



COYLTON  
Primary School &  
Early Years Centre



2022

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## Section A – General School Information

### 1. *Welcome by Head Teacher*

As the Head Teacher of Coylton Primary School and Early Years Centre, I warmly welcome you to our school community. As a new or prospective parent, I hope you find the information in this, EYC & School handbook both informative and useful.

All staff within our school work hard to provide high quality learning experiences for children aged two upwards, from our Early Years Centre through to Primary 7.

It is our goal to provide all our pupils with a well-balanced and varied curriculum, tailored to individual needs, structured to enable each child to develop academically, socially, physically and emotionally and to help our young people to become successful learners, confident individuals, effective contributors and responsible citizens in an ever-changing world.

We are extremely proud of our achievements, and encourage all pupils to aim high and try their best at all times.

As staff, pupils and parents working in partnership, we can continue to ensure that Coylton is a school which is at the heart of our community and one we can all be proud of.

I would be delighted to provide any further information you may require, and would be happy to show you round our school. Please do not hesitate to contact me.

*Fiona Donnelly*

### 2. *School Ethos, Vision, Aims and Values*

#### SCHOOL AIMS

Our school aims are founded on the shared values and ambitions of the school and wider community. They reflect the core values of South Ayrshire Council: *Honesty, Respect, Responsibility, Equality, Compassion and Consideration.*

*Aims – we aim to cultivate excellence!*

1: We aim to improve Standards and Achievements through: -

- well-planned and responsive learning and teaching which is delivered in a motivational manner
- encouraging staff to keep abreast of CPD opportunities in-line with the School Improvement Plan and personal development
- establishment of a systematic approach to school self-evaluation and quality
- recognition of personal achievement (through Assembly etc.)
- tracking and monitoring of individual pupil attainment.

2. We aim to promote effective partnership working with home, school and community by:

- working closely with all external agencies to improve the quality of the support for learners
- establishing close links with local businesses and other professions in order to enrich learning experiences
- involving parents/carers in school life through monthly Updates, Pupil Progress Reports, Workshops and regular involvement in classroom

activities

- supporting the P.T.A. through active participation in fundraising events
- active participation in cluster initiatives
- involving pupils in decision making through Pupil Council and Eco-Warriors.

3. We aim to develop a positive, caring ethos within a pleasant and stimulating environment by:

- welcoming all who enter the school
- celebrating success through bright and attractive displays
- dealing with children in a sensitive and supportive manner
- demonstrating and valuing good manners and mutual respect

4. We aim to provide a responsive curriculum to meet all needs by:

- providing learning experiences which will challenge/support individual needs
- sharing planning with the children to allow flexibility
- using a variety of learning / teaching styles, including active learning with appropriate resources
- reviewing individual needs through observation, discussion and formal reports.

In other words, we aim to create a positive school learning environment by providing a stimulating and appropriate curriculum for all which will improve their standard of attainment and assist their personal and social development. We also aim to promote an effective partnership which links home, school and community.



### 3. School Information

Name	Coylton Primary School
Address	4A Main Road Coylton AYR KA6 6JP
Telephone Number	01292 612491
Email address	Coylton.Mail@south-ayrshire.gov.uk
Website	www.coylton.sayr.sch.uk
Denominational status	Non-denominational and Co-educational
Accommodation and capacity	<p>Planning capacity = 431</p> <p>Current working capacity = 263 + 47 Early Years Centre.</p> <p>Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.</p> <p>(The definition of 'parent' used is the broadly framed definition set out in the 1980 Act which is as follows: 'Parent' includes guardian and any person who is liable to maintain or has parental responsibilities in relation to, or has care of a child or young person. This is a wide definition which can include, by way of example, non-resident parents who are liable to maintain or have parental responsibilities in respect of a child and others with parental responsibilities, e.g. foster carers or kinship carers.").</p>
House Structure	<p>Primary 1 to Primary 7 pupils are allocated a House. These are: -</p> <p><i>Carbieston, Duchray, Hillhead and Martnaham.</i></p> <p>House points are awarded and collated weekly with a Trophy being presented to the winning House in June each year. Points are awarded for various reasons e.g. effort, helpfulness etc.</p>
Early Years Centre Provision	In the Early Years Centre, we operate 1140 hours, 52 weeks. We work closely with parents and carers to facilitate their needs.
Catchment 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 <a href="http://www.south-ayrshire.gov.uk">www.south-ayrshire.gov.uk</a> . Catchment map and area (available from the Resource Planning Section, Educational Services, County Buildings, Wellington Square, Ayr, KA7 IDR.

#### 4. School Staff

Name	Designation
Miss L. McFarlane	Primary 1 Class Teacher
Mrs C. Burns	Primary 1/2 Class Teacher
Ms. S. Marr	Primary 2 Class Teacher
Miss L. Herron	Primary 2/3 Class Teacher
Miss H. Thomson	Primary 3 Class Teacher
Mrs J. Wilcox	Primary 4 Class Teacher
Mrs D. Stewart/Mrs L. Wallace	Primary 4/5 Class Teacher
Mrs V. Duncan	Primary 5 Class Teacher
Mrs C. Green	Primary 6 Class Teacher
Mrs J. Edmiston	Primary 6/7 Class Teacher
Miss C. Cowie	Primary 7 Class Teacher
Mrs Y. Daubney	Pupil Support Teacher
Mrs D. Yost	Additional Class Teacher
Mrs K. Cox	Additional Class Teacher
Mrs K. Kotze	Senior Early Years Practitioner
Mrs L. Brown	Early Years Practitioner
Miss Y. Cairnie	Early Years Practitioner
Miss L. Glendinning	Early Years Practitioner
Miss C. Millar	Early Years Practitioner
Mrs N. Keller	Early Years Practitioner
Miss R. MacMurdo	Early Years Practitioner
Mrs H. Murray	Early Years Practitioner
Miss E. Nisbet	Early Years Practitioner
Miss A. Hodge	Early Years Practitioner
Mrs C. Hendry	Early Years Practitioner
Mrs S. MacDonald	Early Years Practitioner
Mrs J. Kilmurry	School Assistant
Mrs L. Gray	School Assistant
Mrs K. Ralphs	School Assistant
Mr A. McLeod	School Assistant
Mr A. Ratchford	School Assistant

Mrs L. Gribbin	School Assistant
Miss T. Steele	School Assistant
Mrs A. Symington	Clerical Assistant
Mrs L. Halbert	Clerical Assistant
Mrs M. Bell	Clerical Assistant
Mr N. Thompson	Vocal Instructor
Ms AL. Burns	String Instructor
Mrs C. McMorland	School Nurse
Mrs A. Falconer	Catering Supervisor
Mr C. McKnight	Janitor
Mr C. McKnight	School Crossing Patrol

#### 5. Leadership Team

Name	Designation
Mrs F Donnelly	Head Teacher
Mrs D Docherty	Depute Head Teacher
Mrs W Campbell	Acting Principle Teacher

#### 6. The School Year and School Hours

##### School Hours

9.00 am – 10.15 am	Work Period 1
10.15 am – 10.45 am	Morning Interval
10.45 am – 12.00 pm	Work Period 2
12.00 pm - 1.15 pm	Lunch
1.15 pm - 3.00 pm	Work Period 3

##### Early Years Centre Hours

Option 1	8am-12:45pm	Monday to Friday
Option 2	1:15pm-6pm	Monday to Friday
Option 3	8am-6pm	Monday & Tuesday
	8am-12:30pm	Wednesday
Option 4	2:30pm-6pm	Wednesday
	8am-6pm	Thursday & Friday
Option 5	9am-3pm	Monday-Friday

##### After School Club / Breakfast Club

A Breakfast Club and After School Club are in operation as noted below.

Breakfast Club: Monday to Friday term-time from 7.00 am until 9.00 am.

After School Club Monday to Friday term-time from 3.00pm – 6.00 pm

*\*Please note this is not run by the school\**



## 2022/2023 Holidays

Teachers In-service                      Thurs 18th Aug 2022  
Teachers In-service                      Fri 19th Aug 2022  
Pupils return                                Mon 22nd Aug 2022

Local holiday                                Fri 16th Sept 2022  
Local holiday                                Mon 19th Sept 2022

Close    Fri 14th Oct 2022  
Teachers In-service                      Mon 24th Oct 2022  
Re-open for Pupils                      Tues 25th Oct 2022  
Close    Thurs 22nd Dec 2022



Open – staff & pupils                      Mon 9th Jan 2023

Close    Thu 9th Feb 2023  
Local holiday                                Fri 10th Feb 2023  
Local holiday                                Mon 13th Feb 2023  
Teachers In-service                      Mon 14th Feb 2023  
Re-open for Pupils                      Tues 15th Feb 2023

Close    Fri 31<sup>st</sup> March 2023  
Open – staff & pupils                      Mon 17th April 2023

May Day holiday                            Mon 1<sup>st</sup> May 2023  
Close    Thurs 25th May 2023  
Teachers In-Service                      Tue 30<sup>th</sup> May 2023  
Re-open for Pupils                      Wed 31st May 2023



Close    Fri 30th Jun 2023

Teachers In-service                      Thurs 17th Aug 2023 / Fri 18<sup>th</sup> Aug 2023  
Pupils return \*                              Mon 21st Aug 2023

## 7. Registration & Enrolment

### School Registration & Enrolment

The details for enrolment of children for Primary 1 will be published in the local press. Enrolment normally takes place in the January proceeding the starting date in August. Parents should apply online for their child to be registered in education. The child's birth certificate and either a utility bill or Council Tax notice will be required during the application process.

Parents and children will then be invited to take part in our Infant Induction Programme. This will include classroom visits, parents' meetings and opportunities for the children to learn together across EYC and Primary 1.

Every effort will be made to ensure that parent and child are ready for the child's entry to school.

Parents wishing to enrol their child at other times throughout the year should contact the school office.

Should you wish to visit the school to see the facilities, please do not hesitate to contact the school office.



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

### 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.

## 2. *The Core Curriculum*

Guidelines for the curriculum are provided at National Level by the Scottish Government, by South Ayrshire Council and by other agencies. In Coylton Primary School, the curriculum is designed taking these guidelines into account to provide a well-balanced programme of learning, which is organised in four contexts. These are:

- Ethos and life of the school as a community.
- Curriculum areas and subjects.
- Interdisciplinary learning.
- Opportunities for personal achievement.

This is achieved in Coylton by careful consideration of not only what is taught but also how it is taught. The curriculum is designed to meet the needs of all learners and through careful planning, teachers ensure appropriate levels of work and suitable pace of learning for all young people.

The curriculum in Coylton is designed to ensure:

- Challenge and Enjoyment
- Breadth
- Progression
- Depth
- Personalisation of Choice
- Coherence
- Relevance

All pupils work at their own level, with all pupils setting achievable targets in their learning. There will be increased opportunities for personal achievements, which are planned, recorded and celebrated by pupils and by staff.

Within Curriculum for Excellence, learning is arranged in levels as follows:

Early Level	EYC and Primary 1, or later for some.
First Level	Primary 2 – Primary 4, but earlier or later for some.
Second Level	Primary 5 – Primary 7, but earlier or later for some.
Third Level	Secondary 1 – Secondary 3 but earlier for some.
Fourth Level	Secondary 4 – Secondary 6

Within each classroom, pupils are encouraged to work collaboratively, with a good understanding of how an effective team works. They are also given opportunities to learn in an active and experiential way. In all of the classrooms co-operative learning techniques

and strategies are used. They work and learn together in a co-operative way, making decisions and directing a lot of their own learning.

Within the school, many opportunities are provided for children to take personal responsibilities in a number of areas including Pupil Council, Eco-Committee, Junior Road Safety Officers and Junior Sports Leaders.

The curriculum is organised under eight areas:

- Mathematics / Numeracy
- Language / Literacy
- Social Subjects
- Science
- Technologies
- Religious & Moral Education
- Expressive Arts
- Health & Wellbeing

### Mathematics / Numeracy

Our programme of work aims to support our pupils to:

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

Within our programmes, children will learn about:

Information handling

Exploring, understanding and developing secure skills in using

- Data and analysis
- Ideas of chance and uncertainty

Number, money and measurement:

Exploring, understanding and developing secure skills in using

- Basic arithmetical and other number processes, including estimation
- Measurement
- Patterns and relationships
- Equations and expressions



Shape, position and movement

Exploring, understanding and developing secure skills in using

- Properties of 2D shapes and 3D objects
- Symmetry, angles and transformations

Tee Jay Mathematics and Heinemann Active Maths are the core resources for the teaching of maths within Coyllton, although many other resources are also used. As well as basic numeracy, the children learn about shape, position, measurement, money, information handling, and calculator work. The emphasis, through teaching, is to encourage pupils to think for themselves and to encourage them to think in a strategic way.

We place great emphasis on mental maths and core numeracy. Each class undertakes work involving mental maths daily as part of our Big Maths Programme. Children are encouraged to explore their mathematical thinking and to talk about different strategies they use to reach accurate answers, through our number talks programme. Interactive maths is encouraged in all classes. Teachers supplement the work of the core scheme with their own activities to provide reinforcement or to challenge our more able pupils.

Regular assessments are undertaken and recorded within pupil profiles. Children are encouraged to learn maths in a context, and to apply gained skills across all aspects of their learning.

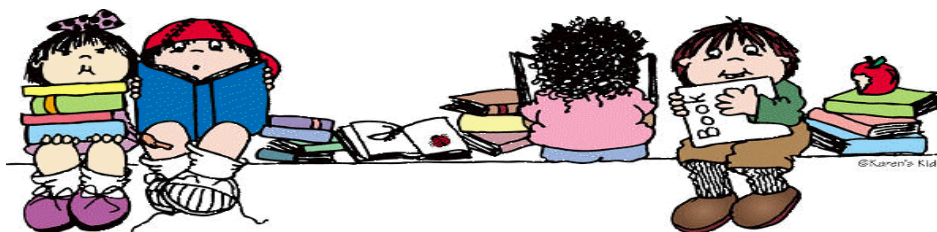
### Literacy and English

Our programme of work is skills based and seeks to cover experiences and outcomes which will allow our pupils to engage fully in society.

At Coyllton we place a strong emphasis on the development of literacy as it is the core of thinking and is necessary to allow our children to reflect, communicate and develop ideas. It is an essential passport to learning.

All children in Coyllton, from EYC through to Primary 7 experience a range of learning activities within Reading, Writing and Talking & Listening. They will develop and extend their literacy skills through opportunities to:

- Communicate, collaborate and build relationships;
- Reflect on and explain literacy and thinking skills, using feedback to help them improve and sensitively provide useful feedback for others;
- Engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT;
- Develop an understanding of what is special, vibrant and valuable about our own and other cultures and their languages;
- Explore the richness of what is special, vibrant and valuable about our own and other cultures and their languages;
- Explore the richness and diversity of language, how it can affect us, and the wide range of ways in which we can be creative;
- Extend and enrich vocabulary through listening, talking, watching and reading.



They will also develop and extend their English Language skills through opportunities to:

- Engage with a wide range of texts to develop an appreciation of the richness and breadth of Scotland's literary and linguistic heritage;
- Enjoy exploring and discussing word patterns and text structures.

While we use published texts to support the learning and teaching in language very strong connections are made across the other areas of the curriculum. We also seek to use everyday contexts to make the children's learning effective. All pupils from Nursery through to Primary are taught French as part of on-going daily routines and conversations. In addition, our young people are given opportunities to engage in Scot's Language through poetry and texts.

### Social Studies

In Coylton, our social studies programme has been designed to ensure all children experience learning which is relevant to them and the world in which they live. It is arranged as follows:

People in the Past: including

- People in societies
- People and events in the past

People in place: including

- People and landscapes
- People and communities

People and Society: including

- Society and the economy
- Decision-making in a democracy



Through our Social Studies programmes, all children in the school will have the opportunities to:

- Develop their skills in literacy and numeracy;
- Develop an understanding of the history, heritage and culture of Scotland, and an appreciation of our local and national heritage within the world.
- Broaden their understanding of the world by learning about human activities and achievements in the past and present.
- Develop their understanding of their own values, beliefs and cultures and those of others;
- Develop my understanding of the principles of democracy and citizenship through experience of critical and independent thinking;
- Explore and evaluate different types of sources and evidence;
- Learn how to locate, explore and link periods, people and events in time and place;
- Learn how to locate, explore and link features and places locally and further afield;
- Engage in activities which encourage enterprising attitudes;
- Develop an understanding of concepts that stimulate enterprise and influence business;
- Establish firm foundations for lifelong learning and for further specialised study and careers.

## Sciences

In Coylton, our science programme has been designed to ensure all children experience learning which is relevant to them and the world in which they live. It is arranged as follows:

Our living world: including

- The diversity of living things, the uniqueness of being human and the importance of cells

Our material world: including

- Uses and properties of materials, sustainability, the chemistry of life processes and the applications of chemistry in society

Our physical world: including

- Harnessing and using energy sources, motion and travel on land,
- sea air and space
- The development of communication systems

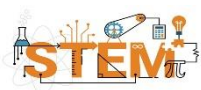
Learning in the sciences will enable children to:

- Develop curiosity and understanding of the environment and their place in the living, material and physical world.
- Demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences;
- Develop skills for learning, life and work;
- Develop the skills of scientific inquiry and investigation using practical techniques;
- Develop skills in the accurate use of scientific language, formulae and equations;
- Apply safety measures and take necessary actions to control risk and hazards;
- Recognise the impact the sciences make on their life, the lives of others, the environment and on society;
- Recognise the role of creativity and inventiveness in the development of the sciences;
- Develop an understanding of the Earth's resources and the need for responsible use of them;
- Express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding;
- Develop as a scientifically-literate citizen with a lifelong interest in the sciences;
- Establish the foundation for more advanced learning and future careers in the sciences and the technologies.





## Technologies



In Coylton, our technology programme has been designed to ensure all children experience learning which is relevant to them and the world in which they live. It is arranged as follows:

Investigating and designing: including

- Learning about technologies and their effect on society
- Investigating resources and materials
- Developing design skills and Knowledge

Producing: including

- Using technologies effectively
- Planning and organising

Evaluating: including

- Evaluating and improving products and solutions
- Evaluating the impact of products, systems and processes

It includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and information technologies.

Learning within this area will enable all children to:

- Develop an understanding of the role and impact of technologies in changing and influencing societies;
- Contribute to building a better world by taking responsible, ethical actions to improve their life, the lives of others and the environment;
- Gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community;
- Become an informed consumer and producer who has an appreciation of the merits and impacts of products and services;
- Be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues;
- Broaden their understanding of the role that information and communication technology (ICT) has in Scotland and in the global community;
- Broaden their awareness of how ideas in mathematics and science are used in engineering and the technologies;
- Experience work-related learning, and establish firm foundations for lifelong learning, and specialised study and careers.

It is important to remember that as children and young people play and learn they will develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts.

## Religious and Moral Education

Religious and moral education includes learning about Christianity and other world religions, and supports the development of beliefs and values.

A programme in religious and moral education has been agreed to help our pupils to:

- Recognise religion as an important expression of human experience;
- Learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions and viewpoints independent of religious belief;
- Explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context;
- Investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life;
- Recognise and understand religious diversity and the importance of religion in society;
- Develop respect for others and an understanding of beliefs and practices which are different from their own;
- Explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values;
- Develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation;
- Develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions;
- Make a positive difference to the world by putting their beliefs and values into action;
- Establish a firm foundation for lifelong learning, further learning and adult life.

Parents may request that their children be permitted to be absent from schools 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.



## Expressive Arts

Experiences in the expressive arts involve creating and presenting and are practical and experiential. Learning is organised in four areas:

Art & Design  
Drama  
Music  
Dance

Evaluating and appreciating are used to enhance enjoyment and develop knowledge and understanding.

Our programmes provide opportunities for the children which will:

- Enable them to experience the inspiration and power of the arts;
- Recognise and nurture their creative and aesthetic talents;
- Allows them to develop skills and techniques that are relevant to specific art forms and across the four capacities;
- Provides opportunities for them to deepen their understanding of culture in Scotland and the wider world;
- Be enhanced and enriched through partnerships with professional arts companies, creative adults and cultural organisations.

In addition to core learning in this area, the children across the school are provided with the opportunity to:

- Receive instrumental tuition from visiting teachers for violin, cello & brass;
- Participate in the school show;
- Link with a range of external companies to provide drama and dance workshops;
- Produce work for the annual MacLaurin Art Exhibition



## Health and Wellbeing

Children need to learn to experience what it feels like to develop, enjoy and live a healthy lifestyle. Coylton is a health promoting school.

Our programme in health promotes:

- Mental, social, emotional and physical development;
- Physical education and physical activity including sport;
- Eating for health, and hygienic practices;
- Personal safety;
- Drugs, alcohol and tobacco;
- Relationships and parenthood;
- Planning choices.



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

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

Within Coylton, we work closely with a range of partners, to take a holistic approach to promoting health and wellbeing. It takes account of the stage of growth, development and maturity of each individual, and the social and community context of our school.

Through the learning and opportunities, we provide, the children are able to:

- Develop their self-awareness, self-worth and respect for others;
- Meet challenges, manage change and build relationships;
- Experience personal achievement and build their resilience and confidence;
- Understand and develop their physical, mental and spiritual wellbeing and social skills;
- Understand how what they eat, how active they are and how decisions they make about their behaviour and relationships affect their physical and mental wellbeing;
- Participate in a wide range of activities which promote a healthy lifestyle;
- Understand that adults in the school community have a responsibility to look after them, listen to their concerns and involve others where necessary;
- Learn about where to find help and resources to inform choices;
- Assess and manage risk and understand the impact of risk-taking behaviour;
- Reflect on their strengths and skills to help them make informed choices when planning their next steps;
- Acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

Where you have a concern about the wellbeing of your own or any other young person, you should make contact immediately with one of the named persons in Coylton:

Mrs Donnelly, (Head Teacher), Mrs Docherty (Depute Head) or call  
Social Work Initial Response Team on 01292 288645.



### 3. Opportunities for Personal Wider Achievement



As part of their learning, our young pupils will be provided with the opportunity to participate in an extensive range of planned activities which contribute to their personal achievement, and which extend and further develop learning beyond the classroom.

It is the policy of the school to provide, an extensive range of activities for pupils. These activities are organised each session in conjunction with our Active Schools Co-ordinator. School staff also provide a valuable role in providing a wide range of activities too.

The range of activities vary from term to term, and include netball, basketball, football, badminton, dance, drama, gymnastics, tennis, arts & crafts, chess, school show, etc. The assistance of parents in the programme is always welcome, and any parent is welcome to use his or her talents and interest in any way, will be given the assistance and encouragement to do so.

The Head Teacher would be delighted to hear from anyone in this position!



#### Active Schools

Our Active Schools Co-ordinator is involved in supporting out of school activities. Active Schools is a term given to all schools in Scotland that provide pupils with Schools is to give school-aged children the tools, motivation and opportunities to be more active throughout their school years and into adulthood.

#### What is Active Schools?

SportsScotland works in partnership with all 32 local authorities to invest in and support the Active Schools Network of managers and coordinators who work with primary, secondary and Additional Support Needs (ASN) schools across Scotland.

Active Schools aims to provide more and higher quality opportunities for children to participate in school sport and to increase capacity through the recruitment of volunteers who deliver the activity sessions.

Within South Ayrshire the Active Schools team are part of Education Services and comprise an Active Schools Manager and Active Schools Coordinators with a responsibility for both primary and secondary schools, with one coordinator focusing on Additional Support Need provision across the authority. This structure was designed to allow an increased focus on leadership programmes within secondary schools which would in turn have a direct impact on provision within primary schools, and to ensure targeted support for children and young people with Additional Support Needs.

#### Who do Active Schools work with?

The Active Schools Network works together with organisations and individuals, including PE staff and Sports Development officers, local sports clubs and Community Sport Hubs to provide a wide range of opportunities connected to physical education, school sport

and club sport. Active Schools work to ensure that young people are given a voice within schools to develop the opportunities which they want to take part in.

What does Active Schools achieve?

Active Schools creates opportunities for children and young people to participate in sport and physical activity before and after school, during lunch time and at weekends.

Active Schools also assists with the transition from school sport into club and community sport by working closely with local sports clubs, Community Sports Hubs and National Governing Bodies of sport to highlight the opportunities that exist in the local community and encourage children and young people to get involved. This integrated way of working creates and develops pathways into sport which, in turn, encourages longer term participation.

Get Involved in Active Schools.

Sportscotland passionately believes in the power of sport and the contribution it makes to life in Scotland. Active Schools demonstrates how creative and innovative work in sport can shift perceptions engaging children and young people in a more active lifestyle for the benefit of themselves and others.

To discuss how to increase sport and physical activity opportunities within your school, or to volunteer with Active Schools please contact us on 01292 294191 or email us at [activeschools@south-ayrshire.gov.uk](mailto:activeschools@south-ayrshire.gov.uk)

#### JRSO

We have particularly active Junior Road Safety Officers (JRSO) who work in a variety of ways to send the road safety message to pupils, parents and staff. This is done through posters, talks at assembly and even short plays. A termly focus is the feature of their display in the main corridor.

#### Eco Committee

Our Eco Committee is positively proactive. The Eco Committee meets regularly to discuss issues raised within classes and to consider and develop new initiatives. Contributing to the group helps develop children's awareness of the environment, communication and organisational skills.

The group are constantly reinforcing the need to put litter in the bins and to keep our playground and school tidy. They are working with the rest of the school on ideas to encourage children and adults to dispose of their litter responsibly. They have been encouraging the pupils to recycle waste correctly and the importance of doing this.

We have successfully achieved our fourth Green Flag.

It is hoped that parents will be involved in their children's education and give them very encouragement and support to complete set tasks. These vary from stage to stage. In Coylton Primary, Parents can opt out of their child completing homework tasks. We actively encourage homework being completed as outlined below.



Purpose of Homework:

1. Encouraging pupils to develop the skills, confidence and motivation needed to study effectively on their own.
2. Consolidating and reinforcing the skills and understanding developed at school.
3. Extending school learning.
4. Sustaining the involvement of parents in the management of pupils' learning, and keeping them informed about the work pupils are doing.
5. Managing particular demands, such as preparing for future learning.
6. To further develop literacy and numeracy skills

Nature of Homework

It would be difficult to produce an exhaustive list as virtually any activity which has a purpose related to the curriculum could be considered valid as a form of homework. It is for class teachers at each stage to determine what skills can be developed and what knowledge and understanding can be acquired through tasks of homework.

The most important consideration is that homework is integrated into the curriculum, has a clear purpose which is relevant to the curriculum and that the homework task is clearly understood by the pupils for whom it is set. It is not new work, but an extension of learning.

When planning homework tasks for pupils, teachers will ensure:

- \*Children experience a range of activities including writing & spelling activities, numeracy and maths, preparation for talks, reading, research, investigations, and internet-based tasks etc.
- \*The purpose of the homework given is clear to pupils and the task itself is fully explained.
- \*Homework is clearly related to ongoing classroom work. Tasks set will vary in their nature, and will not necessarily be of a formal pencil and paper style. It will rarely be appropriate for homework to be set for new work, which has not been introduced in class.
- \*Homework will be organised in a clear predictable pattern. This enables older pupils, in particular, to plan their homework pattern.
- \*Homework will be manageable. (Overburdening pupils with homework often proves to be Counter-productive.)
- \*The level of difficulty of homework will be carefully gauged and will take account of pupils' needs and abilities. The homework will challenge pupils but not be so difficult that it is beyond their capabilities.
- \*Homework will, on occasion, allow pupils to exercise initiative and creativity.
- \*Homework will promote self-confidence and understanding.
- \*There is appropriate feedback to the pupils about their performance. A long delay between submission of homework, and a response from teachers is not desirable.
- \*Helping pupils to develop strategies for dealing with homework should be the concern of all staff.
- \*If a parent feels that particular circumstances (e.g. prolonged absence from school due to

illness) warrant additional homework this should be discussed with the class teacher. If the class teacher feels that additional work would be appropriate, this will be provided. Additional homework will not normally be set simply because a child is being taken out of school for a family holiday.

The Role of Parents & Carers is to make every effort to ensure their child's homework is completed and submitted as required. Where this is not happening, the school will write to inform parents there is a concern about non-completion and submission of homework tasks.

#### Assessment of Homework

The nature of the assessment used is appropriate to the task being done. Feedback will be provided as quickly as possible. Pupils are also involved in peer and self-assessment of homework tasks.

#### Frequency and Length of Homework

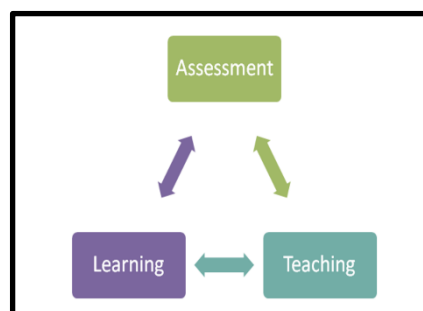
The frequency and length of tasks will vary according to the age and needs of the child, and according to the programme of work at the time. Each stage in the school will issue a Homework programme for pupils. We recognise that partnership working is crucial to ensuring homework tasks are completed in a meaningful and positive way.

Throughout the session, the school provides a range of parent workshops on a number of curriculum areas, which we hope parents will find useful in supporting the completion of homework tasks.

### 5. Assessment and Reporting

Within Coylton, assessment is undertaken on a continual basis and is an important part of the planning process in the school. Assessment has a number of purposes. These include:

- ensuring breadth and depth in learning;
- ensuring young people develop a range of skills;
- monitoring how young people apply their learning to different situations;
- supporting teachers to plan learning effectively for all young people;
- to provide a summary of achievements for pupils, parents and other partners
- providing feedback to learners on their progress



Within Curriculum for Excellence, learning is arranged in levels as follows:

Early Level	EYC and Primary 1, or later for some.
First Level	Primary 2 – Primary 4, but earlier or later for some.
Second Level	Primary 5 – Primary 7, but earlier or later for some.
Third Level	Secondary 1 – Secondary 3 but earlier for some.
Fourth Level	Secondary 4 – Secondary 6

Children are learning within, and being assessed on a particular level depending on age, stage and ability.

Across the school, staff are using a careful approach to planning across all curricular areas. Linked to this, is assessment, where staff track and record children's progress through



learning at all levels – Early, First and Second. Assessment is not an add-on to learning, but is integral to daily classroom practice.

It is expected, through the assessment of learning, that we will:

- provide quality feedback to all young people;
- monitor and track progress all young people are making;
- provide information to parents about their child's progress and achievements.

Assessments take place throughout the year and information on these is shared in pupil work folders, jotters, profiles and at any parent / teacher meeting.

Class teachers assess on an on-going basis, and record next steps for children in daily planning documentation.

Pupils play a significant part in assessment, and will have regular discussions with school staff about their learning, next steps and areas of strength. Each child has a learning profile, which shows clear steps in each child's learning throughout each stage of the school. The child, the teacher and parents will make comment on the learning within this document. South Ayrshire Council's assessment and reporting policy is available on our school website.

#### Scottish National Standardised Assessments

It is important that you know how your child is getting on at school. Your child's teacher will use a range of ways to assess your child and to tell you how they are progressing. Your child will be given computer-based exercises in reading and mathematics. The exercises are adaptive to your child's response and offer an evaluation of your child's skills in these key areas. This adds to the other information gathered by your child's teacher in different ways throughout the year to build a picture of how well your child is doing.

As part of our assessment procedures, Coylton Primary use the Scottish National Standardised Assessments (SNSA's) for pupils in Primary 1, Primary 4, & Primary 7.

The assessments were introduced in 2018 by the Scottish Government to provide teachers with objective and nationally consistent information on children's progress. The assessments focus on aspects of reading, writing and numeracy. They are completed online and feedback is given to teachers which will enable them to plan next steps in learning.

Further information about assessing children's progress can be found on the government website at: <https://beta.gov.scot/publications/assessing-childrens-progress-guide-for-parents-and-carers/>

More specific information about the new Scottish National Standardised Assessments can be found on the Scottish Government website at: <https://standardisedassessment.gov.scot/parents-and-carers>

#### Parent Teacher Meetings

Two formal opportunities per year are provided for parents to meet with class teachers to discuss progress. These meetings generally take place in November and February. In addition, a further opportunity is provided in May, for parents to drop in. A tracking report is provided for parents in November, February and May in advance. At these times, the school management team are also available to discuss any areas of concern with parents.

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

Our curriculum is organised to ensure continuity of learning for all. Pupils making the move from one stage to the other or from one school to the other are fully supported to make that transition. Frameworks are in place to ensure there are no gaps in the child's learning journey.

Teachers will assess your child's progress within each level using the criteria set out in the table below. They have reported to you in this report using the terms in bold.

The four stages of progress through a level	What this means
Beginning to learn at a new level	<ul style="list-style-type: none"><li>• The learner is beginning to experience and explore suitably challenging learning associated with a new CfE Level.</li><li>• The learner is beginning to experience opportunities to develop a knowledge and understanding of some new key concepts and develop some skills at a new Level.</li></ul>
Making some progress in learning with the level	<ul style="list-style-type: none"><li>• The learner is experiencing an increasing breadth of learning at a new level.</li><li>• The learner is beginning to develop his/her knowledge and understanding of key concepts, is developing new skills and is beginning to apply this learning.</li></ul>
Making good progress in learning within the level	<ul style="list-style-type: none"><li>• The learner has experienced most of the learning associated with the new level.</li><li>• The learner can demonstrate a depth of knowledge and understanding in some key concepts, is developing a range of skills and can apply their learning.</li><li>• The learner can respond appropriately to the level of challenge in their learning most of the time, with increasing independence.</li></ul>
Making very good progress in learning with the level	<ul style="list-style-type: none"><li>• The learner has experienced almost all of the learning required and has moved forward to the next level in a few areas.</li><li>• The learner demonstrates a depth of knowledge and understanding of almost all key concepts, has developed almost all related skills and can apply their learning consistently. The learner has responded consistently well to the level of challenge associated with learning at the level and works independently within, and at all times, beyond the level.</li></ul>

What is the Target CfE level and stage?

As you can see from the CfE diagram, it takes more than a school year for a learner to achieve a CfE level. To help ensure that your child makes the best possible progress, a realistic target level and stage of progression within this level has been set for your child to reach by the end of this school year. This report tells you about your child's progress towards achieving this end of year target. This progress will be indicated as:

Exceeding expectation – This indicates that your child is progressing beyond where s/he is required to be to achieve the end of year target.

On Track – This means that your child is on track to achieve the end of year target.

Not yet on Track – This means that your child is not yet making the progress required to achieve the end of year target.

Parents do not need to wait for these meetings to discuss any concerns or their child's progress, but are welcome to call at the school any time. It is advisable to telephone to make an appointment first.

#### 6. *School Improvement*

At the heart of everything we do in Coylton is school improvement. We are committed to ensuring all young people are given high quality learning and teaching and have opportunities to experience high levels of achievement within and out-with the classroom.

The school continues to encourage young people to participate in a range of local, Scottish and National competitions and events.

Attainment and Achievement in Coylton is very good, and pupils across the school are making very good progress in all aspects of their learning. Assessments undertaken at key points of the school P1, P4 and P7 have been useful in identifying the needs of all young people across the school.

Children across the school are highly motivated, interested and the majority are confident learners. All staff continue to have high expectations of children's behaviour and work habits.

[Our Standards & Quality Report can be found on our Website.](#)

#### 7. *Additional Support Needs/Accessibility Strategy*

##### Additional Support for Learning

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

##### What are additional support needs?

Some children and young people need extra help in school to make progress. It is the duty of the education authority to give some extra help in schools to all children and young people with additional support needs. Children and young people may need this help with their reading or writing, to make sure they can get into and around the school or to support their learning through difficult family circumstances. Additional support needs can last for only a short time or could last for much longer. For instance, additional support may be needed for a child or young person who:

- has a learning difficulty
- is particularly able or talented
- has emotional or social difficulties
- is bereaved;
- is deaf or blind;
- is being bullied;

- is not attending school regularly.

### How do we make sure we can meet the additional support needs of young people in Coylton Primary?

Within the classroom the main support is the class teacher who is able to meet the needs of most young people. If a young person requires support then a process of providing appropriate support begins. We call this Staged Intervention. Staged Intervention is our way of recognising additional support needs and planning appropriate support for a young person.



The main stages of Staged Interventions are:

- STAGE 1a - In class support
- STAGE 1b – In school support
- STAGE 2 – Additional support from a universal service
- STAGE 3 – Specialist help from a Multi-Agency Team

#### Stage 1a – In Class Support

At this stage, the class teacher is responsible for identifying the young person's needs. For most young people the support they need can be given by the class teacher without any other support. The teacher may consider resources used and/or the learning environment and adapt as required.

The class teacher may seek further advice from the Cluster Support Teacher or the Pupil Support Co-ordinator.

A Stage 1a plan will be completed and shared with the young person and parents/carers. Both the young person and parents will contribute their thoughts and opinions to the plan. This plan will be reviewed and updated on a regular basis, in line with the school's Pupil Support Policy.

#### Stage 1b – In School Support

At Stage 1b, support will come from within the school. The class teacher will have identified further support needed and will link with the Pupil Support Co-ordinator in order to further develop the child's support given.

For pupils at Stage 1b, a Support Plan will be completed. The young person, parents/carers will be involved in setting/agreeing targets which will be reviewed and updated on a regular basis, in line with the school's Pupil Support Policy.

#### Stage 2 – Additional Support from a Universal Service

For pupils at Stage 2, a plan will be completed in consultation with universal supports involved with the individual young person. All staff supporting a young person will have opportunities to contribute to the Action Plan.

The class teacher or other professionals will have identified further support needed and will link with the Pupil Support Co-ordinator in order to further develop support given to the young person.

Pupil, parents/carers and any other agency e.g. speech and language therapy, occupational therapy, physiotherapy and educational psychologist will be involved in setting/agreeing targets which will be reviewed and updated on a regular basis, in line with the school's Pupil Support Policy.

Parents/carers of pupils at Stage 2 may be invited to a Team Around the Child Meeting to review child progress. Team Around the Child meetings will be held when required or once a year for some young people.

Those attending a Team Around the Child Meeting will be asked to share information and discuss how best to address the pupil's additional support needs and to make sure targets set are being met. The Pupil Support Co-ordinator will gather the information and advice from the meeting. Following this, agreement is reached as to how best to support the young person.

A minute of the Team Around the Child meeting will be circulated to all invited/in attendance.

### Stage 3 – Specialist Help from a Multi-Agency Team

For pupils at Stage 3, a plan will be completed in consultation with a multi-agency team involved with the individual young person. All staff supporting a young person will have opportunities to contribute to the Action Plan.

The class teacher or other professionals will have identified further support needed and will link with the Pupil Support Co-ordinator in order to further develop support given to the young person. At Stage 3 there will be at least one targeted support in place for the young person.

Pupil, parents/carers and any other agency e.g. CAMHS, Social Work, Rainbow House, School Nurse, Health Visitor, Speech therapy, Physiotherapy and Education Psychologist will be involved in setting/agreeing targets which will be reviewed and updated on a regular basis, in line with the school's Pupil Support Policy.

Parents/carers of pupils at Stage 3 will be invited to a Team Around the Child Meeting to review child progress. Team Around the Child Meetings will be held when required or once a year for some young people.

Those attending a Team Around the Child Meeting will be asked to share information and discuss how best to address the pupil's additional support needs and to make sure targets set are being met. The Pupil support Co-ordinator will gather the information and advice from the meeting. Following this, agreement is reached as to how best to support the young person.

A minute of the Team Around the Child Meeting will be circulated to all invited/in attendance.

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

At each stage of the Staged Intervention process, parents/carers will have the opportunity to view the child's current plan and express views on the progress of the targets set.

Should parents wish to support pupils at home and discuss strategies and resources used in school to support the young person then an appointment can be made with the child's class teacher.

The school will be happy to provide parents/carers with further information if required.

What role do pupils play?

Pupils will be given the opportunity to make their views known about decisions that affect them. When appropriate, pupils will be encouraged to take part in any meeting where their additional support needs are being discussed. They will be supported in school to set their own targets and to review these. They will also be involved in their transition to secondary school.



STAGED INTERVENTION CALENDAR

June	Current STINT plans are evaluated and new targets based on evaluations and next steps are identified. All new targets are for period June – November and are passed on to receiving class teacher for beginning of new school year.  Primary 7 STINT plans are evaluated and passed on to receiving Secondary School
November	Current STINT plans are evaluated and new targets based on evaluations and next steps are identified. All new targets are for period November – February.
February	Current STINT plans are evaluated and new targets based on evaluations and next steps are identified. All new targets are for period February - June

How can parents make requests for assessment?

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

As a parent or carer, you will be fully consulted and kept informed at all stages of the assessment process by the head of establishment.

The Education (Additional Support for Learning) (Scotland) Act (2009) 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 education authority.

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

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

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

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

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

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

#### Principal Psychologist

County Buildings  
Wellington Square  
AYR  
KA7 IDR  
Tel: 01292 612806

#### Co-ordinator (Inclusion)

Educational Services  
County Buildings  
Wellington Square  
AYR  
KA7 IDR  
Tel: 01292 612292

#### Enquire

Scottish Enquire Helpline: 0845 123 2303

Textphone: 0131 22 22 439

E-mail: [info@enquire.org.uk](mailto:info@enquire.org.uk)

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

#### Scottish Child Law Centre

54 East Cross Causeway  
EDINBURGH  
Midlothian  
EH8 9HD  
Tel: 0131 667 6333  
E-mail@ [enquiries@sclc.org.uk](mailto:enquiries@sclc.org.uk)

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

#### Resolve

Children in Scotland  
5 Shandwick Place  
EDINBURGH  
EH2 4RG

Tel: 0131 222 2456

Advocacy Service

John Pollock Centre

Mainholm Road

AYR

KA8 0QD

Tel: 01292 285372

*Psychological Services*

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

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

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

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

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

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

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

The Psychological Service works within South Ayrshire's staged approach to supporting young people with additional support needs. The first stage of the process involves support at the classroom level by class teachers and other support staff based within the school. If a parent wishes to request the involvement of an educational psychologist, they should discuss this initially with staff at their child's school. This could be their child's class teacher or the school's Pupil Support Coordinator. The school can then consider what preliminary assessments and interventions may be required to support your child. If further advice or intervention is required schools can arrange a consultation with the school's educational psychologist. See the service's website for further details on what a parent can expect from a consultation with an educational psychologist.



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

#### 9. *Getting It Right for Every Child (GIRFEC)*

The GIRFEC approach build on multi-agency working using the GIRFEC Practice Model including the Wellbeing Indicators to assess a child's needs and determine how their outcomes can be improved. The Children and Young People (Scotland) Act 2014 brings three components of GIRFEC into legislation. The Named Person Service provides an individual within Education who should do whatever is necessary to promote, support or safeguard the wellbeing of the child or young person. Wellbeing is defined as Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. A statutory Child's Plan is completed when a wellbeing need requires to be met by a targeted intervention, this may include support from the third sector or social services. The Named Person Service and Child's Plan are due to become legislation from August 2017.

##### Information Sharing

There are information sharing duties contained within the Children and Young People (Scotland) Act 2014 regarding information shared with the Named Person, between Named Practice in terms of information sharing in relation to the Children and Young People Act prior to the Named Person Service becoming legislation from August 2017. There is a Pan Ayrshire Information Sharing Protocol supported by A Guide to Information Sharing in Ayrshire and Arran booklet for staff, a leaflet for parents and z-card for young people. These can be found at: [www.south-ayrshire.gov.uk/getting-it-right-for-every-child](http://www.south-ayrshire.gov.uk/getting-it-right-for-every-child)

#### 10. *Child Protection*

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

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

Mrs Donnelly, the Head Teacher is the school's Child Protection Co-ordinator and will co-ordinate the school's response to concerns for children and young people's safety and well-being. The Authority has a designated officer for Child Protection who will ensure schools work effectively to keep children safe and well. If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', talk about this to the school's Protection Co-ordinator or member of staff.

## 11. *Religious Observance*

In Coylton, we meet together regularly as a whole school community. Assemblies are led by P7 recognition leaders and are held virtually on a weekly basis. In addition, our house captains lead a monthly house assembly for pupils and staff. We also enjoy input from various parents and visitors. Assemblies in Coylton are a community time, when pupil successes and achievements are recognised and rewarded appropriately. Parents have the right to withdraw their child from school assemblies. This request should be made in writing to the Head Teacher, outlining the reason for this request. The school will work closely with parents to ensure suitable, alternative provision is made.

Parents from religions other than Christianity may request that their children be permitted to be absent from schools 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. Parents have the right to withdraw their children from Religious Observance. This request should be submitted to the Head Teacher in writing, stating the reasons.

Religious and Moral Education policies have regard to national advice set out in SOEID Circular 6/9, the Education (Scotland) Act 1980 and the Scottish Government dated February 2011, Curriculum for Excellence – Provision of Religious Observance in Schools.

## 12. *Sensitive Aspects of Learning*

The school teaches a broad and balanced programme of Health & Wellbeing across all stages of the school. This learning is carefully planned and is age and stage appropriate.

There are times when teaching staff will deliver elements of the programme, particularly to senior pupils and in the area of relationships. We will write to parents of these children, outlining the nature of the work to be undertaken, and where appropriate, inviting parents, should they wish, to view the plans prior to teaching.

## 13. *Equal Opportunities and Inclusion*

All pupils have access to a curriculum, and to a range of learning activities which will fulfil their needs as individuals.

In Coylton Primary, we aim to provide all children with an educational and social environment, which will enable them to reach their potential irrespective of race, creed, sex or religion.

The national legislation around equal opportunities and social inclusion includes:

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

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

- *Presumption of mainstream*: All children and young people have the right to an education within a mainstream school (Standards in Scotland's School Act 2000);

- *Most inclusive option:* Wherever possible, children and young people will be provided with an education within their own community and/ or within their own catchment school (Additional Support for Learning Act 2004) (Amended 2009);
- *Staged intervention:* If there are concerns about how a child or young person is coping within a mainstream placement, the model of staged intervention will be followed and this may include multi-agency meetings to assess and plan with all available resources (Additional Support for Learning Act 2004) (Amended 2009);
- *Links to community:* If it is agreed that a placement out with a child's community is appropriate to meet their needs, it is important to consider ways in which a child can maintain links and relationships with peers from their own community (Additional Support for Learning Act 2004) (Amended 2009);
- *Involvement of child and parent/ carer:* It is vital that the child and young person and parents/ carers are involved in all of these processes ((Additional Support for Learning Act 2004) (Amended 2009) and The Children (Scotland) Act 1995);
- *ASN legislation:* all processes and meetings will comply with the timescales of the ASN legislation.

Each school has a Pupil Support Coordinator who has responsibility to ensure each child's needs are met. They will work alongside Pupil Support staff within their own school and also centrally. Central staff include ASN teams, Psychological Services and Quality Improvement Officers.

If you need further information on any of the above teams, you should contact Miss Shimmons, the Pupil Support Coordinator in Coylton.

#### *14. Health and Wellbeing – Including School Behaviour Policy*

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they may need for mental, emotional, social and physical wellbeing now and in the future. Children and young people should feel happy, safe respected and included in the school environment and all staff in the school are pro-active in promoting positive behaviour in the classroom, playground and the wider school community.

Within Coylton, all pupils receive high levels of pastoral support. As well as ensuring children make progress in their learning, all staff within the school have a shared responsibility for the general care and wellbeing of the young people. Staff take time to speak with children in class, during breaks and in the playground and will, where necessary, forward any concerns or issues to the relevant member of the management team.

As a health promoting school, Coylton has built very positive relationships with staff, pupils, parents' and outside agencies. We encourage a greater emphasis on health throughout the curriculum, covering physical, emotional and mental health. As well as a cross-curricular approach to health promotion within classrooms, we also follow a calendar of whole school health events. All food and drinks supplied in Coylton, school meals and EYC snacks comply with the Health and Nutrition Act.

Health and Wellbeing is the responsibility of all staff in the school, who will ensure children develop knowledge and understanding, and the skills needed for mental, emotional, social and physical wellbeing. It helps them to make informed decisions about their health.

Across the school year, all pupils have access to two hours of quality physical activity per week. Within the guidelines currently in use, various aspects of PE are explored and taught in a structured way throughout the school. These include: games, gymnastics, health and fitness, athletics, dance, and in swimming.

Our staff ensures all children have access to a wide and varied range of activities. As a health promoting school, pupils are regularly given the opportunity to access a range of additional sporting activities which encourage an active lifestyle.

### Pupil Behaviour in Coylton

Pupil behaviour in Coylton is the responsibility of everyone, and it is essential the guidelines are implemented in a fair, consistent way. The guidelines are based on a system of sanctions and rewards, which encourage all children to think about the choices they make in relation to how they behave.

There is an emphasis on children being taught how to behave in different situations. It is essential that good behaviour patterns are established and maintained for effective learning and teaching to take place and to encourage children to be successful learners, confident individuals, responsible citizens and effective contributors in society.

Everyone in Coylton has the right to:

- be treated with fairness and respect
- learn (and teach) without being interrupted by others
- be safe
- make and learn from mistakes

Our Positive Relationship Guidance is very clear to all pupils, who are reminded of this regularly through assemblies and work in class. Children are given opportunities to modify their behaviour through our values of Ready, Respectful and Safe. When children choose not to, this can result in time out from the playground and then a phone call to parents and also time in school to reflect on their decisions and actions.

Parental support is key to the success of our Positive Relationship Guidance, which works most effectively because of the partnership forged between parents and the school.

The full guidance is available to view on our school website.





Consultation with pupils about their views on their school environment and their learning is increasingly accepted in our school. Giving young people a “voice” as partners in the process of school improvement, leads to more effective learning organisations.

Pupil Councils 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.

An effective Rights Respecting Pupil Council is in place within the school. Representatives from each class are elected each year to take part in the Rights Respecting Pupil Council. Pupils have to make a statement of their intent and be voted for by their classmates. The Rights Respecting Pupil Council meets regularly. The Rights Respecting Pupil Council play an active part in the life of the school and are responsible for meeting with their classmates and teachers and Head Teacher. They take part in the decision-making process within the school and they act upon suggestions put to them by their classmates.

Consultation with pupils about their views on their school environment and their learning is important and valuable within Coyllton.

#### PUPIL VOICE

The school works with the Education Scotland document, How Good is OUR school? This will support young people and staff explore the strengths and areas for development within our school, through on-going discussion with the wider school population.

### 16. *Pupil Council & Head Pupils*

## SECTION C – HOME / SCHOOL / COMMUNITY

### 1. *Parental Involvement and Home School Links*

In Coyllton, parents are viewed as valuable partners in their child’s learning.

As a school, we place a strong emphasis on partnership working, and are keen in Coyllton to foster strong links with parents, and to work in partnership with all parents and members of the community to the benefit of all pupils.

Parents are encouraged to visit the school at any time to discuss their child’s progress. However, it would be helpful if an appointment is arranged in advance through the office, to ensure the appropriate member of staff is available.

Formal Parents’ evenings are held twice throughout the year, where parents are given the opportunity to meet with teachers to discuss any areas of concern and to celebrate successes.

Regular monthly newsletters are issued to all parents, keeping them fully informed about what is happening in the school.

Coylton Primary School has reviewed methods of communication between school and parents / guardians and will e-mail communications (if parent / guardian has an e-mail address). We also communicate by text and via our website, and on twitter.

In the past, parents have assisted the school in many ways – parent helpers, extra-curricular activities, etc. We are fortunate in Coylton to have a hard-working Parent Council and fundraising group, who work closely with the Head Teacher to benefit the school and the wider community.

A number of parents regularly volunteer to assist on school trips and assist in a number of other ways within classes. The Head Teacher would love to hear from any parent willing to become involved in assisting.

Parents are regularly invited to be involved in decisions about school policy. The Head Teacher arranges parent drop-in sessions for parents, to chat informally and to discuss a range of issues about the school and the work we do.

Parents are valued partners in Coylton.



## 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 welcomed 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 nursery 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).



## COYLTON PRIMARY SCHOOL PARENT COUNCIL

Our fundraising group undertake the organisation of many events throughout the year including fairs, social events, etc. All parents are strongly encouraged to become involved by helping at any events or by supporting them. More information can be given from the school office.

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 Parent zone website at [www.parentzonescotland.gov.uk](http://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 226 4378, fax 0870 706 5814 or email on [sptc@sptc.info](mailto:sptc@sptc.info) or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

National Parent Forum of Scotland – [enquiry@parentforumscotland.org](mailto: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 and application forms can be obtained from the school office or Educational Services, County Buildings, Wellington Square, AYR KA7 1DR, telephone 01292 612465. Unfortunately, it is not possible to guarantee that a placing request will be successful but parents will have the right of appeal should it be unsuccessful. Full details of the placing request arrangements are contained in the application form or on the Council website:

[www.south-ayrshire.gov.uk/schools/placing-requests.aspx](http://www.south-ayrshire.gov.uk/schools/placing-requests.aspx)

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



#### 4. Attendance



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

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

#### PUPIL ATTENDANCE AND ABSENCE

As you are aware, all schools in South Ayrshire Council are committed to ensuring that every pupil develops to his/her full potential. To help us fulfil this commitment, it is important that we continue to gather detailed and accurate information on pupil attendance and absence patterns. This information is vitally important, not only in terms of prompting the highest possible level of school attendance – but also in terms of ensuring pupil safety and welfare, and, where appropriate during periods of absence, ensuring entitlement to educational provision as outlined in the Standards in Scotland's Schools Act 2000.

#### Informing Parents of Concern

Each term, as part of the monitoring process, the Head Teacher will write to parents of children whose attendance or incidents of late-coming reach unacceptable levels. Where this does not improve, the case will be referred to the local attendance council for investigation.

#### FAMILY HOLIDAY NOT AUTHORISED BY THE SCHOOL

The majority of family holidays taken during term time will be categorised as unauthorised absence. However, it is acceptable under exceptional circumstances for schools to authorise a family holiday during term time. Such circumstances may include:

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

A family holiday classified under the 'authorised absence' category will 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

Where most family holidays will be recorded as unauthorised absence (see above), extended leave with parental consent will not be considered to be 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

The co-operation of parents in observing the guidelines given below will be appreciated: -

1. If a child is absent from school owing to illness or for some other reason, parents are asked to notify the school by telephone (01292 612461) or text (07938865880) prior to 9am where possible.
2. Whenever possible dental/medical appointments should be arranged after 3.15 pm.
3. Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents should inform the school by letter, before going on holiday, of the dates. Such absence will generally be unauthorised, as outlined above.



It should be noted that the school investigates unexplained absence, and the authority has the power to, interview or prosecute parents, or to refer pupils to the reporter of the children's hearings, if necessary.

Absence rates are calculated as a percentage of the total number of possible attendances for all pupils of the school in the stage shown, each morning and afternoon of each school day being a separate attendance.

The authority's and Scotland's figure include all education authority and grant aided primary schools, but exclude all special schools. As you are aware, all schools in South Ayrshire Council are committed to ensuring that every pupil develops to his/her full potential. To help us fulfil this commitment, it is important that we continue to gather detailed and accurate information on pupil attendance and absence patterns. This information is vitally important, not only in terms of promoting the highest possible level of school attendance - but also in terms of ensuring pupil safety and welfare, and, where appropriate during periods of absence, ensuring entitlement to educational provision as outlined in the Standards in Scotland's Schools Act 2000.

### ATTENDANCE CODES USED

CODE	DESCRIPTION
-	Present
W	Work Experience
V	Educational visits
V	Day and residential visits to outdoor centres
V	College/consortium school study
V	Interviews and visits relating to further and higher education
P	Medical or dental appointments
V	Debates, sports, musical or theatrical productions arranged by or in conjunction with the school
V	Activities connected to Psychological Services
V	Off-site school medical examinations
S	Study leave
B	Sickness with educational provision
J	Late (arrives in first half of opening)
K	Late (arrives in second half of opening)
~	Out of school on flexible curriculum

#### AUTHORISED ABSENCE

Absences in the following categories will be classified as authorised:

F	Sickness with no educational provision
A	Bereavement
Q	Short-term exceptional domestic circumstances
A	Religious observance
A	Meetings prior to and in court
A	Attendance at or in connection with a Children's Hearing or Care Review
A	Weddings of immediate family
A	Agreed debates, sports, musical or theatrical productions not arranged by or in conjunction with the school
A	Sanctioned extended absence in relation to children of travelling families
A	Lack of transport – including due to bad weather
E	Family holiday – authorised by the school
X/Y	Exclusions

#### UNAUTHORISED ABSENCE

Absences in the following categories will be classified as unauthorised:

U	Unexplained absence
U	Truancy (unauthorised absence from school for any period as a result of premeditated or spontaneous action on the part of pupil, parent or both)
G	Most family holidays during term time
N	Other unauthorised absence
R	Exceptional domestic circumstances (unauthorised)
T	Reason for absence not yet known (absence will be re-coded when this information is provided)

OTHER CODES USED

H	Holiday
C	Closed (eg. election)
I	In-service
Z	Extended leave with parental consent

## 5. *Routine and Expected Visits Outwith School*

Coylton Primary 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 Curriculum for Excellence. Routine and expected visits will be to local venues, involve easily managed activities, happen on a regular basis and be completed within regular school times.

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

## 6. *Educational Data*



**The Scottish Government**  
Riaghaltas na h-Alba

Scottish Government Education Analytical Services

Information we obtain and hold about children and young people educated in, and the workforce of, Scotland's schools

Privacy Notice

The Scottish Government's Education Analytical Services, which is part of the Scottish Government's Learning Directorate, has legal powers to request data with regards children and young people educated in, and the workforce of, Scotland's schools that schools, local authorities, awarding bodies (such as the Scottish Qualifications Authority) and other public bodies (such as Skills Development Scotland) hold for their own purposes.

Why do we need your data?

We need this information about children, young people and the workforce in schools in order to:

- plan and deliver better policies for the benefit of all pupils, or specific groups
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- conduct teacher workforce planning
- target resources better
- enhance the quality of research to improve the lives of people in Scotland
- provide a window on society, the economy and on the work and performance of government by
  - [publishing statistical publications and additional tables about School Education](#)
  - [providing school level information](#)

More information about the Scottish Government's Learning Directorate is available at <https://beta.gov.scot/about/how-government-is-run/directorates/learning/>

#### Data we collect

The data collected and processed by the Scottish Government will be on both children and young people being educated in Scotland's schools and staff working within these schools. The majority of the data on children is initially received by the school or local authority from parents/carers of children and young people when registering their child for education in Scotland, and is regularly maintained by the school and the local authority responsible. The workforce data is again initially collected by local authorities, and largely held on local authority management information systems.

Although schools and local authorities require and collect a lot of additional information about the children and young people it is responsible for educating, and for its own workforce, not all of this information is shared with the Scottish Government. For example, we will not receive contact details for pupils that are collected for use within the school when contacting parents, etc. We also do not collect the names of children or of the school workforce.

Information on qualifications achieved by young people are shared by awarding bodies (e.g. the Scottish Qualifications Authority (SQA)) and includes details on the level and result of qualifications taken by young people. Information on the destinations of school leavers collected three and nine months after young people leave school are collected and shared with the Scottish Government by Skills Development Scotland.

Information is also collected and held by the Scottish Government on the educational establishments available in Scotland (such as schools), including contact details for those establishments and email addresses.

The information on children and young people that will be shared with, and processed by, the Scottish Government will be:

- Child's Sex
- Child's Date of birth
- Unique child identifier – Scottish Candidate Number
- Child's School Stage
- Student Status
- Child's National Identity
- Child Ethnicity
- Child's Asylum status
- Child's Home Postcode
- Child registered for Free School Meals
- Child's Home Language
- Level of English as an Additional Language
- Indicator to show if the child receives Gaelic medium education.
- Child's Additional Support Needs reasons and plan type
- Nature of additional support provided
- Access to physical, curriculum, or communication adaptation required
- Whether the child is a looked after child (e.g. in community/residential care)
- Child's mode of attendance at school (special schools only)
- Child's mainstream integration
- Local authority(s) for where the school the child is being educated
- School identifier(s) for which school the child is being educated at
- Details of achievement against Curriculum for Excellence (CfE) levels in literacy and numeracy
- Details of child's attendance and absence
- Details of child's exclusions
- Admission date
- Details of qualifications
- School leaver destination

Who is processing the data for this project?

The source for most of this data is information held on local authority data management systems on children receiving education within Scotland, and its workforce.

The local authority data management system for the majority of this children and young people data is SEEMiS Group who process data for local authorities in Scotland. SEEMiS are not using this data for their own purposes. SEEMiS Group are an education Management Information System provider and may be contacted at [letters@seemis.gov.scot](mailto:letters@seemis.gov.scot).

However, not all of the data transferred to the Scottish Government is held on SEEMiS. Some information will come directly from other local authority management information systems, or from other public bodies, to the Scottish Government.

ScotXed (within the Scottish Government) will securely transfer the data from SEEMiS, local authority systems or other public body's systems using secure transfer software and processes for collecting and validating data.

How do we collect and store the data

The transferring of individual level data between schools, local authorities and other public bodies with the Scottish Government uses ProcXed, a secure software for collecting and validating data. Some data is transferred directly from awarding bodies and public bodies using secure transfer systems. The storage of this data within Scottish Government is managed effectively by the ScotXed Unit (within the Scottish Government).

Protecting Individuals

The individual data about children and young people educated in, and the workforce of, Scotland's schools is collected by the Scottish Government's Education Analytical Services for statistical and research purposes only for the performance of a task carried out for reasons of public interest.

The Scottish Government will not publish or make publicly available any information that allows individual people be identified, nor will data be used by Scottish Government to take any actions in respect of individuals.

Requirements of Others

Schools, local authorities and other public bodies who originally collected the data from individuals are required to provide privacy notices to its staff, parents and its children and young people to explain how their personal data will be collected and used, and who it will be shared with.

Retention of Data

Education data within the Scottish Government is managed effectively by secure systems on secure servers and is exploited as a valuable corporate resource, subject to confidentiality restraints.

Regarding the retention of data, [Article 5](#) of the GDPR "Principles relating to processing of personal data" states:

*"personal data may be stored for longer periods insofar as the personal data will be processed solely for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes subject to implementation of the appropriate technical and organisational measures required by the GDPR in order to safeguard the rights and freedoms of individuals"*.

The data are processed in line with this legislation. The information collected will be used to inform planning and provision of education, and the linkage of such data to educational outcomes or health data. For example, researchers or charities may be interested in applying for access to education data to meet their own research needs.

Data sharing must meet legal requirements

On occasion, we may share data on individuals when it is lawful and ethical to do so, and after we have considered the following questions:

- is it in the public interest to share the data?
- are we only sharing the minimum amount of data and for the shortest possible time to meet the request?
- does the data sharing comply with the law and have we got the right consent, if needed?
- does the organisation asking for the data have sufficient security standards themselves and are they aware of statistical disclosure controls?

Organisations we may share individual level data with are

- Education Scotland in order for this agency to carry out its functions
- National Records of Scotland to carry out research relating to the national population census
- Academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people
- Other Public Bodies who require the data in order to carry out their official functions.

How we meet ethical standards

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data [Linkage Guiding Principles](#). Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government as part of a Data Access Panel. At all times the rights of the individual (children or adults) under the GDPR and other relevant legislation will be ensured.

What are my individual rights?

[Article 21](#) of the GDPR gives individuals the right to object to the processing of their personal data. However, where the processing personal data is for scientific or historical research, or statistical purposes, your right to object is more restricted.

[Article 21](#) (6) states:

*“Where personal data are processed for scientific or historical research purposes or statistical purposes pursuant to [Article 89\(1\)](#), the data subject, on grounds relating to his or her personal situation, shall have the right to object to processing of personal data concerning him or her, unless the processing is necessary for the performance of a task carried out for reasons of public interest.”*

As the data we process is lawfully gathered and necessary for the performance of a task carried out for reasons of public interest, you do not have a right to object to the processing of your personal data because it is necessary for the performance of a task carried out in the public interest.

Also, as we require this data for the performance of a task carried out in the public interest (and for no other purpose, such as direct marketing), [Article 17\(3\)](#) of the GDPR



states that we are also not required to erase any personal data as we need to retain this data for this purpose.

The Data Protection Act received Royal Assent on 23 May 2018. [Part 6](#) of this Act “*Derogations etc. based on Article 89 for Research, Statistics and Archiving*” states that certain GDPR provisions do not apply to personal data processed for—

- (a) scientific or historical research purposes, or
- (b) statistical purposes,

to the extent that the application of those provisions would prevent or seriously impair the achievement of the purposes in question. However, these exemptions are only available where:

- (a) the personal data is processed in accordance with [Article 89\(1\)](#) of the GDPR (as supplemented by section 19), and
- (b) as regards the disapplication of Article 15(1) to (3), the results of the research or any resulting statistics are not made available in a form which identifies a data subject.

[Part 6](#) of this Act “*Derogations etc. based on Article 89 for Research, Statistics and Archiving*” also states that certain GDPR provisions do not apply to personal data processed for—

- (a) archiving purposes in the public interest

to the extent that the application of those provisions would prevent or seriously impair the achievement of those purposes. However, these exemptions are only available where:

- (a) the personal data is processed in accordance with Article 89(1) of the GDPR (as supplemented by section 19).

As the data we process is lawfully gathered and processed for Research, Statistics and Archiving in the public interest, in accordance with [Article 89\(1\)](#) of the GDPR, and that any results of the research or resulting statistics are not made available in a form which identifies individual children, young people or adults, you do not have a right to request access to the data we hold.

What if I have concerns?

The Data Protection Officer for this data is the Data Protection & Information Assets team, [dpa@gov.scot](mailto:dpa@gov.scot).

If you have any concerns around this data collection please contact the DPIAT team, or Mick Wilson, Head of Education Analytical Services ([Mick.Wilson@gov.scot](mailto:Mick.Wilson@gov.scot)).

- or by writing to us at: Education Analytical Services, Area 2A-North, Victoria Quay, Leith, Edinburgh, EH6 6QQ.

Alternatively, complaints may be raised with the Information Commissioners Office at [casework@ico.org.uk](mailto:casework@ico.org.uk).

## *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, such as items of clothing which:

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- 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.

Children are encouraged to wear the Coylton school uniform. Our uniform consists of burgundy sweatshirts, white polo shirts or white shirts and ties. School uniform can be purchased in BLU Design, Loudoun Street, Mauchline and Just Jeans is in Auchinleck.

We would also suggest that packed lunch boxes, school bags, jewellery, etc., with football insignia are inappropriate.

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

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 unnecessarily expensive items of clothing are not brought to school. Parents should note that the Council does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the Council can be shown to have been negligent.

To save time and trouble for both parents and teachers, PLEASE ENSURE THAT YOU PUT YOUR CHILD'S NAME ON HER/HIS CLOTHES.

## *8. Transfer to Secondary School*

Pupils are normally transferred between the ages of 11½ and 12½ to ensure that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the school arrangements no later than December of the year preceding the date of transfer at the start of the new session.

An induction programme for secondary school takes place for all P7 pupils.

Children from Coylton normally transfer to:

Ayr Academy, University Avenue, Ayr

The Head Teacher at Ayr Academy is: Mrs L Traynor.

9. *Public Private Partnership (PPP) Programme*

This is not applicable to Coylton Primary School, although the school enjoys an excellent learning environment following a major upgrade of internal and external facilities, completed in October 2013.

10. *Listening to you*

If you have any comments or concerns 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-ayshire.gov.uk](mailto:listeningtoyou@south-ayshire.gov.uk).
- In writing 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.

Coylton Primary School actively promotes partnerships with parents.

We are always keen to improve our service and value any input from parents. The Head Teacher would be happy to hear from any parent who has suggestions on how to improve the work of the school.

Parents are encouraged to raise any issues or concerns with a member of the school management team, who will assist in every way possible to reach a positive conclusion. Formal complaints should be made in writing to the Head Teacher, who will endeavour to solve your concern as quickly as possible.

In the case of the Early Years Centre if you have a concern and wish to complain to the Care Commission directly, please write to:

Care Inspectorate Office  
Sovereign Road, Suite 3  
Academy Road  
IRVINE, Ayrshire  
KA12 8RL

## SECTION D – CARE AND WELFARE

### 1. *Playground Supervision*

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990.

The playground is supervised at playtimes and lunchtime by school assistants and the janitor. Members of the Management Team are also present in the playground on a daily basis.

If the weather is inclement, pupils may be given access to shelter from 8.50 am onwards. Pupils are encouraged not to arrive at school earlier than this.

### 2. *School Meals and Free School Meal Information*

We operate a cashless, pay in advance lunch system for all pupils and staff.

#### Online Payments

South Ayrshire Council introduced a new Online school payments system in April 2018. This is a flexible and convenient way for you to pay for your child's school meals, excursions and other school related activities.

This service called 'iPayimpact' allows you to go online and top up your child's school meal account and pay for excursions/activities instead of your child taking cash or cheques to school.

This flexible service means you have the freedom to make payments whenever and wherever you like, 24 hours a day, 7 days a week on your mobile, PC or tablet.

You will be provided with a unique reference number for your child. If you have more than one child at a primary school in South Ayrshire, you will receive a separate code for each child, along with details of how you can set up your online account and add your child to that account using their unique reference number. Once you've activated your account, you can make online payments straight away.



#### Advantages of the online payment system

- Convenient, secure and safe to use
- Avoids your child taking cash to school
- You can review your online account to track how funds are being used

There are facilities in the school for pupils who wish to have a packed lunch.

Our catering team are happy to provide pupils with specific dietary requirements. Parents are encouraged to speak directly with the school cook about this.

The school meals service provides a full cafeteria system in the school where the children have a choice of meals.

Meals for children on medically approved special diets are provided if asked for.

Seating and supervision for children wishing to take a packed lunch is provided within the same accommodation and children wishing to buy something to drink or items of baking or fruit may do so.

Children of parents receiving Income Support, Job Seekers Allowance (Income Based) Child Tax Credit (only where income is less than £16105), Child Tax Credit and Working Tax Credit (where income is less than £6420), Universal Credit, where earned income is £610 or less. Any 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 midday meal. Information and application forms for free school meals may be obtained from schools, customer service centres and from Educational Services, County Buildings, Wellington Square, Ayr KA7 IDR. Telephone 01292 612465.

*Free school meals are available to all P1-P3 pupils.*

### *3. Footwear and Clothing Grant Information*

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

Parents receiving family income support, family credit, housing benefit or council tax rebate will normally be entitled to monetary grants for footwear and clothing for their children. Approval of any requests for such grants made by parents in different circumstances are at the discretion of the Director of Educational Services. Information and application forms may be obtained from schools, area offices and from Headquarters, County Buildings, Ayr.

### *4. Transport Guide to Parents*

In law it is the parents' responsibility to ensure that children attend school and make suitable travel arrangements for them. However, where children live more than a specified walking distance from their catchment school the Council will assist with school travel by making available free school transport for all or part of the journey.

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

Strathclyde Partnership for Transport (SPT) organise mainstream school transport on behalf of South Ayrshire Council. If you have any concerns or complaints relating to the service provided you should 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](mailto:school.transport@SPT.co.uk).

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

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

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limit (see above paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure the 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.

#### Privileged Seats

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

### 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 IDR, telephone 01292 612264.

### 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

Over the past few years, there has been a significant increase in the number of young people using mobile phones. Schools have effective communications systems for all eventualities within schools and the use of mobile phones should be unnecessary within the school.

If pupils do bring mobile phones to school with the approval of their parent or guardian, they remain the responsibility of the owner at all times in terms of security and safekeeping. The school cannot accept responsibility for loss or damage of any personal phone, i-pad or i-pod.

Mobile phones should be switched off at all times within the school buildings unless prior consent has been received from a senior member of staff. The existing communication systems within schools will be used for dealing with emergencies. Where an individual repeatedly breaches the school guidelines, existing behaviour procedures will be invoked and the parent or guardian contacted.

We would also ask that children do not use their phones during interval and lunchtime. If children require to make contact with parents for any reason, they should come into the school office and do this. That way we are aware of any emergency that the child has. We cannot accept responsibility for loss or theft of mobile phones.

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

In South Ayrshire we want to support collaboration amongst teachers and pupils and therefore we promote and support the use of the common platform, Glow. If pupils are using online communities where they self-register the school will encourage them to read and follow the terms and conditions of the site and ensure they are aware of how to stay safe online.

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

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

The school has a clear and documented process in place for the reporting and recording of inappropriate use of social media. Where necessary, parents will be fully informed and in extreme situations, police may also become involved.



## 8. Health & Wellbeing

In the event of a child taking ill, or having a serious accident during school, the parent or emergency contact is informed at once and appropriate action taken to ensure the well-being of the pupil. If no contact can be made, the child will be looked after in school or in serious cases, the family doctor contacted to ensure the child is treated as soon as possible. No child will ever be sent home before contact is made. It is therefore vital that the school is provided with up to date contact telephone numbers for all pupils. This responsibility lies fully with parents.

The school nurse and health visitor are regular visitors to the school and as well as carrying out routine health checks, they are involved in the health programme throughout the school.

In the unlikely event of a child having to take medicine during school hours, certain procedures must be followed. Further information can be provided by the Head Teacher.

If your child suffers from Asthma, it is important that you inform the Head Teacher of any restrictions, which need to be applied to your child's activities, and the medication which has been prescribed so it can be used appropriately.

It would be extremely helpful if you could inform the school of any medical conditions your child suffers from. These must be reported to the Head Teacher in writing.

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

### NHS Ayrshire & Arran

#### Oral Health Promotion Initiatives in Nursery and Primary Schools

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



#### Childsmile:

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

1. A core tooth-brushing 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.

2. *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.
3. *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.

#### 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. The Freedom of Information (Scotland) Act 2002*

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities; Scottish 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 1<sup>st</sup> January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

10. *Helpful Addresses and Websites*

Organisation	Address	Telephone Number / Websites
South Ayrshire Council	Educational Services County Buildings Wellington Square AYR KA7 IDR	0300 123 0400 <a href="http://www.south-ayrshire.gov.uk">www.south-ayrshire.gov.uk</a>
Lyndsay McRoberts Director of People	County Buildings Wellington Square AYR KA7 IDR	0300 123 0400
Councillor Campbell Councillor Connelly Councillor Grant	County Buildings Wellington Square Ayr, KA7 IDR	0300 123 0400
Area Officer	Ayr Registration Office 43 Sandgate AYR	01292 284988
Area Community Education Officer	25 Wellington Square AYR	01292 886569
School Nurse Claire McMorland	Coylton Health Centre 11 Hole Road Coylton	01292 571245
School Psychologist	County Buildings Wellington Square AYR KA7 IDR	0300 123 0400
Social Work	Whitletts Road AYR	01292 267675
Education Scotland	The Optima 58 Robertson Street GLASGOW G2 8DU	0141 282 5000 <a href="http://www.educationscotland.gov.uk">www.educationscotland.gov.uk</a>
Education Scotland Inspectorate	HM Inspector of Schools Europa Building, 450 Argyle Street, GLASGOW	0141 242 0100 <a href="http://www.hmie.gov.uk">www.hmie.gov.uk</a>
Care Inspectorate	Care Commission Office Sovereign Road, Suite 3 Academy Road IRVINE KA12 8RL	01294 323920
Mrs L Traynor	Head Teacher Ayr Academy University Avenue AYR KA8 0SX	01292 612028

Mrs K Butchart	Head Teacher Annbank Primary School Annbank Road Mossblown KA6 5DZ	01292 612489
Mrs J Thomson	Dalmling Primary School Harthall AYR KA8 0PD	01292 612736
Ms F McAvoy	Newton Primary School 175A Russell Drive AYR KA8 8JL	01292 612714
Ms J Kelly	Cherry Tree Early Years Centre Queen Street AYR KA7 4XG	01292 612037
Sunrise Breakfast and After School Club	Rachel Wilson	01292 571433 07807239717

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document: -

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

### School Policies and Practical Information

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

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

Children (Scotland) Act 1995

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

Standards in Scotland's Schools (Scotland) Act 2000

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

Education Scotland's Communication Toolkit for engaging with parents

<http://www.educationscotland.gov.uk/learningteachingandassessment/partnerships/engaging-parents/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](http://www.scotland.gov.uk/Publications(2011/09/14082209/0)

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

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

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

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

### Parental Involvement

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

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

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

### SCHOOL ETHOS

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

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

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

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

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education  
<http://www.sces.uk.com/this-is-our-faith.html>

## CURRICULUM

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

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

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

Broad General Education in the Secondary School – A Guide for Parents and Carers  
[http://www.educationscotland.gov.uk/resources/b/genericresource\\_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64](http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64)

Information on the Senior Phase  
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp>

Information on Skills for learning, life and work  
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>

Information around the Scottish Government's 'Opportunities for All' programme  
<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services  
<http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

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

## ASSESSMENT AND REPORTING

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

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

Information about Curriculum for Excellence levels and how progress is assessed  
<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Curriculum for Excellence factfile - Assessment and qualifications  
[http://www.educationscotland.gov.uk/publications/c/publication\\_tcm4624968.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp)

Information on recognising achievement, reporting and profiling  
<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

## TRANSITIONS

Curriculum for Excellence 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](http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp)

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy  
<http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

Choices and changes provides information about choices made at various stages of learning  
<http://www.educationscotland.gov.uk/resources/practice/p/planningforchoicesandchanges/>

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

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

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

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

## SUPPORT FOR PUPILS

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

Information about the universal entitlement to support that underpins Curriculum for Excellence  
<http://www.educationscotland.gov.uk/supportinglearners/whatissupport/universalsupport/roleofkeyadult.asp>

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

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

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

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

### SCHOOL IMPROVEMENT

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

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

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

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

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

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

Scottish Credit and Qualifications Framework (SCQF)

<http://www.scaf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications

<http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland

<http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education

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

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

**For further Information please contact:**

**0300 123 0900**

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

Aby uzyskać więcej informacji, proszę skontaktować się z:

**0300 123 0900**

本出版物還有純文字中文版。

有關更多資訊，請聯絡：

**0300 123 0900**

اس اشاعت کے نسخہ کا صرف متن اردو زبان میں دستیاب ہے۔

مزید جانکاری کے لیے براہ کرم درج ذیل پر رابطہ قائم کریں:

**0300 123 0900**

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

**If you do and you think that they would like a larger print version or an**

**audio cassette version of the text contact Council staff on:**

**0300 123 0900**



**GENERAL INFORMATION**

Much of the information contained early in the handbook is also relevant to the early years centre. In this section, there is some additional information which is particularly important and helpful to parents of children attending the early years centre.

Coylton Early Years Centre functions as part of Coylton Primary School, and is managed by the same Head Teacher and management team.

It is non-denominational and co-educational and operates 1140 hours, 52 weeks a year.

The sessions run as follows:

Option 1	8am-12:45pm	Monday to Friday
Option 2	1:15pm-6pm	Monday to Friday
Option 3	8am-6pm	Monday & Tuesday
	8am-12:30pm	Wednesday
Option 4	2:30pm-6pm	Wednesday
	8am-6pm	Thursday & Friday
Option 5	9am-3pm	Monday-Friday

Please telephone the main school office if your child is absent.

We would ask that children are collected promptly at the end of each session.

**WHO CAN APPLY FOR AN EARLY YEARS PLACE**

Parents/guardians of children who will be three years old by 28 February can apply for a nursery place. Registration normally takes place at Coylton in February. This date is generally intimated in the local press and in local amenities. Parents/guardians should apply at the Early Years Centre of their choice. They will be asked to state a second choice and third option.

The South Ayrshire Council admissions policy is adhered to when allocating Early Years Centre places. The policy is set out below. Within each category priority will continue to be given to children whose home address lies within Social Inclusion Partnership areas, all other considerations being equal.

Places will be available for children living out with South Ayrshire in Partnership centres only in agreement with the local authority where the child resides. Parents should contact their local authority for further information.

### Starting at Coylton Early Years Centre

All children are admitted, in small groups, on a staggered basis. This is to provide EYC staff with the opportunity to build up a rapport with each individual child, and also allows each child to become familiar with the EYC. Parents will be notified by letter of their child's starting date.

Starting date will be approximately one week after your child's 3<sup>rd</sup> birthday.

In the EYC, each child is assigned to a particular member of staff, who will take responsibility for the child's progress, assessment and care, both in and out of the EYC.

Prior to starting Early Years Centre, you will be invited to come along with your child for a short visit. Knowing that you are close by, helps to reassure your child, and it also gives you the opportunity to look round the Early Years Centre, chat with staff and see at first-hand what takes place.

The first step, should you wish your child to receive nursery education at Coylton Early Years Centre, would be to register. If a place is offered to your child then he/she will be formally enrolled.



Admissions Policy:

<u>PRIORITY 1</u>	"Children in need" <i>(Identified by Social Work, Psychological Services, and Health Visitors etc.). A Priority 1 placement must be initiated by a Request for Assistance Form and where appropriate a Well-being Assessment.</i>
<u>PRIORITY 2</u>	Children who are deferring entry to Primary School.
<u>PRIORITY 3</u>	Children in their pre-school year who reside in South Ayrshire.
<u>PRIORITY 4</u>	Children in their pre-school year who reside out with South Ayrshire but within the catchment area of a South Ayrshire primary school applying to a local authority Early Years Centre
<u>PRIORITY 5</u>	Ante pre-school children who reside in South Ayrshire whose sibling/s will be accessing early years provision within the same Centre.
<u>PRIORITY 6</u>	Ante pre-school children who reside in South Ayrshire.
<u>PRIORITY 7</u>	Ante pre-school children who reside out with South Ayrshire but within the catchment area of a South Ayrshire Primary school applying to a local authority Early Years Centre
<u>PRIORITY 8</u>	Children in their pre-school year who reside out with the boundary of South Ayrshire applying to a local authority Early Years Centre.
	Children in their ante pre-school year who reside out with the boundary of South Ayrshire applying to a local authority Early Years Centre.

CLOTHING

All children enjoy messy work. While we always try to ensure aprons are worn, accidents do happen. It would be helpful if you could dress your child in suitable clothes. Suitable outdoor clothing is also useful in case outdoor play or a trip is planned. Indoor shoes would be helpful for use in the gym and wellies for outdoor play.

Much of the learning takes place outdoors, either within the outdoor area. It is essential that the children are appropriately dressed and come to nursery with a warm jacket, and where needed, hats and scarf in the winter. In the summer, a sunhat is always helpful.

## ARRIVAL AND COLLECTION OF CHILDREN

I am sure you will appreciate that the safety of the children in the EYC is of paramount importance. It is expected that a responsible adult brings and collects your child from EYC each day. It is important and indeed helpful to inform a member of staff if there is a change of person collecting your child. This avoids difficult situations arising when staff do not allow a child to leave with an adult the staff do not know.

Safety measures have been taken to increase the security of the school. The EYC door will be supervised by a member of staff at the beginning and end of each session. To gain access out with these times, the buzzer entry system must be used.

We would ask that children are collected promptly at the end of each session. To assist parents with this, we have flexible collection times available. Children who are not collected on time will be taken to the school office to wait to be collected.



## EARLY YEARS CURRICULUM

We aim to provide a well-balanced, planned programme of activities tailored to each individual child by providing suitable equipment in safe, nurturing surroundings. This will encourage the child's natural curiosity and allow them the valuable opportunity to progress at their own pace in an educationally stimulating environment enabling them to achieve their full potential.

Children in our early years centre also learn through Curriculum for Excellence. (More detailed information about this can be found earlier in the handbook)

The main curriculum areas are:

- ❖ Expressive Arts – art, drama, music and dance
- ❖ Health and wellbeing
- ❖ Literacy & English
- ❖ Mathematics & Numeracy
- ❖ Religious Moral Education
- ❖ Science
- ❖ Social Subjects
- ❖ Technologies

### PLANNING

We use information from parents and children/staff, to plan and provide interesting challenging and achievable learning experiences taking account of the individual needs, stage of development and interests of each child.

The plan is then used in conjunction with the Curriculum for Excellence framework which will provide a framework for your child's time at nursery, enabling a child's initiated, natural progression towards future learning. All nursery staff are involved in weekly planning sessions, with plans monitored by the school management team on a regular basis.

### LINKS WITH PRIMARY 1

Children within the EYC and Primary 1 are working within the Early Level Milestones of Curriculum for Excellence. To continue to provide high quality learning experiences, staff within the nursery work with Primary 1 staff to plan, deliver and assess learning experiences.

From time to time, some children from the EYC will work within the Primary 1 classrooms, and children from the Primary 1 classrooms may work within the EYC.

In addition, opportunities are provided for P1 teachers to visit the EYC to meet the children who will move to Primary 1 in August. A written report called "My Steps in Learning" and a copy of your child's milestones which parents will have already seen, will be made available and discussed by your child's key worker. This is an excellent opportunity to ensure that your child's P1 teacher has a clear view of your child's development and thus enables them to provide an appropriate curriculum for your child from the very beginning of primary one. Other activities to support the move to Primary 1 are organised during the summer term. This can assist many young children to cope with the move to P1 without anxiety.

#### Children with Additional Support Needs

At all times, we try to ensure that each child progresses as an individual. Those pupils who may be experiencing difficulties are brought to the attention of the Depute Head Teacher, who will in turn speak with parents, or where appropriate, other relevant professionals to arrange appropriate supports or interventions. Children in this category are given extra help and attention from nursery staff, and after consultation with the Depute Head Teacher, parents and other professionals, an appropriate programme or work is drawn up to cater for the child's needs.

(Please see earlier section for more information.)

### MEDICAL INFORMATION

It is extremely important that Early Years staff are aware of any medical problems your child may have. These, naturally are kept confidential. If your child suffers from asthma, the staff must be informed of any activities which would be likely to start an attack. Inhalers can only be administered by staff after arrangements are made via the Head Teacher.

If your child is going to be absent from EYC, it would be appreciated if the school could be telephoned to inform us of this absence. If your child takes unwell during class time, parents will be telephoned. If parents are unavailable, the emergency contact number will

be used. Everything possible will be done within the school to ensure that the child is as comfortable as can be. It is important that the school is kept fully informed of any changes to telephone numbers.

From time to time, health professionals may visit the EYC to speak with all the children e.g. nurse, dentist, doctor, health visitor, etc. It should be noted that NO child will be seen by any of these visitors unless parents have been informed and permission has been received. Should you have any concerns about any medical issues, please speak with a member of the EYC staff or the Head Teacher.

Notices are always posted on the parents' notice board to inform you of any infectious illnesses reported to the school.

#### Accidents

These will be dealt with within the EYC. We will always inform you about any minor accidents when you collect your child. If your child is seriously injured we will make every effort to contact you immediately. All accidents are recorded with a note of action taken. The adult collecting the child will be asked to sign a record of the accident.

#### NEXT STEPS

Most of the children who attend the early years centre will progress to P1 at Coylton Primary School. Staff from the School and EYC will work together throughout the year to ensure a smooth transition from pre-5 to primary.

Staff will also liaise closely with other EYC establishments and primary schools to provide a smooth transition for children, and information and continuity for parents.

A learning profile, which details your child's learning will be passed on to the receiving establishment.

#### PARENTAL PARTNERSHIPS

The EYC has an 'Open Door' policy which means parents are welcome to visit. We encourage you to become actively involved in your child's education during their time with us. We invite you to spend a morning or afternoon within the EYC observing your child and helping with daily activities. If you have a special knowledge or interest in any subject e.g. art and craft, nature, music or are involved in something which might interest the children e.g. fire service, police, please inform the EYC Staff.

Information about planned learning and the activities your child is involved in during the time he/she is in the EYC is displayed in the entrance area and is updated on a regular basis. If you have any concerns at all about your child in the Nursery class, please feel free to come along and talk about them. Working together, we can usually sort them out very quickly.

A monthly newsletter is issued to all children in the school. This is an addition to information issued specifically for the EYC class. Our TV screen on entrance to the Early Years Centre also shows up to date information – please read it regularly.

### HOW CAN I HELP AS A PARENT?

Please:

- Keep us up to date with any changes to address or telephone number
- Inform school if emergency contact number changes
- Clearly name your child's clothing/footwear
- Inform school if child is being collected by another adult
- Let school know if your child may be upset by something which has happened at home e.g. death of a pet or illness of a family member
- Encourage your child to talk about his/her experiences at EYC
- Use designated entrance for EYC and School pupils
- Support the school Parent Council which raises funds for the whole school including EYC. Details of fundraising events are included in Newsletters
- Volunteer when help is required for outings, parties, etc
- Enjoy your child's time at EYC

We are always keen to improve our service and value any input from parents. The head teacher would be happy to hear from any parent who has suggestions on how to improve the work of the school.

### Care Inspectorate

A rigorous monitoring and evaluation programme developed within the school ensures high standards are kept in all aspects of the service. This is undertaken by all EYC staff as well as the school management team. Parents and children are consulted regularly about our service and how we can improve. Recent reports about our service can be found on the Care Inspectorate Website. Details are at the back of the handbook.

## GENERAL INFORMATION

### SNACKS AND HEALTHY EATING

Healthy eating is encouraged at snack time. Milk is provided each day, along with a variety of healthy snacks. Water is always available as an alternative to milk. It is important that parents inform EYC staff of any food allergies or any foods they do not wish their children to try. Information about the snacks being offered is always on display, and parents are asked to be aware of this.

Parents are invited to contribute £1 per week, generally collected on a Monday. This money provides snacks and other small treats for the children. Children attending full Time will be required to pay for lunches via the Online Payment system. The children practice washing hands, preparing and tidying up after snacks and are encouraged to be independent. This EYC also participates in the tooth-brushing scheme, where all children have the opportunity to brush their teeth after their snack.

### FIRE DRILLS

A fire drill for all children and staff in the school, EYC to Primary 7 will take place termly. Procedures for evacuating the building are displayed throughout the school. The initial drills are announced, where the procedures are discussed with the children. Subsequent drills are unannounced.

### SMOKING

Coylton Primary School in line with other South Ayrshire Council buildings is a smoke free zone. It would be helpful if parents and visitors to the school could refrain from smoking in the building and in the playground. We appreciate your co-operation in this matter.

### PHOTOGRAPHER

The photographer visits the school each year. Parents will be kept fully informed of dates for this.



### EMERGENCY CLOSURE / CONTINGENCY ARRANGEMENTS

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by letters, texts, and announcements in the press and on local radio. In the event of an emergency during the school day, where staff and pupils are unable to return to the building, all pupils and staff will be taken to Coylton Activity Centre.

### ATTENDANCE

Regular attendance at nursery is encouraged. We would appreciate a phone call if your child is going to be absent from EYC for any reason.

### OUTINGS & TRIPS

Regularly, outings are planned to link with EYC themes. A letter informing parents of proposed trips will be issued along with a permission slip which must be returned to the nursery teacher before the child is permitted to participate in the outing. High adult: child ratios are applied on all outings.

### PARENTAL CONCERNS

Any areas of concern should be raised, in the first instance with the Head Teacher. In the unlikely event that you are dissatisfied with the outcome, you may:

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



THANK  
YOU!