of how we teach pupils about Mental Health (PSE)
- Engage with partners/train staff to be able to effectively sign post our young people and families to appropriate support
- Train all staff to be able to look out for the warning signs which indicate a young person is experiencing mental health or emotional wellbeing issues – this will be supported by the NHS and the Kris Boyd Charity
- Working better with parents/carers to provide more all-round support
- Raise awareness of mental health through fundraising activities – first charity will be the Kris Boyd Charity



The Kris Boyd Charity is a local charity which has been set up to help those suffering with mental health issues, so they can find someone to talk to and get help.

Personal Support

Personal Support was introduced in South Ayrshire after an extensive period of consultation with all stakeholders. In Belmont Academy the key role of the personal support teacher is to provide a welcoming, safe and supportive environment for all pupils in their class first thing in the morning. This will give them a settled start to the day and will enable the teachers to identify any issues/concerns.

The need to establish routines, class identity and positive relationships between teacher and pupils and between pupils is vital for the success of this initiative. This is not simply registration....

Daily Actions

Encourage Good Attendance and Timekeeping

- First point of contact for pupil
- Personal Support teachers complete first registration and encourage good time keeping
- Assist the Principal Teachers of Guidance in encouraging pupils to bring in notes if absent

Uniform Checks/No pencil

Through daily discussions Pupil Support teachers reinforce the standards to come to school organised and appropriately dressed. We have designated areas for each house and each area has a uniform and stationery stand where pupils can borrow ties or access pens/pencils etc.

Wellbeing – Responsibility of ALL

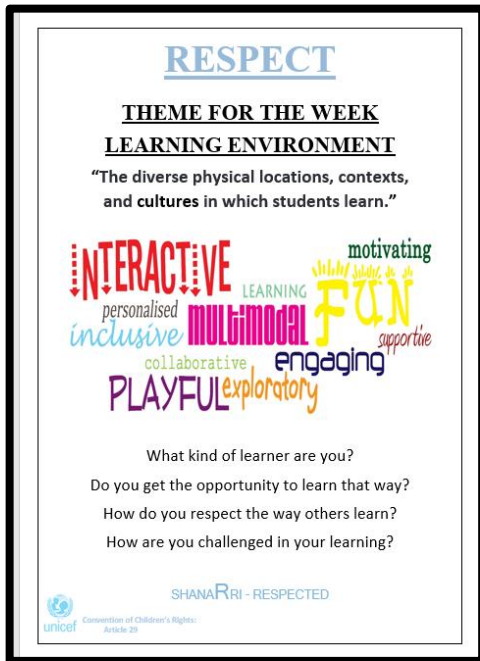
Through the various activities that we are introducing to Personal Support, we will be able to deliver the Experiences and Outcomes which lie in the Health and Wellbeing curriculum area within the organisers that are known as areas which are the responsibility of all teachers.

Theme for the Week – Monday and then referred to throughout week

Every Monday there will be a new theme for the week which the Personal Support teacher will launch with their class.

Why Theme for the Week?

Theme for the week is one method of bringing a large school community together, where everyone has something in common and one thing each week that they can talk about. If done correctly it brings to life the vision and the values of the school. The theme for the week will always be based around the wellbeing of the school and can promote a greater sense of belonging, self-esteem etc.



Measurements of Success;

- Increased attendance
- Increase in positive attitudes to school (measured through various assessments/feedback etc.)
- Pupils reporting a greater sense of belonging
- Pupils and Staff can talk about the shared vision and the values of the school and this is evident in every day practice
- Reduction in number of referrals for indiscipline and exclusions
- Departments will be encouraged to get involved in creating prompts/activities for National Themes such as Literacy Week/European Day of Languages etc.

Daily Assemblies

Pupils on their assembly day should go straight to the Assembly Hall and Personal Support teachers meet them there and the register will be taken on paper. The purpose of the assembly is for the DHT of the Year Group to go over school values, ethos and themes to ensure that everyone can be part of their year group.

- S1 Monday
- S2 Tuesday
- S3 Wednesday
- S4 Thursday
- S5 Friday

Day	Personal Support	1	2	Interval	3	4	5	Lunch	6	7
Monday Tuesday	8.45 to 8.55	8.55 to 9.45	9.45 to 10.35		10.50 to 11.40	11.40 to 12.30	12.30 to 1.20		2.00 to 2.50	2.50 to 3.40

Day	Personal Support	1	2	Interval	3	4	Lunch	6	7
Wednesday Thursday Friday	8.45 to 8.55	8.55 to 9.45	9.45 to 10.35		10.50 to 11.40	11.40 to 12.30		1.10 to 2.00	2.00 to 2.50

Enrolment

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

My Child is currently in P7

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

Our family are moving to Ayr

If you are new to the local area and would like to register your child, then you should contact the school office to make an appointment to discuss enrolment:

For session 2019/2020:

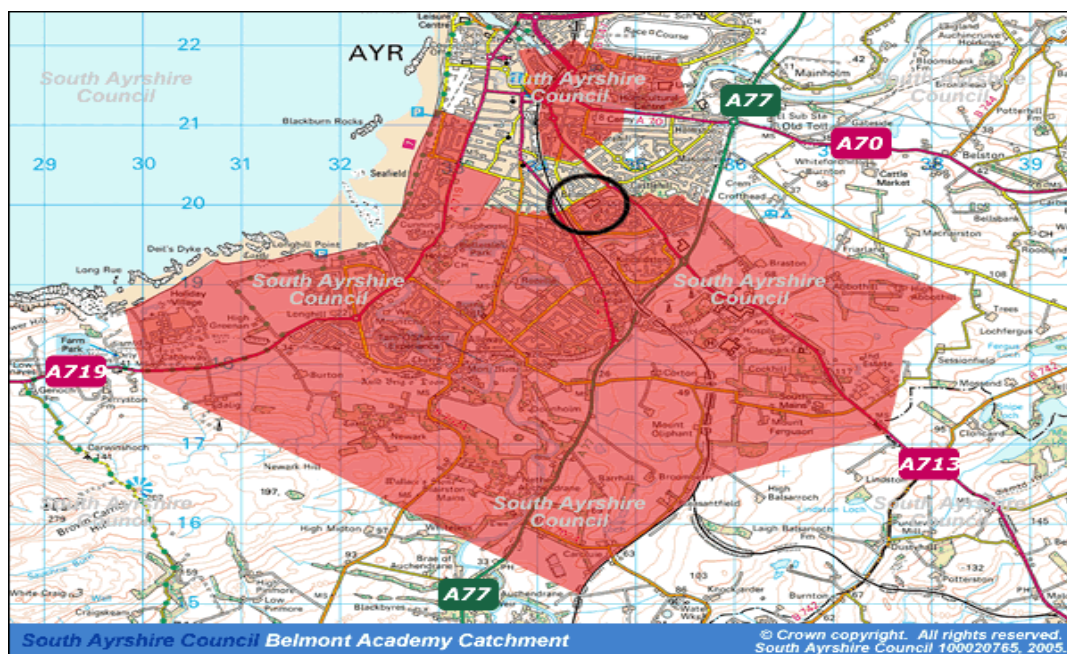
All enquiries should be directed to Mr Alan Bryden DHT alan.bryden@south-ayrshire.gov.uk

For the meeting you will be asked to bring your son/daughters original birth certificate and proof of their current address. You will need to complete all relevant paperwork and you will have the opportunity to ask any questions and see around the school building.

I don't live in the Catchment Area but want my child to attend Belmont Academy

If you live out-with Belmont Academy's catchment area you will need to contact South Ayrshire Council to make a placing request.

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



Parental Involvement

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

What opportunities are there for Parents to get involved in their child's learning at Belmont Academy?

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

At Belmont Academy we endeavour to share as much information as possible with parents. We update our School Website regularly and we post tweets daily on twitter @belmontacad01 which includes up to date information on events which have taken place in the school. We also contact you by letter, telephone, text and email with relevant information when appropriate.

We report to parents throughout the year and hold Parent Evenings so that you can be kept up to date on your child's progress. We also hold Special Information Evenings to share curricular information with you so that you are fully informed at each stage in your child's education. This session we have already held events on the Senior Phase, the Broad General Education and Mental Health. In January to April we will be focussing on Career Information and so look out for details of events – we would encourage you to come along as not only will you learn about what we do but together we can build up our relationship and this can only be of a benefit to the education of your child.

Parents may feel the need to contact the school at various times throughout the session to clarify any issues arising or discuss any concerns. In the first instance contact should be made with the appropriate member of the Guidance team. **We respectfully ask our parents not to drop into the school without making an appointment as all our Guidance team, Support team, Senior Leadership Team have teaching commitments. Our brilliant office staff will always be able to assist you and they have the diaries of all our Guidance and Senior Leadership Team and so a mutually convenient appointment will be made with ease.**

Parents as Partners – Parent Council

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

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

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

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

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

The main aims of the Parent Council are to:

- support the school in its work with pupils
- represent the views of parents
- promote contact between the school, parents, pupils, providers of early years education and the community
- report to the Parent Forum
- be involved in the appointment of senior promoted staff; and
- raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role)

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

National Parent Forum of Scotland - enquiry@parentforumscotland.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.



Our Parent Council are very active and fully support and challenge the school community. This year's Christmas Fayre was fantastically organised and even on a cold and horrible December evening attendance was great and funds were raised for the school.

We have a new chairperson – Mr Iain Foster who has taken over from the terrific Mrs Cathcart who led the Council well for over two years. Look out for updates on our new website and contact details for the Parent Council. However, until the new email is set up if you want to contact the Parent Council directly please email the school email FAO Parent Council and our terrific staff will forward the message on to Mr Foster for you.

The Curriculum

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.

Curriculum Rationale

At Belmont Academy we have fully embraced Curriculum for Excellence with a diverse, personalised Broad General Education (S1-S3) followed by a rich, challenging Senior Phase (S4-S6). One of our school aims is to “deliver a curriculum that is relevant, challenging and appropriate to the abilities and aspirations of all our pupils, and which prepares them for life after school.” Therefore, the purpose of our curriculum is to equip our young people with the knowledge, skills and attributes to become confident individuals who will take up their place in their local community and the wider world. In everything that we do our learners are at the heart of our decision making and they make a key contribution to the process through the Learning Council, focus groups and questionnaires. We are ambitious for our young people and we encourage them to set targets and be aspirational for their future.

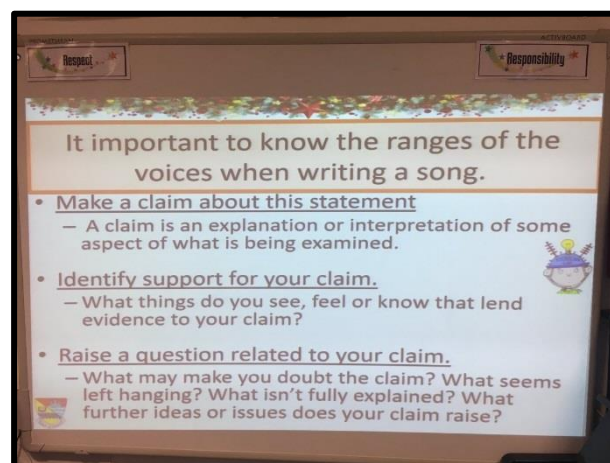
The information in this handbook summarises our curriculum as learners move through each stage, but we would welcome contact from any parent who wishes to discuss further the personal options available to their child. Fuller descriptors on all elements of the curriculum and subject areas will be available under the 'Curriculum' tab on our website during 2019. There will also be specific curriculum information evenings for Parents/Carers. Our Guidance team will be available during all S2 to S5 Parents evenings to specifically support curriculum choices.

Opportunities for Wider Achievement

In Belmont Academy we have a wide range of accredited and non-accredited out of classroom experiences for your child to take part in. These include many clubs and activities run by departments such as volleyball, netball, football etc. It also includes opportunities for your child to get involved in other learning such as our Coolheads Programme – this is where S3 pupils are trained to deliver Personal and Social Education lessons to S1 pupils and to help them understand good mental health. We now track all our pupils to ensure that everyone has the opportunity to get involved in out of classroom learning as this enriches the school experience.

The Broad General Education (S1-S3)

Following on from our primary transition work, learners study across the full range of curricular areas in S1-S3 before they make key choices regarding National Examination subjects for S4. There is progressive pace and challenge along with rigorous formative and summative assessment as learners move through S1-S2 and into S3, with increased subject specialist input as they prepare for the Nationals. Learners can expect to develop core skills and depth of knowledge that is increasingly taught in real contexts and with an emphasis on interdisciplinary learning and transferrable skills.



Literacy, Numeracy and Health and Wellbeing remain key areas and the aim is that all will achieve a National level in Literacy and Numeracy by the end of S4.

The main aim of our Broad General Education is to ensure that our young people have developed within the four capacities i.e. they have become more successful learners, confident individuals, effective contributors and responsible citizens whilst embracing the values of respect and responsibility.



Mr McLean has been working with all stakeholders in gaining views and opinions on our Broad General Education and one of the areas that we are continuing to strive for improvement is in homework. He has introduced Show My Homework – this is an APP which parents can download onto their smart devices or computers which will enable them to track their child's homework. This is one of the many ways in which we are looking to increase the pace and challenge with in our Broad General Education. We have also invested in staff training in cooperative learning, behaviour management, making thinking visible and differentiation to ensure that our learners are “inspired” in and out of the classroom.

The Senior Phase (S4-S6)

At the end of S3 all young people undertake a formal option process to decide which subjects they wish to move forward with. S4 remains the first stage where learners will sit SQA examinations and attempt to achieve core qualifications.

Young people will have a full “free” informed choice, which reflects their educational needs, on what they study. What we mean by “free” is that they will not be restricted to viewing their subjects based on the option form being set out in already pre-determined columns. This means our pupils can solely focus on what they want to do and more importantly what they need to do in order to move on into a positive and sustained destination. We encourage our learners to view the Senior Phase as a three-year programme of study and focus on the learning pathway. We also work closely with our partners Ayrshire College and our local Secondary Schools to offer additional courses in S5/6 which can take pupils into a specialism such as Engineering, Hair and Beauty etc. Please look out for further publications which will give more details about our Senior Phase Curriculum – it is important to recognise that the curriculum can change annually through pupil choice and staffing.

In General

In S4 learners will choose up to six national qualifications – Mathematics and English are compulsory at this stage.

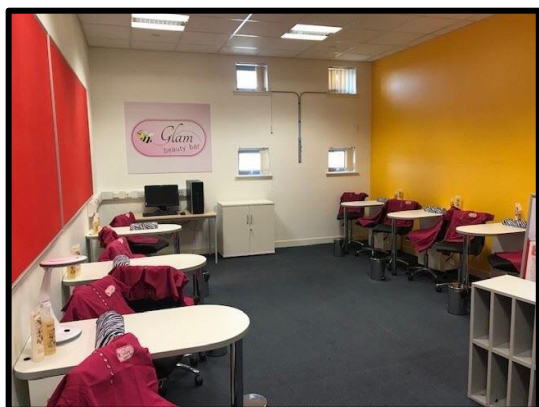
In S5/6 learners will choose up to six national qualifications. We have the option where pupils can take higher qualifications over five periods per week or six.

In S6 young people will also be encouraged to “give something back” through undertaking leadership opportunities in volunteering such as Sports Leader or a NPA in Mental Health.

Our Option Forms and Booklets will be available late January 2019 on our website.

Attainment is tracked by all staff using the Click and Go Management Information System and we liaise with parents through various mechanisms such as reporting, parent evenings and family conferences.

Developing the Young Workforce (DYW)



Along with Curriculum for Excellence Developing Scotland's Workforce is a major policy driver in Scottish education and here at Belmont Academy we embrace the recommendations laid out by offering a range of skills for work courses.

For example, to support our young people in gaining skills for work, we have formed partnerships with several local employers to offer extended work experience placements; this is linked to the SQA Skills for Work Personal Development qualification.

We have also appointed a Principal Teacher of DYW to work with Mr McLean in introducing a wider range of courses and skills development opportunities such as Beauty Bar, Barista, Smoothie Company to name a few.

Religious and Moral Education (RME)/Religious Observance

Schools must provide religious and moral education to every young person in accordance with their legal requirements. Religious and moral education is a statutory core subject for all pupils attending primary and secondary education, including those in years S5 and S6, and it is their entitlement to have this taught in a meaningful and progressive way. In Belmont Academy one period per week is dedicated to RME in the Broad General Education. In S4 RME is taught through a thematic approach and in the Senior Phase S5 and in 2019 S6 will have one period of the week dedicated to RME.

Education about faith and belief in schools contributes to the development of the whole person, allowing young people to consider, reflect upon, and respond to important questions about the meaning and purpose of existence, the range and depth of human experience and what is ultimately worthwhile and valuable in life. It increases young people's awareness of the spiritual dimension of human life through exploring the world's major religions and views, including those which are independent of religious belief, and considering the challenges posed by those beliefs and values. It supports young people in developing and reflecting upon their own values and their capacity for moral judgement.

Opportunity for religious observance is fostered through the termly involvement of our School Chaplain and planned assemblies. Services are held at Remembrance, Christmas and Easter. Under the terms of the Education (Scotland) Act, parents have the right to withdraw their child from religious observance. The terms of the Act state that "no pupil in any such school shall be placed at any disadvantage with respect to the secular instruction given therein by reason of his being withdrawn". At Belmont Academy we will deal with such requests with sensitivity and understanding. Our Head Teacher will happily meet with any parent wishing to withdraw their child to ensure that they are clear about the school policy. In particular, parents should be reassured that religious observance adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families. Where a child is withdrawn from religious observance, Belmont Academy will make suitable arrangements for your child to participate in a worthwhile alternative activity. In no circumstances will a child be disadvantaged from being withdrawn from religious observance.

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

More information can be found on religious observance as set out in the Scottish Government Circular dated 21 February 2011, '*Curriculum for Excellence – Provision of Religious Observance in Schools*'.

Health and Wellbeing

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

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

We work hard to live our values through our practice at school, in so doing, we set high standards and expectations of everyone in our community. Children are encouraged to behave in a respectful and responsible way to ensure they promote these values and build strong and positive relationships. Our expectations and responsibilities are displayed in working areas as is our school charter for Rights Respecting Schools. We have reached Level 1 status as a Rights Respecting School however, we are through the Belmont Promise work we are reviewing this and looking to add a Positive Relationship Policy. Positive relationships are key to all that we do and when this breaks down children are supported by our experienced Guidance teachers and, where necessary, the Year Heads. Parents' roles are key to everything we promote at school level and they will be involved quickly if their children are displaying concerning behaviours. We also work closely with our external partners to support our children and families.

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

Equal Opportunities and Inclusion

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

The national legislation around equal opportunities and social inclusion includes:

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

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

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

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

If you need further information on any of the above teams, contact Mr Bryden alan.bryden@south-ayrshire.gov.uk

At Belmont Academy, we strive to ensure that every pupil is treated equally, fairly and with respect. Every individual is given an equal opportunity to reach his/her potential, regardless of sex, race, colour, creed, ability or circumstances. All staff have a responsibility for promoting equality of opportunity and social justice. Our Belmont Promise work will keep equality and inclusion at the heart of all that we all do.

Assessment

How is learning in the Broad General Education assessed?

Assessment is a central part of everyday learning and teaching for children and young people. Teachers gather evidence on an ongoing and informal basis through asking questions, observing children working together and making comments on their work. Children may assess their own work or that of their classmates. Some assessment is more formal, such as projects, investigations, case studies and tests.

The assessment of children's progress throughout primary school and in secondary S1–S3 is based partly on teachers' views: their "professional judgement". In making these judgements, teachers draw on their professional knowledge and understanding of the child using a very wide range of assessment information including standardised assessments.

The professional assessment judgements of teachers are expressed in terms of a child or young person's progress within and through levels. Most children are expected to have achieved the early level by the end of P1, first level by the end of P4, second level by the end of P7 and third level by the end of S3. Many will achieve fourth level by the end of S3.

All schools in South Ayrshire Council have been using standardised assessments, along with a range of other assessment information for several years, to monitor the progress of individual learners and support their learning. From August 2017, new national standardised assessments were introduced in all schools in Scotland. These assessments will provide an additional source of nationally consistent evidence for teachers to use when assessing children's progress.

National Standardised Assessments

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

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

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

If you want to find out more about this then please contact our Data Coach DHT Steve Anderson.

How is learning in the Senior Phase assessed?

Learning in the Senior Phase is assessed using procedures and processes agreed by the Scottish Qualifications Authority or other awarding bodies. When our young people start the Senior Phase, they are presented at a level of qualification that is appropriate to meet their needs, from National 3 to National 7 (Advanced Higher level).

Preliminary examinations take place in January and young people who achieve 35% or more in their prelim will generally be presented for the SQA examination in May. For young people to progress in their learning in any given subject, there is an expectation that they will have achieved a C grade or better at the level prior to the one they choose to sit. This will be discussed with their Guidance teacher or Year Head during the option process each year.

Tracking and Monitoring Progress

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

In the Senior Phase, pupils' progress is tracked three times per year. Parents are provided with a short tracking report including ratings on effort, behaviour and homework along with their 'working at' and 'target' grades. In November there was a longer more detailed report produced which gave parents and indication of how their child was progressing and what they could do to help and support further progression. In 2019 the reporting of progress will be reviewed.

Reporting

Each department has the responsibility of reporting to parents. There are tracking reports throughout the year and one main report which gives greater details. If you have any concerns about your child's progress throughout the year, please contact their Guidance Teacher as they will have the overview of your child's progress and will be able to address your concerns.

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

One of the best ways of reporting progress has been found to be through face to face contact with teachers and so we would urge you to attend the Parent/Carer evenings and if you can't then please contact us as working together will benefit your child in the longer term.

Transition

How do we ensure that there is a smooth transition between stages?

It is our aim to establish the highest quality transitions for all young people. We work and plan collaboratively across our learning community to ensure transition arrangements are effective for all learners, including those requiring additional support and in line with legislative requirements. We will put in place a comprehensive, well-planned programme of transition arrangements.

It is our aim to develop and establish

- A shared understanding of learners' progress, making very good use of tracking and monitoring, profiling and personal learning planning to help children and young people identify strengths and next steps in learning
- Agreed approaches to record keeping and passing on of information
- Effective information sharing about learners' progress and needs
- Sound arrangements for transferring information from one named person to another to ensure continuity of plans such as a Child's Plan or coordinated support plan
- Actively engage young people and their parents and carers in transitions at all stages of learning
- Arrangements to involve families and relevant agencies in designing transitions for those requiring additional support.

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

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

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

We have a full programme of transition activities. Our PE department have run, for a few years, a health and wellbeing activity which runs throughout P7. During this time there are plenty of opportunities for our future S1 to get together and get to know their new friends. Our P7 disco in December has been a highlight of our transition events for several years now, with more and more of our future S1 attending.

Support for Pupils

Getting It Right for Every Child

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' 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 the "wellbeing indicators"). All assessments of wellbeing needs or what support and help is needed for a child will take account of these indicators.

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

In Belmont Academy the Guidance staff are the Named Persons for their respective houses.

Additional Support for Learning

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

What are Additional Support Needs (ASN)?

Some children and young people need extra help in school to make progress. It is the duty of the education authority to support all children and young people with additional support needs. Children and young people may need help with their reading or writing; to make sure they can get into and around the school; or to support their learning through difficult family circumstances.

Additional support needs can last for any length of time.

Further examples of situations where additional support may be needed for a child or young person who:

- has a learning difficulty
- is highly able
- has emotional or social difficulties

- is bereaved
- is deaf or blind
- is being bullied
- is not attending school regularly
- is 'looked after' by the local authority

How do we make sure that we meet the additional support needs of pupils in South Ayrshire?

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

If a pupil needs more help than the class teacher can provide, then a process of providing the right support begins.

We call this staged Intervention.

Staged intervention is our way of assessing, identifying and then providing the necessary additional support and/ or strategies for a child or young person.

Staged intervention can be broken down into the following stages:

Stage 1A – In class support

Where additional supports can be delivered using class-based strategies/interventions.

Stage 1B - In school support

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

Stage 2 – Additional support from a service that is universally available

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

Stage 3 – Specialist help from a multi-agency team

At this stage a wellbeing assessment will be completed. The Named Person will contact the appropriate multi-agency team, and work in partnership with parents and learners to discuss/identify what targeted supports are required to minimise the barriers to learning.

A team around the child meeting (TAC) will be convened to determine how agencies can provide support

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

Coordinated Support Plan (CSP)

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

Supports Available

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

- Psychological Services
- Peripatetic Services e.g. Visual Impairment and Hearing Impairment
- Home Link Team
- Looked After and Accommodated Service
- Learning and Inclusion Team
- School Support Assistants
- Additional Support for Learning Teachers
- Home Tutoring
- Outreach services from Specialist Centres

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

How can parents help to support children and young people with additional support needs?

As parents/carers, you will be fully involved in both the assessment of your child's needs and the plan of any outcomes detailed on your Child's Plan. Parent's and children's views should be taken into account and recorded through the Child's Assessment and Plan.

Opportunities are also given by South Ayrshire Council to parents/carers to contribute to policy and procedure development including the Additional Support for Learning Parents Forum, engagement during improvement visits and consultation on the Children's Service Plan.

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

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

What role do children and young people play?

How can parents make requests for assessment?

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

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

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

What can parents do if they do not agree with the authority?

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

At Belmont Academy the Head Teacher, Tracy Stewart is more than happy to meet with any parent in and out of school hours.

Please contact her if you have any queries that you feel have been unanswered. Her email is tracy.stewart@south-ayrshire.gov.uk

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 from the education authority.

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

Where can parents get support and information relating to additional support needs?

Quality Improvement Manager – Marie McAdam

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

For Belmont Academy the Quality Improvement Officer is Lynn Crossan

Principal Educational Psychologist

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

Co-ordinator (Inclusion)

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

Enquire Scottish Enquire helpline: 0845 123 2303 Textphone: 0131 22 22 439 Email:
info@enquire.org.uk

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.

Advocacy Service

John Pollock Centre
Mainholm Road
Ayr, KA8 0QD
Tel: 01292 285372

Resolve

Children in Scotland
5 Shandwick Place
Edinburgh, EH2 4RG
Tel: 0131 222 2456

Psychological Service

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

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

This can be delivered at different levels, from that of the child to the school or to the local authority. For example, the Educational Psychologist can work with school staff and parents/carers to assess a child's strengths and difficulties as well as work directly with a child/young person to provide support. They can also work with school staff to support them to develop policies and supports that will benefit all 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 Services works within South Ayrshire's staged approach to supporting young people with additional support needs. The first stage of the process involves support at the classroom level by class teachers and other support staff based within the school. If a school wishes to consult or chat to the Educational Psychologist regarding a child, school staff will always ask parental permission first. Once this is provided, the school or psychologist will keep the parent or carer up to date with discussions although it is likely that the parent will be involved in discussions.

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

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

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

Information Sharing

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

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

If you would like further information, please refer to the Ayrshire **GIRFEC** website:

<http://www.girfec-ayrshire.co.uk/home/>

The Guide to Information Sharing for parents/carers in Ayrshire and Arran. <http://www.girfec-ayrshire.co.uk/wp-content/uploads/2014/08/GIRFEC-Parents-and-Carers-e-guidance-June-2017.pdf>

Child Protection

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

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

Tracy Stewart the Head Teacher has overall responsibility for Child Protection however, Alan Bryden – DHT for Pupil Support will be the main contact for staff and people who have concerns. He will co-ordinate the school's response to concerns for children's and young people's safety and where they may be at risk of significant harm. The Authority has a designated officer for Child Protection who will ensure schools work effectively to keep children safe and well. If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', talk about this to the school's Child Protection Co-ordinator or any member of senior staff.

It is our number one priority to safe guard our pupils and as such we have invested in staff training on principles of nurture and attachment. One of the nurture principles that we are focusing on is creating a safe base. We have a Nurture Lead, Mrs Daubney who is working with departments and individual staff to ensure that they are continually looking out for pupils and dealing with incidents of bullying or otherwise promptly and professionally.



The introduction of Personal Support has improved our ability of being able to safe guard our pupils – we have always been good at spotting issues however, with the consistent adult meeting and greeting your child every morning we are getting even better at building up trusting relationships and dealing with issues as and if they arise.



School Policies and Practical Information

School Improvement

How has the school improved over the last 12 months?

The annual *Standards and Quality Report*, latest version produced in June 2018, and was sent to every parent/carer (it can also be accessed through the school website). The purpose of this report is to provide a summary of the quality of education in Belmont Academy over the course of the previous session (2017/2018). It highlights the achievements of the school, details what the school does well and also summarises identified areas for improvement.

This report contains details of recent attainment:

- our Improvement Agenda
- focus on wellbeing – The Belmont Promise
- to continue to improve Learning, Teaching and Assessment
- to continue to create a curriculum that meets the needs of all learners
- to continue to raise attainment and to continue to improve positive post school destinations

Our full school improvement plan and parent version can be found on our website.

The best way to keep in touch with the school is through our twitter account @belmontacad01 This account is maintained by the Head Teacher and is updated several times a day. Many departments also have twitter accounts and the main account will link with them. Our school website has been recreated and will be launched early January and it will contain a wealth of information about the school.

What additional information is available to parents?

Our Senior Pupil Communication group also create a publication called Belmont BEE and this gets emailed out to parents termly (and if we can monthly). This communication group run by Mr Kerr in the Modern Studies and History department produce articles for many local publications such as the Ayrshire Post.

We are in the process of revising many of our policies and these will be uploaded to the website as and when they are agreed by the school community.

Pupil Voice

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

Belmont Academy has a very active Learning Council and this session they have been learning to use How good is OUR school? from Education Scotland to evaluate the quality of learning and teaching as part of our self-evaluation and quality assurance calendar.

Our Learning Councils are one means of ensuring that young people develop positive attitudes and an opportunity to take part in “real life” decision-making within their own school setting. We also have regular focus groups to seek the views of pupils and many departments operate a “You Said, We Did” system to feedback changes.

Choosing a School

Under the placing request arrangements parents have the right to choose a school other than the catchment denominational or non-denominational school for their area. This is known as a placing request and application forms can be obtained from the school office or Educational Services, County Buildings, Wellington Square, AYR KA7 1DR, telephone 01292 612465. Unfortunately, it is not possible to guarantee that a placing request will be successful, but parents will have the right of appeal should it be unsuccessful.

Full details of the placing request arrangements are contained in the application form or on the Council website:

<http://www.south-ayrshire.gov.uk/schools/placing-requests.aspx>

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

Attendance

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

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

- Family Holiday Not Authorised by School
Family holidays taken during term time will be categorised as unauthorised absence. Only in exceptional and very limited circumstances will schools authorise a family holiday during term time. Such circumstances may include
- A family holiday judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events
- Where a parent's employment is of a nature where school holiday leave cannot be accommodated (e.g. armed services or emergency services).

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

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

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

- **Extended Leave with Parental Consent**

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

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

Advice to Parents

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

Time-keeping/Late-coming

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

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

Routine and Expected visits out-with School

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

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

School Uniform Policy

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

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

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



At Belmont Academy, we are determined to achieve excellence in all that we do. This determination includes aspiring to the highest standard of school uniform. Achieving this high standard is important as it represents our school, shows pride and a commitment to our vision, values and ethos. Importantly, having a school uniform contributes to school security and personal safety and promotes a positive, professional work ethic which encourages a focus on learning. We also want to protect our young people from social pressures to dress in a particular way.

Our Uniform Expectations

The following items should be worn by all pupils as it represents our core uniform;

- a school shirt (black or white)
- black trousers or skirt (not denim/jeans (skinny or otherwise)/jeggings/leggings)
- a school tie
- black or dark school shoes - if trainers are worn they should be fully black
- appropriate school bag

The following may also be worn;

- black/grey jumper or cardigan (tie should be visible)
- school blazer

Parental Complaint Procedure

A complaint is an expression of dissatisfaction by one or more members of the public about the Councils' 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.

School Meals and Free School Meals Information

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

The current criteria for entitlement are included below, however this is reviewed annually in April and updated information will be available on the Council website

<http://www.south-ayrshire.gov.uk/schools/meals/free-school-meals.aspx>

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

Footwear and Clothing Grant Information

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

Educational Maintenance Allowance (EMA)

Pupils who stay on at secondary school after the statutory leaving age may be eligible for an Education Maintenance Allowance. The allowance is subject to a learning agreement between the pupil and the school. Information and application forms may be obtained from schools, from Educational Services, County Buildings, Wellington Square, AYR KA7 1DR Telephone 01292 612232 and www.south-ayrshire.gov.uk/schools.

Transport Guide

South Ayrshire Council has a policy of providing free transport to all secondary pupils whose main address is more than three miles and primary pupils whose main address is more than two miles from their catchment school by the recognised shortest safe walking route. Parents who consider they are eligible for free school transport should obtain an application form from the school, Educational Services, County Buildings, Wellington Square, AYR KA7 1DR Tel – 01292 612284 and www.south-ayrshire.gov.uk/schools. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

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

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

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

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limit (see above paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure their child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicles. Misbehaviour could result in your child losing the right to free transport.

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

Seatbelt Statement

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

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

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

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

Privileged Seat

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

Insurance

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

Valuable Items

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

Use of Mobile Devices

Pupils are permitted to bring mobile phones to school but they do so at their own risk. In Belmont Academy we operate a RED zone and a GREEN zone and teacher's will alert your child to what is expected in classes. Unless otherwise directed by their teacher we ask that all mobile phones are **switched off during class time** to minimise the disruption to teaching and learning. We also politely ask parents/carers not to text or try and contact their child during class lessons as this adds pressure and can distract your child from their learning. If you need to speak with your child, please contact the school office and we will be more than happy to assist you. Please note if a mobile phone does go off in class, it is confiscated, and the pupil collects it from the school office at the end of the school day. The school policy on the use of mobile phones can be found on the school website.

Use of Social Media

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

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

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

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

- only share information that they would be willing to share in school or a school-related setting
- take care to avoid becoming personally involved in pupils' personal affairs
- maintain a formal, courteous and professional tone when communicating with pupils
- maintain professional boundaries
- do not exchange personal information such as phone numbers and personal e-mail addresses
- do not discuss their private and personal relationships with pupils
- take care to avoid becoming personally involved in pupils' personal affairs
- decline pupil-initiated 'friend' requests
- manage their privacy settings and keep them under review
- report any inappropriate use of social media by a pupil or concerning a pupil to their Head Teacher or Line Manager

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

At Belmont Academy we have made it very clear to our pupils about the appropriate and safe use of social media. Our Police Liaison Officer PC Blackmore has also delivered very informative lessons on keeping yourself safe on social media. We would urge parents to use the parental controls and encourage their child to access age appropriate material. We would also urge parents to monitor their child's social media accounts as recent incidents have shown us that pupils can have upwards of 1000 followers – the majority of which they do not know...

Health and Medical Information

Each session we ask parents to provide an update of any health or medical information that is relevant to enable us to support your child; this information is treated confidentially. If your child becomes unwell during the school day, they should inform their class teacher and then report to the school office where they will be seen by a trained first aider. If it is appropriate, the school office will contact you or the named emergency contact so that you can collect your child.

We urge you not to take your child from school without first informing school staff.

We ask that you keep your child's emergency contact information up to date- This is crucial in the event of an emergency. In the event where pupils need to seek medical advice the school staff will request that parents accompany them in the first instance.

Health Promotion and Nutrition

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

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

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

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

Further guidance can be found at:

www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf

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.

Education Statistics Privacy Notice

Transferring Educational Data about Pupils

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

Why do we need your data?

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

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

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

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

The Freedom of Information (Scotland) Act 2002

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

Public Authorities must allow access to the following information:

- the provision, cost and standard of its service
- factual information or decision-making
- the reason for decisions made by it

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

Helpful Addresses and Websites

Educational Services, County Buildings, Wellington Square, AYR, KA7 1DR

www.south-ayrshire.gov.uk

www.education.gov.scot/parentzone/

www.hmie.gov.uk

Local Councillors

Councillor Brian Connelly Councillor Iain Campbell Councillor William Grant	County Buildings, Wellington Square Ayr, KA7 1DR
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Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document:-

a) before the commencement or during the course of the school year in question:

b) in relation to subsequent school years.

School Policies and Practical Information

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

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

<http://www.scotland.gov.uk/Topics/Health>

<http://www.scotland.gov.uk/Topics/People/Young-People>

Children (Scotland) Act 1995 – <http://www.legislation.gov.uk/ukpga/1995/36/contents>

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

<http://www.legislation.gov.uk/asp/2000/6/contents>

Education Scotland's Communication Toolkit for engaging with parents –

<http://www.educationscotland.gov.uk/learningteachingandassessment/partnerships/engagingparents/toolkit/index.asp>

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

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

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

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

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

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

Parental Involvement

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

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

Parentzone provide information and resources for parents and Parent Councils –

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

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 eight 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/whatcanlearnerexpect/seniorphase.asp>

Information on Skills for learning, life and work

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnerexpect/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.asp

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>

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs

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

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Enquire is the Scottish advice service for additional support for learning

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

Parenting Across Scotland offers support to children and families in Scotland

<http://www.parentingacrossscotland.org/>

Support for Pupils

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

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

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

School Improvement

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

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

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