



Braehead Primary School and Early Years Centre

15A Gould Street

Ayr

KA8 9PJ



01292 612713



HANDBOOK

2022 / 2023



Contents

SECTION A	General School Information	Page No
1.	Head Teacher Welcome Statement.....	1
2.	School Ethos, Aims and Values.....	2
3.	School Information	3
	• Name	
	• Address	
	• Telephone number	
	• Email address	
	• Website/Blog/Twitter	
	• Denominational status	
	• Accommodation and capacity	
	• House structure	
	• Early Years (Nursery) provision	
	• Catchment map and area	
4.	School Staff Team.....	4,5
5.	Management Team.....	5
6.	The School Year and School Hours.....	6
7.	Enrolment.....	7
SECTION B	Teaching and Learning	
1.	Curriculum for Excellence.....	8
2.	Broad General Education - The Core Curriculum.....	9, 10,11
3.	Opportunities for Wider Achievement	12
4.	Homework Policy	12
5.	Assessment and Reporting.....	13,14
6.	School Improvement	14
7.	Support for Pupils (Additional Support Needs)	14,15,16,17,18
8.	Psychological Services	19
9.	Getting It Right for Every Child (GIRFEC)	20
10.	Child Protection.....	21
11.	Composite Classes	21
12.	Religious and Moral Education	22
13.	Sensitive Aspects of Learning.....	22
14.	Equal Opportunities And Inclusion.....	22, 23
15.	Health and Wellbeing (including the School Discipline Policy)	23
16.	Pupil Voice	24
SECTION C	Home / School / Community	
1.	Parental Involvement and Home School Links	25
2.	Parents as Partners – Parent Council and Parent Forum	26,27
3.	Choosing a School.....	27
4.	Attendance	27,28
5.	Routine and Expected Visits Out with the School.....	28
6.	Education Statistics Privacy Notice.....	28,29
7.	School Uniform Policy	29
8.	Transfer to Secondary School	30
9.	Public Private Partnership (PPP) Programme	30
10.	Parental Complaints Procedure.....	30
SECTION D	Care and Welfare	
1.	Playground Supervision	31
2.	School Meals and Free School Meal Information	31,32
3.	Clothing Grant Information.....	32
4.	Transport Guide to Parents.....	32,33
5.	Insurance	33
6.	Valuable Items	33
7.	Use of Mobile Phones and Social Media.....	34
8.	Health & Medical Information	34,35,36
9.	Data Protection.....	36,37
10.	Freedom of Information (Scotland) Act 2002	37
11.	Helpful Addresses and Websites.....	38,39,40,41
	Appendix 1.....	43,44,45

SECTION A – General School Information

1. Welcome by Head Teacher

For some of you this may well be your first contact with our school. We hope that you find the information in this handbook helpful but, if after reading it, you are still unsure about anything, then please do not hesitate to contact myself, any members of the staff team or the school office. Parents who have had children in the Early Years Centre will be familiar with the school and I hope already feel part of the school and learning community.

The staff team in Braehead Primary and Early Years Centre work towards creating a happy, relaxed learning atmosphere where your child will be encouraged to participate in the life of the school, to work hard and to strive to achieve the best possible outcomes for himself/herself.

When your child joins us at Braehead, we are all entering a new partnership with the aim of producing the best possible education for him/her. This can best be achieved when home and school work closely together and communicate openly at all times.

You will receive regular newsletters and social media feeds with details of school activities. Parents are invited to become more closely involved with the school through becoming Parent Helpers and taking an active role as a member of the Parent Forum by attending Parent Council meetings.

Can we take this opportunity of stressing, therefore, the importance of keeping in touch with the school. It is always best to contact us if you have any questions about school life, no matter how small or trivial they may seem. We give you our assurance that if we have any concerns about your child, you will always be contacted sooner rather than later. In this way, potential problems can be resolved before they become major issues.

We wish you and your family a happy, trusting and positive relationship with our school and early years centre.

Best wishes
Bobby McPherson
Head Teacher



2. School Ethos, Aims and Values

The school recognises the key importance of the partnership between parents/carers, pupils and teachers in achieving its aims, which are:

- ✓ To promote effective and meaningful partnerships through
 - Regular newsletters, reports and having an open-door policy to support effective and meaningful communication
 - Creating and updating the school Blog, Twitter and Seesaw feeds on a regular basis
 - Involving parents, carers and members of the community on educational visits
 - Involving the Parent Council and Pupil Council in decision making processes and supporting them in fund raising commitments
 - Inviting the wider community to shows and events
 - Ensuring the school engages in positive and effective relationships with other professional bodies, stakeholders and agencies
- ✓ To foster a positive ethos within the school by
 - Providing a high standard of care, understanding and kindness
 - Maintaining good quality relationships amongst the staff team, parents and pupils
 - Encouraging children to take responsibility for their own learning developments personally, socially and academically
- ✓ To provide an appropriate curriculum which meets the needs of all pupils by
 - Differentiating the tasks and experiences to meet individual needs
 - Ensuring teaching/learning methods are stimulating and motivating
 - Developing the Four Capacities throughout the pupils' learning experiences
- ✓ To continue to improve standards and raise achievement through
 - Fostering in the individual child the right attitude to learning
 - Raising standards of attainment in numeracy and literacy
 - Tracking and monitoring pupil attainment, particularly in order to close educational gaps
 - Developing a systematic approach to school self-evaluation and quality improvement in the early years centre and primary classes
 - Celebrating success at all times

We are very proud of our school and local community, and actively seek out opportunities to work together for improvement and to celebrate our successes. We encourage parents/carers and people from our wider community to come into our school and share their skills and areas of expertise as well as to share in our learning and special events.

In order to ensure all our pupils reach their potential we have established very good links with our Cluster partner schools, Third Sector partners, School Nurse Service, Active Sports Team, Psychological Services, Employability Skills, Social Work Services, Campus Police and Thriving Communities, to mention but a few!

At all times we promote our school values of "Commitment, Ambition, Resilience, and Equity" and we encourage everyone in our school, children and adults, to display these values within their daily life.

3. School Information

Name	Braehead Primary School and Early Years Centre
Address	15A Gould Street Ayr KA8 9PJ
Telephone Number	01292 612713
Email address	braehead.mail@south-ayrshire.gov.uk
Blog address	https://blogs.glowscotland.org.uk/sa/braeheadpsandeyc/
Twitter	https://twitter.com/BraeheadPS
Head Teacher	Mr Bobby McPherson
Named Person for School	Mr Bobby McPherson
Contact	robert.mcpherson3@south-ayrshire.gov.uk
Denominational status	Non-denominational and Co-educational
Teaching of Gaelic language	Not offered.
Accommodation and capacity	Planning capacity = 366 Current working capacity = 170
House Structure	P1 ~ P7 pupils are allocated a House ~ Rozelle (Red), Craigie (Green), Carrick (Yellow) & Arran (Blue)
Early Years provision	40 3-5 year old places, available 6 (Core Hours 9.00am-3.00pm) as of December 2022 14 2-3 year old places, available 4 (Core Hours 9.00am-3.00pm) as of December 2022
Catchment map and area	Details of the school's catchment area and street names are available for inspection at the school and parents can also access them on the Council's website at www.south-ayrshire.gov.uk . Catchment map and area are available from the Resource Planning Section, Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR

4. School Staff Team

Name	Designation
Mrs Nicole Love	Early Years Teacher
Mr Erland Bell	EEL Early Years Teacher
Mrs Amanda Clayton	Primary 1 Class Teacher
Mrs Claire Flynn	Primary 1 Class Teacher
Miss Stephanie Craig (Newly Qualified Teacher)	Primary 2 Class Teacher
Mr Duncan Owens (Wednesdays only)	Principal Teacher
Mrs Jackie Osborne	Primary 3 Class Teacher
Mr Neil Cannon	Primary 3 Class Teacher (Pupil Support/Nurture)
Miss Sarah Melville	Primary 3 Class Teacher (Pupil Support)
Mrs Lynne McFadzean	Primary 4 Class Teacher
Ms Dawn Slider	Primary 4/5 Class Teacher
Mrs Emma Caufield	Primary 6 Class Teacher
Mrs Shona Lynch	Primary 7 Class Teacher
Miss Lesley Wilson	Numeracy Lead Class Teacher
Mrs Marie Hamilton	Cluster Pupil Support Teacher
Miss Rhian Craig	Senior Early Years Practitioner
Miss Jodi Young	Early Years Practitioner
Mrs Samantha Devlin	Early Years Practitioner
Mr Tom Whitfield	Early Years Practitioner
Miss Fiona Murray	Early Years Practitioner (Maternity)
Mrs Carol Scott	Early Years Practitioner
Mrs Vasiliki Aivaliotou	Early Years Practitioner
Mrs Nichola Duff	Early Years Practitioner
Miss Stacey Black	Early Years Practitioner (0.3)
Mrs Carol Watkins	Early Years Practitioner (0.5)
Miss Eve Caldwell	Early Years Practitioner (0.7)
Mrs Margo Bryce (Scottish Attainment Funded)	Early Years Practitioner
Miss Heather McBain	Early Years Practitioner (Cover)
Mrs Denise McNee	School Assistant

Mrs Laura Gossman Kerr	School Assistant
Mrs Pauline Crossan	School Assistant
Mr Niall Davis	School Assistant
Mrs Stephanie Hay	School Assistant
Mrs Caroline Lawrie	School Assistant (Mon-Thursday)
Miss Caitlin Cochrane (PEF funded)	School Assistant
Miss Kayleigh Ramage (PEF funded)	School Assistant
Miss Lauren Murray (PEF funded)	School Assistant
Mrs Angela Lawrie	Clerical Assistant
Mrs Jean Barrie	Clerical Assistant
Mrs Margaret Grieve	Janitor
Mrs Caroline Rodgers	Catering Supervisor
Mrs Jean Little	Catering Assistant/Crossing Patrol
Miss Gillian McSherry	Catering Assistant
Miss Lauren Nisbett	Catering Assistant
Mrs Liz Caddis	Janitorial Services
Mrs Karen Jess	Janitorial Services
Mrs Tina Boyle	Janitorial Services
Mrs Iris Harenburg	Janitorial Services
Mrs Lorraine Kelly	Janitorial Services (Day Cleaner)
Mr Mark McMillan (Scottish Attainment Funded)	Active Schools Assistant
Mrs Wendy McKenna (Scottish Attainment Funded)	Speech and Language Therapist
Mrs Diane Irvine	School Nurse
Mrs Jennifer Wright	Educational Psychologist
Mr Sandy McGratton	YMI Music Specialist (Monday only)

5. Management Team

Name	Designation
Mr Bobby McPherson	Head Teacher and Named Person/Early Years Centre Manager
Miss Rachael Carlisle	Depute Head and Pupil Support Co-ordinator
Mr Duncan Owens	Principal Teacher and NQT Regent

6. The School Year and School Hours

The following is a list of the main school holiday arrangements for
Session 2022/2023

Thursday 18 th August 2022	Teachers Inservice
Friday 19 th August 2022	Teachers Inservice
Monday 22 nd August 2022	Pupils Return
Friday 16 th September 2022	Local Holiday
Monday 19 th September 2022	Local Holiday
Friday 14 th October 2022	School Closes @ 3.00pm
Monday 17 th October 2022	School Closed
Monday 24 th October 2022	Teacher Inservice
Tuesday 25 th October 2022	Pupils Return
Thursday 22 nd December 2022	School Closes @ 2.30pm
Monday 9 th January 2023	Pupils Return
Thursday 9 th February 2023	School Closes @ 3.00pm
Friday 10 th February 2023	Local Holiday
Monday 13 th February 2023	Local Holiday
Tuesday 14 th February 2023	Teachers Inservice
Wednesday 15 th February 2023	Pupils Return
Friday 31 st March 2023	School Closes @ 2.30pm
Monday 17 th April 2023	Pupils Return
Monday 1 st May 2023	May Day Holiday
Friday 26 th May 2023	School Closed
Tuesday 30 th May 2023	Teachers Inservice
Wednesday 31 st May 2023	Pupils Return
Friday 30 th June 2023	School Closes @ 1.00pm
Thursday 17 th August 2023	Teachers Inservice
Friday 18 th August 2023	Teachers Inservice
Monday 21 st August 2023	Pupils Return

Primary 1- 7 School opening times are as follows:

Morning	9.00am	~	10.30am
Interval	10.30am	~	10.45am
Mid Morning	10.45am	~	12.30pm
Lunch	12.30pm	~	1.15 pm
Afternoon	1.15pm	~	3.00 pm

*** Primary 1 pupils will now attend for the full day from the beginning of term each August ***

Early Years Centre opening times are as follows:

Core Hours:	9.00 a.m. – 3.00 p.m.
Wrap Around Payable Hours:	Available 8.30-9.00 a.m. and 3.00-4.00 p.m.
*** Further detail available from the School Office or Head Teacher***	

7. Enrolment

The main enrolment exercise for Primary 1 takes place in January, when pupils register for education.

At all other times parents should contact the school office and make an appointment to meet the Head Teacher (unless you are making a placing request, please see Section C – 3, Choosing a School).

Children who reach the age of 5 years before 1st March of the following year are eligible for enrolment for the primary class beginning in August each year.

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

During the summer term children in our Early Years Centre will visit the Primary 1 classroom to get to know their class teacher. They are all very well acquainted with the school building and school staff and this ensures a smooth transition from Early Years Centre to Primary 1. Parent meetings will be offered throughout the year when parents will have opportunities to meet staff and ask questions, normally November, February and May.

Parents who are seeking a place in the school for their children at any stage can arrange a visit to view the school and ask any questions they may have by making an appointment, either by post or by telephone, with the Head Teacher.



SECTION B – Teaching and Learning

1. Curriculum for Excellence

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

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

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

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

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

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

curriculum for excellence



2. Broad General Education - The Core Curriculum

Class Topics throughout the school are chosen for their relevance to the needs and interests of our pupils. These Topics can be studied through using Inter-Disciplinary Learning (IDL) methods which encompass almost all areas of the following Curriculum. Areas not covered through this Inter-Disciplinary Learning approach are taught as “stand alone” lessons.

LANGUAGE and LITERACY

Language is at the very heart of children’s learning. Through language, children acquire a great deal of their knowledge and many of their skills, which enable them to communicate effectively with others.

LANGUAGE has these main areas: *Listening & Talking, Reading and Writing*

At Braehead Primary and Early Years Centre we aim to provide opportunities to enable children to best develop all of these skills. We have given this a really high status to ensure all of our children achieve more.

Our main language resources include – Nelson Spelling, Handwriting and Grammar, Jolly Phonics (P1), Reading Wise, Talk for Writing (P1-P4), The Write Stuff (P5-P7) and Write to the Top. ICT programmes and games are used to enhance the learning experience.

MODERN LANGUAGES

Pupils throughout the school, including Early Years, are taught French as part of the national 1+2 initiative. This year we are also aiming to offer some Spanish and Gaelic inputs.

MATHEMATICS and NUMERACY

For young children maths is embedded in their play and everyday situations. In Braehead Primary and Early Years Centre we build on and extend these experiences in a structured way. The main schemes used are:

*TeeJay Maths from Primary 1-7.
Number Talks and TeeJay to develop Mental Maths skills and capacity from
Early Years – Primary 7.
Rapid Maths, Internet Resource and ICT Programmes to offer additional
support.*

We ensure progression in all areas of Maths which includes; *Number, Money & Measurement; Information Handling; Shape, Position and Movement and Problem Solving and Enquiry.*

Active and focussed Maths sessions, and play based learning within Primary 1, encourage pupils to work cooperatively whilst problem solving and consolidating mathematical concepts. Mental maths is used to develop quick recall of number facts that are essential for progression.

HEALTH AND WELLBEING

Learning in Health & Wellbeing ensures that children and young people at Braehead Primary and Early Years Centre develop the knowledge and understanding, skills, capacities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Health and Wellbeing is structured under the following headings:

- *Mental, emotional, social and physical wellbeing*
- *Planning for choices and changes*
- *Physical education, physical activity and sport*
- *Food and health*
- *Substance misuse*
- *Relationships, sexual health and parenthood (CfE)*

SOCIAL STUDIES

The Social Studies are structured under the three main headings of:

- *People, past events and societies*
- *People, place and environment*
- *People in society, economy and business*

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. (CfE)

EXPRESSIVE ARTS

Areas covered under this heading are:

MUSIC, DRAMA, DANCE, and ART and DESIGN.

The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.

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

- *Be creative and express themselves in different ways*
- *Experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation*
- *Develop important skills, both those specific to the expressive arts and those which are transferable*
- *Develop an appreciation of aesthetic and cultural values, identities and ideas and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts. (CfE)*

RELIGIOUS AND MORAL EDUCATION

Children and young people must become aware that beliefs and values are fundamental to families and to the fabric of society in communities, local and global. There is an intrinsic value in learning about religion as well as learning from religion, as children and young people develop their understanding of diversity in our society and their own roles in it. (CfE)

At Braehead Primary and Early Years Centre there will be an emphasis on Christianity at every level in order for all children to appreciate the history and traditions of Scotland. Other world religions will be explored and developed to enable children to develop respect for others and an understanding of beliefs and practices which are different from their own.

SCIENCES

Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults. (CfE)

The key concepts studied by our pupils over **all** levels are:

- *Planet Earth*
- *Forces, electricity and waves*
- *Biological systems*
- *Materials*
- *Topical Science*

TECHNOLOGIES

At Braehead Primary and Early Years Centre our pupils will study the following technological areas:

- *Technological developments in society*
- *ICT to enhance learning*
- *Business*
- *Computing science*
- *Food and textiles*
- *Craft, design engineering and graphics*

In doing this we are able to tap into the natural inventiveness of children and young people and their desire to create and work in practical ways.

3. Opportunities for Wider Achievement

The range of wider achievement activities on offer at any one time depends very much on the expertise and availability of staff/volunteers/parent leaders and partnership working. We would aim to offer out of class and lunch time activities in some of the following areas:-

Choir, Musical Tuition, Technologies, Sportshall Athletics, Netball, Volleyball, Football, Yoga, Badminton, Homework Club, Chess, Art Club, Dance, Rugby

All classes will undertake educational visits to enhance their study of a specific topic. We have many local resources to access and sometimes we invite other local and national educational activities into the school such as Generation Science, Scottish Parliament, Library Services, Fire Service and Police Scotland.

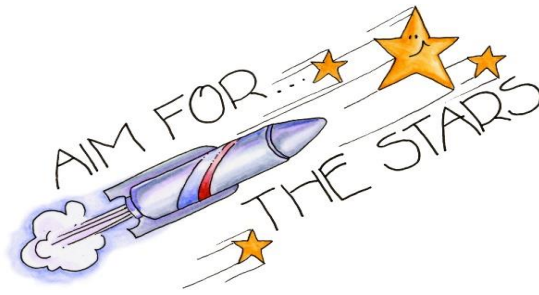
We take part in the local school competitions including Netball, Handball and Dance. We have a school football team which plays in the local South Ayrshire school leagues and cup competitions.

The assistance of parents and/or members of the community in out of class endeavours is very welcome and anyone able to use his/her talents or interests in this way should speak directly to Mr McPherson or contact Mr Mark McMillan (Active Schools Assistant). We would really appreciate help with this and so would our pupils. (They love a change of face!).

Primary 7 are invited to take part in a Residential Visit and Outdoor Education Programme Event annually to Dolphin House, with the Primary 7 pupils also participating each year in the Awards of Ambition initiative, the John Muir Award and the Junior Sports Coaches Initiative.

4. Homework Policy

At Braehead Primary School, our aim is to develop and extend our children's learning by developing a partnership with parents and involving them actively in a range of relevant, purposeful and contextual activities which will contribute to raising children's achievement. Homework, where appropriate, and blended learning will be part of this wider partnership. More details of our homework provision for each class can be discussed directly with the class teacher. We will continually work with parents to create meaningful homework opportunities and home/school links.



5. Assessment and Reporting

How is Learning in the Broad General Education Assessed?

Assessment is a central part of everyday learning and teaching for children and young people. Teachers gather evidence on an ongoing and informal basis through asking questions, observing children working together and making comments on their work. Children may assess their own work or that of their classmates. Some assessment is more formal, such as projects, investigations, case studies and tests. The assessment of children's progress throughout primary school and in secondary 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 use a wide range of assessments to monitor the progress of individual learners and support their learning. From August 2017, new national standardised assessments (SNSA) were introduced in all schools in Scotland. These assessments provide an additional source of nationally consistent evidence for teachers to use when assessing children's progress.

Scottish National Standardised Assessments (SNSA)

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.

In November and May each year, parents have the opportunity to discuss their child's progress at our Parent Afternoons/Evenings. In addition to this, the Teaching Staff and

Management Team will be pleased to meet parents throughout the year to share information as required.

Written tracking reports in November, February and May will be based on the above levels of attainment. More information on these levels is made available to parents during the year, and school staff are always happy to answer any questions.

More information is available on the school blog –

<https://blogs.glowscotland.org.uk/sa/braeheadpsandeyc/>

and within the school's Standards and Quality Report June 2022 which is also available on request from the school office.

Tracking and monitoring progress

The progress of individual learners is tracked and monitored during the session with the Head Teacher and Senior Management Team meeting Class Teachers regularly to discuss, evaluate and set next steps in learning for individual pupils. Both formative and summative assessment results are used to inform the professional dialogue.

6. School Improvement

We are constantly self evaluating our practice to ensure we are meeting the needs of all of our pupils. Details of our main achievements over the last 12 months and plans for improvement based on the school's performance can be found on our Blog, which we are in the process of developing more fully – <https://blogs.glowscotland.org.uk/sa/braeheadpsandeyc/>

Please look for our Standards and Quality Report June 2022, our School Improvement Plan 2022 – 2023 and our current HMIE inspection report which was published in November 2021.

Paper copies of these documents are available in school for anyone who wishes to read them.

The school has achieved the Silver ECO award, the Dyslexia Friendly School Bronze Level and is currently working towards Rights Respecting School Silver status.

7. Support for pupils – Additional Support Needs

Additional Support for Learning

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

What are additional support needs (ASN)?

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

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

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

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

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

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

Staged intervention can be broken down into the following stages:

Stage 1 (a) - In class support

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

Stage 1(b) – In school support

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

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

Where support for a child's Additional Support Need cannot be met solely through school based interventions the school and family may seek support from other universal services. The Pupil Support Co-ordinator or named individual for the school 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 Pupil Support Co-ordinator or named individual for the school 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:

- o Psychological Services
- o Peripatetic Services e.g. Visual Impairment and Hearing Impairment
- o Home Link Team
- o Looked After and Accommodated Service
- o Learning and Inclusion Team
- o School Support Assistants
- o Counselling Services for children over 10
- o Additional Support for Learning Teachers
- o Home Tutoring
- o 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. Parents' and children's views should be taken into account and recorded through the Child's Assessment and Plan. Opportunities are also given by South Ayrshire Council to parents/carers to contribute to policy and procedure development, including the Additional Support for Learning Parents Forum, engagement during improvement visits and consultation on the Children's Service Plan. Parents should be fully aware of and be involved in the arrangements to support their children. They can bring supporters or advocates to any meeting at school to discuss their child.

What role do children and young people play?

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

How can parents make requests for assessment?

Assessment is a process of gathering information to inform and direct strategy and intervention to support a child's additional support needs. It should take account of a child's strengths and areas of difficulty. Assessment can take the form of observations,

samples of work, specific assessment tools, discussions with staff involved with children, discussion with parents, etc. As a parent or carer you will be fully consulted and kept informed by the Pupil Support Co-ordinator or named individual for the school.

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

What can parents do if they don't agree with the authority?

Initially parents should discuss their concerns with the Head Teacher of their child's school. If this is not possible parents can also speak to the **Quality Improvement Manager** for their child's school who for Braehead Primary is currently **Gavin Pitt**.

Parents can also use "Listening to You". This is an online service which allows you to log concerns and complaints. To access this please go to the link www.south-ayrshire.gov.uk/listeningtoyou

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

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

If parents and young people are still unhappy at the decision, then they must 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 below.

Quality Improvement Manager

County Buildings
Wellington Square
Ayr
KA7 1DR
Tel:01292 612504

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 612426 or 612292

Enquire

Scottish Enquire helpline: 0845 123 2303

Textphone: 0131 22 22 439

Email: info@enquire.org.uk

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

Scottish Child Law Centre

54 East Cross Causeway

Edinburgh

Midlothian

EH8 9HD

Tel: 0131 667 6333

Email: enquiries@sclc.org.uk

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

Resolve

Children in Scotland

5 Shandwick Place

Edinburgh, EH2 4RG

Tel: 0131 222 2456

8. *Psychological Services*

Educational Psychologists have five core functions to their service delivery including:

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

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

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

The Psychological Service works within South Ayrshire's staged approach to supporting young people with additional support needs. The first stage of the process involves support at the classroom level by class teachers and other support staff based within the school. If a school wish to consult or chat to the Educational Psychologist regarding a child, school staff will always ask parental permission first. Once this is provided, the school or psychologist will keep the parent or carer up to date with discussions. If the child or young person is then formally referred to the service, parents 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.

Educational Psychologists maintain a note of young people's names who have been discussed with them and will only open Psychological Service case files if there is to be direct work with a child or family or there is a high frequency of consultations required. Again parental permission is sought prior to opening a Psychological Services case file.

Further details on the service can be found on their website:

www.eps.south-ayrshire.gov.uk

Jennifer Wright is currently the Educational Psychologist linked to Braehead Primary School and Early Years Centre.

9. **Getting It Right For Every Child (GIRFEC)**

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

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

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

Information Sharing

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

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

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

10. Child Protection

Procedures and guidance are important but cannot, in themselves, protect children; a competent, skilled and confident workforce, together with a vigilant public, can. 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*
- ❑ *Identify when children and young people may need help*
- ❑ *Understanding the steps that must be taken when there are concerns for children's and young people's safety and well-being.*

Mr Bobby McPherson is the Braehead Primary and Early Years Centre Child Protection Co-Coordinator and will co-ordinate the school's response to concerns for children and young people's safety and wellbeing, and where they may be at risk of significant harm. The Authority has a designated officer for Child Protection who will ensure that 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', that something is not right, talk about this to Mr McPherson or another member of staff.

11 Composite Classes

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

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

Head teachers take into account a number of considerations when organising their class structures. In allocating children to composite classes, head teachers bear in mind the progress children have made in their learning. For example, a group of children of similar ability, or working at broadly the same pace (particularly in mathematics/numeracy and/or language/literacy) may be allocated to the same class. Parents should be reassured that, by using information about how pupils are progressing to inform groupings for composite classes, no child is being disadvantaged by being "kept back" or "pushed on".

Normally such classes will be formed before the start of a new school year so that all involved know that class structures exist for the new school session. In certain circumstances class restructuring may have to take place during the summer break or after a school session has started. However such cases will be very exceptional. Parents will be informed at the earliest opportunity of likely re-classification of classes to allow appropriate discussions to take place. Further information is available at the school.

12. Religious and Moral Education

Braehead Primary and Early Years Centre follows the national advice set out in SOIED Circular 6/9, the Education (Scotland) Act 1980 and the Scottish Government Circular dated 21 February 2011, 'Curriculum for Excellence – Provision of Religious Observance in Schools', which includes the parental right of withdrawal. Our aims are:

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

Each week we hold a whole school assembly where we recognise the positive achievements of our pupils.

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.

13. Sensitive Aspects of Learning

We will keep you informed of any sensitive areas being studied and will provide you with the opportunity to see the materials being used beforehand if this is required. This would include social, emotional and physical development programmes.

14. 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 (Additional Support For Learning Act 2004)(Amended 2009);
- **Staged intervention:** If there are concerns about how a child or young person is coping within a mainstream placement, the model of staged intervention will be followed and this may include multi-agency meetings to assess and plan with all

available resources (Additional Support For Learning Act 2004)(Amended 2009). 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 (Additional Support For Learning Act 2004)(Amended 2009);

• **Involvement of child and parent/carer:** It is vital that the child and young person and parents/ carers are involved in all of these processes, and that the child or young person's views are taken account of in any decisions made. (UNCRC) (Additional Support For Learning Act 2004)(Amended 2009 and The Children (Scotland) Act 1995);

• **ASN legislation:** all processes and meetings will comply with the timescales of the ASN legislation.

Each school has a Pupil Support Coordinator or named individual for that establishment (if this is not the same individual) who has pastoral care responsibilities to ensure each child's needs are met. They will work alongside Pupil Support staff within their own school and also centrally. Central staff include Inclusion Co-ordinators, ASN teams, Psychological Services and Quality Improvement Managers.

Braehead Primary School and Early Years Centre is committed to ensuring that no pupil, staff member or school user, receives less favourable treatment on the grounds of sex, gender reassignment, race colour, nationality, ethnic or national origins, mental status, disability, sexual orientation, age, trade union activity, political or religious beliefs.

At Braehead we aim to provide children with an educational and social environment, which will enable all children to reach their full potential. To promote equal opportunities and social justice, we undertake to:

1. *Make all areas of the curriculum available to all children alike.*
2. *Apply disciplinary measures in a uniform manner to all children.*
3. *Allocate tasks within the school fairly.*
4. *Avoid the use of any language, or texts, by staff or pupils which could be looked upon as racist or sexist.*
5. *Encourage attitudes which promote the self esteem of all individuals.*

Any concerns about this please contact the Head Teacher, Mr Bobby McPherson.

15. Health and Well Being - Including School Disciplinary Policy

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

Children and young people have the right to feel safe, be healthy and active, to be nurtured, to achieve their potential, to be respected, to be given responsibility and to be included in the school environment. All staff in the school team are pro-active in promoting positive behaviour in the classroom, playground and the wider school community.

In school we promote positive behaviour and restorative practice where all try to lead by example. We have a buddy system for our Primary 1 pupils and House Captains play a big role in helping everyone to feel they are well looked after.

We will always strive to involve children and parents in developing our emerging policies as we consider that partnership in this is essential! Policies such as our Behaviour Policy can be accessed on request from the school.

16. *Pupil Voice*

Consultation with pupils about their views on their school environment and their learning is **very important and valuable** in our school. Giving young people a “voice” as partners in the process of school improvement, leads to a more effective learning organisation. The Pupil Council is 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.

They are also involved in spending some of our annual budget with pupils from Primary 1 to Primary 7 represented on the Pupil Council. They meet regularly with the Senior Management Team including the Head Teacher to raise and discuss issues highlighted by their peers. The Pupil Council has control of a budget and after consultation they make decisions on how this budget can be used to ensure improvements are made to reflect pupil opinion.

Our Pupil Council also takes responsibility for fund raising for charity. They choose the charities to support each year and organise how they will fundraise the money.



SECTION C – Home / School / Community

1. *Parental Involvement and Home School Links*

Parents are kept well informed of school events through regular termly Newsletters, Groupcall text and e-mail messaging, Class Seesaw, School Blog and Twitter feeds.

As part of our Primary 1 induction programme, parents of pupils due to start school in August are invited to two meetings in June and in September when our policies and resources are explained.

Our Parent Council arranges a number of events throughout the year to raise funds and to promote home/school links. This was re-established in September 2022 as Covid restrictions fully eased.

We have a small number of parents, extended family members and volunteers who throughout the year support the school by giving of their time.

We very much see Home and School as being in partnership to provide the best education possible for our children. The Head Teacher and Depute Head Teacher will be happy to speak to you if you seek advice or wish to discuss a matter, which concerns you. It is obviously easier to organise if you arrange an appointment but if there is an emergency please ring or call at the school.

We will offer “Sharing the Learning” events later in the school year to let parents see that coming to school can be fun!!

Parent Evenings are held three times a year, with a Meet and Greet your teacher in September, and educational progress meetings in November and May when parents have the opportunity to discuss their child’s progress. Consultation with class teachers at other times can usually be arranged after school by appointment. Parents are respectfully asked not to go directly to their child’s teacher, as he/she will be busy with a class of children.

The school is an important feature of the local community and as such it is hoped to foster good relationships amongst the members of the Braehead community and area.

Children, as part of their work, will be involved in exploring their environment and we are always keen for people in the community to offer their expertise to enrich this work. Members of the community, whether parents or not, are welcome to visit the school and to help where it is felt to be appropriate by the Head Teacher.

The children are encouraged to get involved by taking part in projects involving the community.

The school co-operates closely with the local community associations and partner agencies.



2. Parents as Partners - Parent Council and Parent Forum

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

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

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 our school;*
- *be invited to be involved in ways and times that suit you;*
- *identify issues you want the parent council, to work on with the school;*
- *be asked your 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.*
- *raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).*

Braehead Primary and Early Years Centre already has a Parent Council established who meet on a regular basis throughout the session. Details of these meetings are included in school newsletters and an invitation to all parents is always extended. The Parent Council is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome so please just come along to the next meeting and get involved!

Parent Council Chair: Stacey Taylor – (Please contact via the school)

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

The Scottish Parent Teacher Council, is the national organisation for PTAs and PAs in Scotland. Parent Councils can join too, and it runs an independent helpline service for all parents. They can be contacted by phone on 0131 474 6199, fax 0870 706 5814 or email on sptc@sptc.info or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

National Parent Forum of Scotland - enquiry@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.

3. 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. Unfortunately it is not possible to guarantee that a placing request will be successful, however, parents will have the right of appeal should it be unsuccessful. Full details of the placing request arrangements are available on the Council website:

Placing requests – South Ayrshire Council (south-ayrshire.gov.uk) or you can contact Educational Services on 01292 612162.

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

4. Attendance

Section 30 of the 1980 Education Act places a duty on every parent of a child of ‘school age’ to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

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

FAMILY HOLIDAY NOT AUTHORISED BY THE SCHOOL

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

5. Routine and Expected Visits Out With School

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

Parents/carers will be advised about 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.

6. Education Statistics Privacy Notice

Transferring Educational Data About Pupils

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:

o plan and deliver better policies for the benefit of all pupils

- o plan and deliver better policies for the benefit of specific groups of pupils
- o better understand some of the factors which influence pupil attainment and achievement
- o share good practice
- o target resources better
- o 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/ESPPrivacyNotices>

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.

7. 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 or for P.E., such as items of clothing which;

- ❖ *potentially, encourage faction (such as football colours);*
- ❖ *could cause offence (such as anti-religious symbolism or political slogans);*
- ❖ *could cause health and safety difficulties, such as loose fitting clothing, dangling earrings;*
- ❖ *are made from flammable material for example shell suits in practical classes;*
- ❖ *could cause damage to flooring;*
- ❖ *carry advertising, particularly for alcohol or tobacco; and*
- ❖ *could be used to inflict damage on other pupils or be used by others to do so.*

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform.

At Braehead Primary we encourage the wearing of black school sweatshirts with white polo shirts/white shirts or blouses, dark skirts or trousers. Ties are optional with shirts and uniform may be purchased from BE Uniforms, Dalblair Road, Ayr. Uniform within the Early Years Centre is optional. Pupils require to wear shorts and T-shirts in plain colours for P.E. and gym shoes with light coloured soles (which have not been worn outside).

Wearing school uniform not only looks good but also it helps to foster a pride and identity with Braehead Primary. We would ask for parents' support in the wearing of the school uniform.

Please make sure that all articles brought to school are clearly marked with the child's name.

8. Transfer to Secondary School

Pupils are normally transferred between the ages of 11 years 6 months and 12 years 6 months so that they will have the opportunity to complete at least four years of secondary education.

Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

The children of Braehead Primary transfer to:

*Belmont Academy
Nursery Road
AYR KA7 3SN
Tel. No: 01292 612054
E-Mail: Belmont.Mail@south-ayrshire.gov.uk*

While parents have the right to enrol their children at a secondary school of their choice within the regulation governing placing requests, it should be borne in mind that close liaison arrangements exist between both schools. These arrangements ensure as smooth a transition as possible for the children and that their educations will be a continuous process from primary into secondary.

Induction days are also arranged for both schools in June each year when Primary 7 pupils familiarise themselves with their new teachers, new classmates and timetable.

9. Public Private Partnership (PPP) Programme

This is not applicable to Braehead Primary and Early Years Centre.

10. Parental Complaints Procedures

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

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

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

Anyone can make a complaint to us, including the representative of someone who is dissatisfied with our service. If you have a concern (early years and childcare only) and wish to complain to the Care Inspectorate directly, please write to:

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

SECTION D – Care and Welfare

1. *Playground Supervision*

The Safety and Supervision of Pupils (Scotland) Regulations 1990 sets out the legislative requirements in respect of the supervision of children.

The regulations apply to special schools and primary schools with 50 or more children and young people. At these schools, children and young people must be supervised by at least one person.

Appropriate staff will carry out playground supervision under the guidance of the Head Teacher. Supervision should be 15 minutes before school opens for classes, during breaks between classes and after classes finish at the end of the school day.

Regular meetings between the supervisor/s and Head Teacher are important to share information and to maintain the good behaviour in the school. This may include sharing information about suspected incidents of bullying or abuse etc.

No child having a school meal or packed lunch is allowed out with the school gates at lunchtime.

Children who walk to school or are brought in parental cars, should not arrive at school before 8.45a.m. **Parents are asked to observe the parking arrangements at school in order to alleviate possible traffic congestion at busy times and to protect the health and safety of all school users. No parental cars are permitted within the School Staff Car Park.**

In wet or inclement weather, pupils are allowed to stay indoors where games, books and activities are provided during morning and lunch breaks.

2. *School Meals and Free School Meal Information*

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:

<https://south-ayrshire.gov.uk/free-school-meals>

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than **£17,005**), Child Tax Credit and Working Tax Credit (where income is less than **£7,920**) Universal Credit where earned income is **£660** or less per month, income related element of Employment and Support Allowance and Support under part VI of the Immigration and Asylum Act 1999 are entitled to a free school meal. Information and on-line application forms for free school meals can be accessed from the above link.

From August 2022, free school meals are available to all **P1-P5 pupils** and **all pupils attending special schools.**

Midday meals are provided daily in the school dining hall. Children are encouraged to make a healthy, well-balanced choice from the selected menus. Special diets are available through this service. Payment for school meals can be made via South Ayrshire Council's online payment system. Further information is available via the school office.

An area of the dining hall is allocated to children who bring a packed lunch to eat in school. For obvious safety reasons, children should not bring glass bottles.

3. Clothing Grant Information

The current criteria for entitlement is included below, however this is reviewed annually and updated information is available on the Council website:

<https://south-ayrshire.gov.uk/free-school-meals>

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

4. Transport Guide to Parents (excludes Early Years provision)

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 suggested suitable walking route. Parents who consider they are eligible for free school transport should complete the online Free School Transport Form which can be obtained via; [School Transport application form – South Ayrshire Council \(south-ayrshire.gov.uk\)](#)

Applications should be completed and submitted 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 in the first instance contact the school who will forward your complaint to SPT alternatively you can e-mail SPT at school.transport@SPT.co.uk.

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

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

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

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

Seatbelt statement

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

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

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

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

Privileged seats

Pupils who are not entitled to free school transport may apply for a privileged seat. A privileged seat is where there is a vacant seat on a dedicated school contract. Parents can make an application for a privileged seat by submitting a letter to Education Support 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.

5. 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 612294.

6. 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.

7. Use of Mobile Phones and Social Media

Mobile phones

These may be carried by pupils for use at the start or end of the school day. During school hours, on school premises, mobile phones should be switched off. Should parents need to contact children or vice-versa this should be done via the school office. This includes during break times. The use of cameras on mobile phones on school premises is only permitted with the permission of the person/people being filmed. Pupils not following these guidelines will have phones confiscated.

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:

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

8. Health and Medical Information

Routine checks are kept by our school nurse on eyesight, hearing, height and weight as children progress through the school. Parents are encouraged to have their children participate in this very important screening programme. Parents, however, have the right to withdraw their children from medical/dental inspections. Parents who wish to withdraw their children should inform the school in writing.

It is imperative that parents keep the school fully informed about any medical condition affecting their children, and of any arrangements that need to be made in such cases.

Please see Appendix 1 for the “Administration of Medicine” form which is required should your child require medicine at school. (New ones available at school).

Anyone can get head lice – children and adults alike. Head lice are very small insects, which like to live on clean healthy hair. They can only move if a warm clean head is close by. Parents are asked to check when hair is being washed. Should you suspect your child has head lice **please tell the school** as well as treating the infestation with insecticide, which can be bought in any chemist shop. Any parent approaching the school may do so knowing the matter will be attended to with total confidentiality. If any parents want further information on the subject please contact the school nurse.

If a child should become ill during the school day and requires to be sent home, then the parents will be contacted.

It is thus necessary that the school has on record information as to where parents – or any other emergency contact – can be located at all times of the school day. Please update us immediately with any changes to mobile contact numbers

In cases of injury to a child where hospital attention may be necessary the child may have to be taken there without delay. This would be done under the care of the school staff and parents contacted as soon as possible.

Health Promotion and Nutrition

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

The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and the [Nutritional Requirements for Food and Drink in Schools \(Scotland\) Regulations 2008](#) build on the achievements of Hungry for Success by establishing standards for all food and drink in schools. The focus is on getting the balance right and helping pupils make informed choices. A wide range of appealing healthy food and drinks are promoted through marketing, education and active encouragement. We educate and encourage children and young people to opt for healthier choices, not only in school but also outside school. For further information go to:-

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

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

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

Childsmile

The Childsmile Programme’s aim is to improve the dental health of children in Scotland and it is funded by the Scottish Government. Childsmile has 3 main elements:

- A core toothbrushing programme – In Ayrshire & Arran, daily supervised toothbrushing takes place in all nursery schools and many primary schools. Free Childsmile oral health packs containing a toothbrush and fluoride toothpaste are given out twice a year to children at nursery school and on entry to primary school in Primary 1. During their first year of life, all babies are given an oral health pack and a drinking cup to encourage healthy weaning by swapping bottle for cup as soon as baby is able to drink from a cup. All children

should be registered with a dentist (General Dental Practitioner) and visit regularly to help keep their teeth as healthy as possible. **Remember - water and milk are recommended as safe drinks for teeth for all children.**

- **An infant programme** – Childsmile Practice promotes oral health from birth. Parents of newborn children may be referred to the programme by their Health Visitor. Dental Health Support Workers visit parents in their home to give information, oral health advice and to arrange regular visits to the local Dental Practice.
- **A nursery and school programme** - this initiative provides preventive oral health programmes for children aged 3 years and upwards. It targets children in identified nursery and primary schools, who will benefit from additional preventive care. This care will involve the application of fluoride varnish to children's teeth by Childsmile Clinical Teams in the nursery and primary schools. The Childsmile and Oral Health Promotion Teams will also deliver oral health promotion messages, and be supported by Dental Health Support Workers who are the main contact point for parents, teachers, all school staff, dental practice staff and School Nurses.
- For more information about the Childsmile Programme, please visit the website at www.child-smile.org

The National Dental Inspection programme:

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

9. 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.

10. Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities; Scottish Government and its agencies; Scottish Parliament; Local Authorities; NHS Scotland; Universities and further education colleges; and the Police. Public Authorities have to allow access to the following information:

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

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

11. Helpful Addresses and Websites

Organisation	Address	Telephone Number
South Ayrshire Council	Educational Services County Buildings Wellington Square Ayr, KA7 1DR	01292 612000 www.south-ayrshire.gov.uk
Local Housing Area Office	Riverside House 21 River Terrace Ayr KA8 OAU	01655 882124
Thriving Communities	Educational Services County Buildings Wellington Square Ayr KA7 1DR	01292 612000
Local Councillors Ward 3 – Ayr North	Cllr Laura Brennan-Whitefield South Ayrshire Council County Buildings Wellington Square Ayr KA7 1DR	01292 612687
	Cllr. Mark Dixon South Ayrshire Council County Buildings Wellington Square Ayr KA7 1DR	01292 319276
	Cllr. Ian Cavana South Ayrshire Council County Buildings Wellington Square Ayr KA7 1DR	01292 612286
	Cllr. Ian Davis South Ayrshire Council County Buildings Wellington Square Ayr KA7 1DR	01292 612454

SCHOOL POLICIES AND PRACTICAL INFORMATION

www.south-ayrshire.gov.uk

www.hmie.gov.uk

www.education.gov.scot/parentzone/

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

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

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

Children (Scotland) Act 1995 –

<http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000 –
<http://www.legislation.gov.uk/asp/2000/6/contents>

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

The Scottish Government guide Principles of Inclusive Communications - provides information on communications and a self-assessment tool for public authorities –
<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system –
<http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school –
<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

PARENTAL INVOLVEMENT

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others –
<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils –
<http://www.educationscotland.gov.uk/parentzone/index.asp>

SCHOOL ETHOS

Supporting Learners - guidance on the identification, planning and provision of support
- <http://www.educationscotland.gov.uk/supportinglearners/>

Journey to Excellence - provides guidance and advice about culture and ethos –
<http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

Health and wellbeing guidance on healthy living for local authorities and schools -
<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence Through Positive Behaviour and Relationships - outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support –
<http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

CURRICULUM

Information about how the curriculum is structured and curriculum planning –
<http://www.educationscotland.gov.uk/thecurriculum/>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas –
<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literary, numeracy and health and wellbeing –
<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

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

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

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

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

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

Enquire is the Scottish advice service for additional support for learning –

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

Parenting Across Scotland offers support to children and families in Scotland –

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

SUPPORT FOR PUPILS

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

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

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended –

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

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers –

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

SCHOOL IMPROVEMENT

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports –

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

Education Scotland's Inspection and review page provides information on the inspection process –

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

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish 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

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.**

Braehead Primary
Administration of Medicine
Consent Form

The school/establishment will not give your child medical treatment or any medicine unless you complete and sign this form and the Head Teacher/Manager has agreed that school staff can undertake this.

Details of Child

Surname _____ Forename(s) _____

Address _____

Date of Birth _____ M F

Playroom _____ Key Worker _____

Condition or illness _____

Instructions from Parent (include signs and symptoms e.g. wheezing)

Medication (if applicable)

Name/Type of medication (as described on the container/label):-

Strength e.g. 500mg or 50mg/10ml:- _____

Dispensed Date: _____

Dosage and method: _____

Timing: _____

Form:- Capsule Tablet Liquid

Prescribed (P) or Over the Counter (OC) P OC

Has the child taken this medication before? If so, when?

Does the medicine cause any side effects we should be aware of?

For how long will your child take this medication?

Full directions when to be used:

Self-Administration (where appropriate)

Procedures to take in an Emergency

*Parents must ensure that in date, properly labelled medication is supplied.

Parental Contact Details

Name _____

Daytime Telephone No. _____

Relationship to Pupil _____

Address _____

I understand that I must deliver the medicine personally to the School Office and accept that this is a service which the school/establishment is not obliged to undertake. This is also confirmation that this is not the first dose of a new medication.

Signature: _____ Date: _____

Relationship to Pupil: _____

Staff Use only:

- The medical equipment/medicine for this child is stored:

and is labelled with the child's name and photograph.

- Medication has the child's name, dose and appropriate dates on the container.
- The child has had this medication before and parents confirm this will not cause any allergic reaction.
- Approval has been sought by the Manager/Depute for administration of this medicine.

Signed

Manager/Depute

- The appropriate information leaflet accompanies the medicine.
- Instructions are more specific than 'when required'.
- These instructions to be reviewed after 28 days of above date. Due: _____
- Staff are appropriately trained to administer this medication.