



# Crosshill Primary School & Early Years Centre



## H A N D B O O K

**2025/2026**

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Crosshill  
Ayrshire  
KA19 7RH  
01655885803

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**Respect   Kindness   Honesty**

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## **SECTION A – General School Information**

### **Welcome by Head Teacher**



Dear Parents/Carers

On behalf of all the children and staff, I am delighted to welcome you to Crosshill Primary School and Early Years Centre.

Our school is situated in the beautiful village of Crosshill, three miles southeast of Maybole. As a small rural school, we are very much at the heart of our community, and we value the strong, respectful relationships that help our children see the positive role they play not only within our school, but across the wider local area.

At Crosshill Primary School and Early Years Centre, we aim for high standards to give our young people the best possible start in life. This is achieved through nurture, meaningful learning experiences, and the development of resilience and confidence to help them thrive in a changing world. We strive to do our best in all areas, recognising the importance of effective communication and treating one another with honesty, kindness and respect.

We continually strive towards a positive, inclusive school ethos and work hard to ensure that all pupils feel supported, valued and encouraged. Everyone within our school community plays an important role in caring for and supporting one another, and our children are encouraged to contribute meaningfully to school life and the wider community. Together, we aim to make Crosshill—and the surrounding area—a more positive, fair and sustainable place to live, work and play, demonstrating our shared belief that everyone can make a positive difference.

The partnership between home and school is central to achieving our aims. We strive to ensure all parents are informed, involved and welcomed as active partners in their child's education.

**“Be kind, be smart, be you!”**

If there is any further information you require, please don't hesitate to get in touch.

Fiona Bruce  
Head Teacher

### School Information

<b>Name</b>	Crosshill Primary School & Early Years Centre
<b>Address</b>	49 Carrick Drive Crosshil Ayrshire KA19 7RH
<b>Telephone Number</b>	01655 885803
<b>Email address</b>	crosshill.mail@south-ayrshire.gov.uk
<b>Website address</b>	<a href="https://blogs.glowscotland.org.uk/sa/crosshillpsandeyc/">https://blogs.glowscotland.org.uk/sa/crosshillpsandeyc/</a>
<b>Head Teacher</b>	Mrs Fiona Bruce
<b>Denominational status</b>	Mixed – Non Denominational
<b>Accommodation and capacity *</b>	Maximum Roll – 50 Current School Roll – 25 (January 2026) Current EYC roll -
<b>House structure</b>	<b>Kirkbride</b> <b>Kilkerran</b>
<b>Stages of education provided</b>	Primary 1 to Primary 7
<b>Teaching by means of the Gaelic language</b>	Gaelic provision is <b>not</b> offered at Crosshill Primary School
<b>Nursery provision</b>	9:00am-3:00pm with the option to purchase additional hours from 8:30am or until 4:00pm

## Catchment Area and Map

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

A Catchment Map and area are also available from the Resource Planning Section, Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR. Useful links to additional can be found in Appendix 2.

### **School Staff**

<b>Name</b>	<b>Designation</b>
Mrs Fiona Bruce	Head Teacher
Mrs Sharon Beattie	Principal Teacher
Miss Natalie Price	P 1–4 Class Teacher
Mrs Nicola Coleman	P 5-7 Class Teacher (Mon, Tues)
Mrs Jennifer Pringle	P 5-7 Class Teacher (Wed, Thurs, Fri)
Miss Martin	Teacher (Mon)
Mrs Susie Cameron	School Assistant
Mrs Thais Wos	School Assistant
Mr Brandon Agnew	School Assistant (Mon, Tues, Wed) Early Years Practitioner (Thurs, Fri)
Mrs Lynn Lousie Mitchell	Early Years Practitioner
Miss Michelle Brown	Early Years Practitioner
Miss Jani Pickard	Early Years Practitioner
Mrs Nicole Bryden	Clerical Assistant
Mrs Fiona Elliott	Catering Assistant
Mr Gordon Patterson	Janitor

### **Leadership Team**

<b>Name</b>	<b>Designation</b>
Mrs Fiona Bruce	Head Teacher Named Person, Child Protection Officer & Prevent Coordinator
Mrs Sharon Beattie	Principal Teacher Depute Child Protection Officer, Depute Prevent Coordinator & Pupil Support Coordinator

### **Choosing a School**

Parents have the right to choose to send their child to a school other than the catchment denominational or non-denominational school for the area they live in, this is known as a Placing Request. It is not possible to guarantee all Placing Requests will be successful. However, parents have the right of appeal should their

application be unsuccessful. Parents should also be aware that if they decide to submit a Placing Request their child will no longer automatically be considered for a place in their catchment school.

Full details of the placing request process are available on the Council's website using the following link: [Placing requests - South Ayrshire Council \(south-ayrshire.gov.uk\)](https://www.south-ayrshire.gov.uk) or you can contact Educational Services on 01292 612162

**School Hours**

School:

Open	.....	9.00am
Morning Interval	.....	10.30 - 10.45am
Lunch	.....	12.30 -13.15pm
Close	.....	3.00pm

Primary 1 pupils attend the full session from the beginning of term each August.

Early Years Centre: 9:00-3:00pm with the option of purchasing additional hours from 8:30-9:00am and 3:00-4:00pm.

**School Holidays**

South Ayrshire Council Approved School Holiday Arrangements 2025/2026

<b>Teachers Inservice</b>	<b>Mon</b>	<b>18 Aug 2025</b>
<b>Teachers Inservice</b>	<b>Tue</b>	<b>19 Aug 2025</b>
<b>Pupils return</b>	<b>Wed</b>	<b>20 Aug 2025</b>
<b>Local Holiday *</b>	<b>Fri</b>	<b>19 Sept 2025</b>
<b>Local Holiday *</b>	<b>Mon</b>	<b>22 Sept 2025</b>
<b>Pupils return</b>	<b>Tue</b>	<b>23 Sept 2025</b>
<b>School closes at 3.00pm for October Break</b>	<b>Fri</b>	<b>10 Oct 2025</b>
<b>Teachers Inservice</b>	<b>Mon</b>	<b>20 Oct 2025</b>
<b>Pupils Return</b>	<b>Tue</b>	<b>21 Oct 2025</b>
<b>School closes at 2.30pm for Christmas Break</b>	<b>Fri</b>	<b>19 Dec 2025</b>
<hr/>		
<b>Pupils Return</b>	<b>Mon</b>	<b>5 Jan 2026</b>
<b>Local Holiday</b>	<b>Fri</b>	<b>6 Feb 2026</b>
<b>Local Holiday</b>	<b>Mon</b>	<b>9 Feb 2026</b>
<b>Teachers Inservice</b>	<b>Tue</b>	<b>10 Feb 2026</b>
<b>Pupils Return</b>	<b>Wed</b>	<b>11 Feb 2026</b>
<b>School closes at 2.30pm for Spring Break</b>	<b>Thu</b>	<b>2 Apr 2026</b>
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<b>Pupils Return</b>	<b>Mon</b>	<b>20 Apr 2026</b>
<b>May Day Holiday</b>	<b>Mon</b>	<b>4 May 2026</b>

**Teachers Inservice**  
**Pupils return**

**Thu**            **7 May 2026**  
**Fri**            **8 May 2026**

**Local Holiday**  
**Pupils Return**

**Mon**           **25 May 2026**  
**Tues**          **26 May 2026**

**School closes at 1.00pm for Summer Break**

**Tue**            **30 Jun 2026**

NB:        Good Friday: 3rd April 2026

*\* Please note that the September weekend is provisional subject to confirmation of the date of the Ayr Gold Cup. Pupil's attendance will be 190 days after deducting 5 in-service days.*

## **Enrolment**

The main enrolment exercise for Primary 1 takes place in January when pupils register for education via an online process. The website address and link will be posted in the local press and on the South Ayrshire Council website.

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

We operate an open-door policy at Crosshill and warmly welcome all members of our school community. We value your feedback, as they help us continue to grow and improve. While we always do our best to speak with visitors when they arrive, there may be times—due to teaching commitments—when an appointment may be arranged to ensure we can meet with you properly.

## **Early Years Centre**

### **Applying for an Early Years Place**

#### **Registration Week**

All children who will be aged 3 or 4 during the following school session will be invited to attend their preferred Early Years Centre and complete an application form.

#### **Enrolment Procedures**

In May/June successful applicants will be informed they have a place and the parent/carer will receive an e-mail and a follow up phone call to invite them in to visit the Early Years Centre.

#### **Arrival and Collection of Early Years Centre Children**

It is expected that a responsible adult (over 16 years of age) will bring your child to and from the Early Years Centre. If on any one day, the usual adult changes - please inform the Staff (verbally or a phone call) the name of the person who will be collecting your child. This avoids difficult security situations arising when a child will not be allowed to leave with an adult who is a 'stranger' to the staff.

## **SECTION B – Home / School / Community**

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

Children feel secure in school when the relationship between parents and teacher is a positive one. The value of your co-operation cannot be stressed enough. You remain your child's most important teacher throughout his/her life. Your attitude towards school and teachers will shape how he/she thinks of school.

We work in a variety of ways to ensure parents are well informed about the curriculum, assessment and reporting within Curriculum for Excellence, and feel confident supporting learning at home. Family learning events and workshops are offered throughout the school year, giving parents the chance to explore new approaches, strategies and developments happening in our school.

We are committed to continually strengthening our home–school partnership. Parents' evenings are held during the year, and we host open afternoons so families can engage with their child's learning and explore their learning journey. Our Pupil Support Teacher is also available during parents' evenings to speak with families whose children are on staged intervention and receiving support. At the start of each term, newsletters are issued outlining the key areas of learning across the curriculum.

Crosshill Primary and Early Years Centre is proud to be part of its wider community, and we work to foster in our pupils a sense of belonging, responsibility and awareness of others. To promote positive relationships across our school community, we host a range of social events for pupils, staff and families throughout the year. Parents are also warmly encouraged to support school excursions where possible.

The school is very well supported by our parent body. Parents are welcome to contact the school at any time during the year to request a meeting with staff.

Our school website: <https://blogs.glowscotland.org.uk/sa/crosshillpsandeyc/> contains copies of the School Improvement Plan, the Standards and Quality Report, and a range of other useful information.

If you are able to offer help in any way—whether through sharing a skill, supporting an event or assisting on a visit—please contact the school. You will always be made very welcome.

## Parents as Partners

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

- Involved with their child's education and learning.
- Be active participants in the life of the school.
- 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 them.
- 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.
- Enjoy taking part in the life of the school in whatever way possible.

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

The main aims of the Parent Council are to:

- Support the school in its work with pupils;
- Represent the views of parents;
- Promote contact between the school, parents, pupils, providers of nursery education and the community.
- Report to the Parent Forum;
- Be involved in the appointment of senior promoted staff; and
- Raise funds for the school for the benefit of pupils.

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at [Parentzone Scotland | Parent Zone \(education.gov.scot\)](#)

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 telephone 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** – [National Parent Forum of Scotland \(npfs.org.uk\)](http://npfs.org.uk)

The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

## **School Ethos, Aims and Values**

### **Vision**

In our rural village setting, our aim is to create a happy, nurturing school where children are inspired to explore, learn, and grow. We value each individual, promote respect and inclusion, and work together to shape passionate, thoughtful learners who care for others and their community.

### **Values**

This session, we refreshed our school values, vision and school motto through meaningful collaboration with all key stakeholders. Every interaction within our school community is guided by our three new core values, which we have all committed to upholding to the best of our ability....

**Respect**

**Kindness**

**Honesty**

### **Motto**

Be kind, be smart, be you!

## **Breakfast Club**

Crosshill Primary and Early Years Centre do not currently run a breakfast club.

## SECTION C – Teaching and Learning

### *The 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 full capacities: successful learners, confident individuals, responsible citizens and effective contributors.

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

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

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

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

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

## Curriculum

The curriculum can be described as all experiences which school provides for each pupil.

We provide a curriculum for excellence which ensures:

- Challenge and enjoyment for pupils
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Learning is related to real life

Our curriculum is planned to enable our young people to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

The primary curriculum is divided into these main areas:

- Literacy – including French
- Mathematics & Numeracy
- Health & Wellbeing
- Social Subjects
- Sciences
- Technologies
- Expressive Arts
- Religious and Moral Education

### **Literacy and English**

At Crosshill Primary, we use a variety of learning and teaching methods to support the development of Literacy skills in all our learners. Upon developing these skills, it is our aim children will:

- Engage with a wide variety of texts, and develop an appreciation of the richness and breadth of knowledge within written language.
- Enjoy exploring and discussing word patterns and text structures.
- Make links across the curriculum to demonstrate how they can apply their literacy skills in a wide range of contexts.

We offer opportunities for children to communicate, collaborate and build relationships through the use of Literacy and Language, supporting their development in using enriched vocabulary and the ability to articulate thoughts and feelings through spoken and written texts.

## Reading and Phonics

Reading underpins all learning, and it is for this reason we put a strong emphasis on the skills required for reading and understanding a text. Our aim is to establish a love of reading across the school, developing core knowledge and skills.

Our main resources for reading are Dandelion Readers, Rapid Readers and class novels. We also have a range of decodable catch-up readers which are used from P4-P7. We follow a bespoke progression from P1-P7 for the teaching of phonics which is based on the Phonics International teaching sequence. We use Giglets within the school which is an interactive, online resource which includes a variety of rich, rigorous and relevant texts for all ages. It encourages a love of reading, and challenges pupils to improve comprehension. We also encourage our children to make use of the library van.

## Writing

The development of writing is a high priority at Crosshill Primary School, and we aim to develop children's skills in all types of writing activities. We cover a variety of genres throughout the year and use elements of "Talk for Writing" to help develop writing skills from Primary 1 to Primary 7. Talk for Writing helps children to become better speakers, listeners, readers, writers and thinkers. It encourages children to engage in talk through discussing their ideas and refining their spoken and written expressions.

## Listening and Talking

One of our main aims is to help our children and young people become effective contributors – communication is therefore a priority of ours. Throughout the whole primary school, our children are encouraged to develop the skills of listening through various activities - listening to teachers reading stories, listening to other pupils giving reports of a visit or specific activity, listening to assemblies etc. In the classroom children are taught to be active listeners. A variety of activities are used such as tapes, games, stories and music. Listening skills are developed through every aspect of the curriculum.

Talking is a very important skill and the development of this skill is consciously encouraged throughout the whole school - by the time children reach Primary 7 they should be able to give clear accounts of their learning, interview people for information, put forward a point of view in a debate etc. - all skills they will need if they are to be successful in their adult life. It is through discussion and talking together that children make sense of their learning. Many opportunities are planned for children to talk in pairs, groups, with the teacher and other adults.

## **Modern Languages**

All pupils are given the opportunity to learn French through the 1+2 Languages approach. The programme of work in use has been devised in liaison with the South Ayrshire Development Officers. Learning another language prepares the children for going onto to secondary school where they will continue their studies. The children are very enthusiastic about learning French and they cover a variety of topics including 'All about me', Family, Pets, Countries and Nationalities, Weather, Clothes Time, Food and Drink.

## **Numeracy and Mathematics**

At Crosshill Primary, we want our young people to engage confidently with mathematics and develop a strong understanding of the subject across the curriculum. We aim to offer rich learning experiences that encourage deep thinking and meaningful connections in all areas of numeracy and mathematics.

We build key concepts using approaches such as Number Talks, CPA (Concrete, Pictorial, Abstract) strategies and we are starting to incorporate more contextualised learning. These methods help children develop their conceptual understanding, problem-solving skills, reasoning and fluency through real-life questions and situations. Pupils are supported to use a range of visual resources and materials to explore different strategies, giving them a strong foundation to apply numeracy in real-world contexts and explain their thinking with confidence.

## **Health and Wellbeing**

Health and Wellbeing is incorporated into the everyday life of the school. Children and young people feel respected, safe, and happy within the school and wider community, and all staff are proactive in creating an environment which supports the mental, emotional, social and physical health of each child. Zones of Regulation has been introduced in our school. This helps children develop positive strategies and essential life skills to manage the different situations and emotions they may encounter. Children also have access to a chill-out area if they feel they need some quiet time.

High-quality Physical Education (PE) plays an important role in supporting and maintaining the health and wellbeing of all pupils. Every child receives at least two hours of PE each week, with one of the sessions for P5-7 being delivered by Mr Stewart from Carrick Academy. Pupils also have opportunities to develop their skills further through after-school clubs, Active Schools activities and sessions led by local sports clubs.

PE should:

- Engage pupils in the learning process.
- Build positive relationships.
- Challenge and motivate pupils and help build resilience and teamwork.
- Develop sportsmanship and competitiveness through competitions.
- Develop pupils thinking skills and knowledge as part of lifelong learning.
- Provide a good understanding of their bodies and physical health.

## **Social Studies**

Social Subjects for pupils at all stages is designed to stimulate awareness and understanding of the environment and their place within it, to enable them to learn about the factors which have shaped their world and to develop their knowledge of others:-

- people, past events and societies
- people, place & environment
- people in society, economy and business

Through the study of social subjects, we encourage pupils to adopt positive attitudes to the world around them and their place in it.

## **Science**

Science is an important part of our heritage and we use it every day. It is our aim through their learning in science that children develop an interest in and understanding of the living, material and physical world. The children are encouraged to ask questions, experiment, observe, collect, measure, analyse, interpret, draw conclusions and report on findings. We use a variety of practical resources and equipment to deliver our science curriculum.

## **Technologies**

Technology plays a significant role in our fast-changing world, and our learners develop a broad understanding of its many forms — from computing and engineering to food, textiles and problem-solving. Children engage with a wide range of digital tools, including computers, iPads, programmable toys and digital media. We also make full use of our digital lending library, giving pupils the opportunity to build skills with VR headsets, Indi robots and Code-a-Caterpillars.

## **Expressive Arts**

### Art

Art is taught in line with the Curriculum for Excellence, following a programme designed to develop skills in a structured and progressive way. Our aim is to provide all pupils with rich and varied experiences in drawing, painting, picture-making and three-dimensional work, ensuring they build and refine their artistic skills at every stage.

### Drama

From their earliest years, children use imaginative play to explore and make sense of the world around them. Drama activities in school are designed to build upon this basic human instinct for creativity and imagination so that pupils develop a greater range of dramatic skills and techniques. Communication of ideas and feelings, both real and imaginary help to make children more sensitive to the feelings and opinions of others and more effective and confident about their day-to-day interactions. Children are given opportunities for dramatic expression throughout the year. This culminates in assemblies, concerts and plays. Pupils have the opportunity to watch and enjoy theatrical productions staged by others, e.g. visiting the Gaiety theatre at Christmas for the pantomime.

### Dance

In dance the children have opportunities to be creative and to develop technical skills. This will take the form of creative dance, social dance and country dance.

### Music

Music at Crosshill Primary is designed to help children enjoy, understand and create

music. Through regular experiences with rhythm, pitch and melody, pupils learn to listen carefully, sing confidently and explore making music of their own. The P5-7 children benefit from weekly music sessions throughout the year from Mrs Nelson and Miss Green works with P1-4 in Term 2. Throughout the year, children are offered opportunities to share and perform their musical learning with a range of audiences.

### **Religious and Moral Education**

Religious Education is seen as an integral part education and is taught throughout the school. The aim of religious education is to help pupils to explore and understand religion as it is found in the local community and in the wider world. Our RME programme gives prominent place to Christianity but also includes exploration of other faiths. Pupils have a need to understand how important religious faith is to the believer and to develop sensitivity and tolerance of the beliefs of others especially where they differ from their own.

### ***Opportunities for Wider Achievement***

During the school year, we offer wider experiences and after-school activities for our pupils. Clubs vary each session and are offered to different age groups as appropriate, e.g. multi-sports and dance. In addition to these clubs, pupils also take part in a variety of wider school events such as cluster events like Sportshall Athletics, Maidens Tournament and the Music Festival, as well as trips, plays, pantomimes, discos and celebrations. These moments enrich school life, helping children connect, collaborate and thrive beyond the classroom.

We work closely with Active Schools to provide a programme of sporting opportunities, supported by local clubs, community partners, and young leaders from Carrick Academy. This session, pupils have enjoyed activities such as multi-sports, netball, rugby and P5-7 have engaged in Junior Coaching Academy.

We warmly welcome parental involvement in our extra-curricular activities (PVG required), and any parent wishing to share their skills or interests will be fully supported by the school.

Class teachers keep records of pupils' wider achievements, which are celebrated at assemblies, added to our Achievement Wall, and recognised as an important and valued part of school life.

### ***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.

### **Religious and Moral Education**

Religious Education is seen as an integral part of the general school education and not as a separate activity. The programme gives a prominent place to Christianity but also includes exploration of the other major faiths. Pupils have a need to understand how important religious faith is to the believer and to develop sensitivity and tolerance to the belief of others especially where they differ from one's own.

We follow national guidance on religious education set out in SOIED Circular 6/9, the Education (Scotland) Act 1980 and the Scottish Government Circular dated February 2011, "Curriculum for Excellence – Provision of religious and moral education in non-denominational schools and religious education in Roman Catholic Schools".

We follow national guidance on religious observance as set out in the Scottish Government Circular dated 21 February 2011, 'Curriculum for Excellence – Provision of Religious Observance in Schools'. Parents have the right to withdraw their child from Religious Education and/or Religious Observance. Any parent who does not wish his or her child to take part should contact the Head Teacher so that alternative arrangements may be made for the child.

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

Closely linked to our R.E. programme is our promotion of social and moral values. Children learn by example and in Crosshill we are committed to creating a caring atmosphere. We foster the development of caring for each other, showing respect for other people's feelings and property and sharing the responsibility for looking after all aspects of our school.

## ***Health and Wellbeing***

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

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

### **Promoting Positive Behaviour**

At Crosshill Primary School and Early Years Centre, we focus on encouraging and celebrating positive behaviour. Our staff use a range of strategies to help pupils display positive behaviours, and they are encouraged to be creative and adapt these approaches to suit the needs and interests of their class. Below is a list of the positive behaviour strategies we currently use in our school:

- Praise
- Non-verbal rewards such as a thumbs up sign or a smile
- Showing work to another teacher and to the Head Teacher
- Stickers
- Individual points system
- Class star system
- House Points system
- Certificates
- Displaying work
- Star pupil
- Celebration Assembly
- Open Afternoons for families
- Annual Prize Giving

### **Building Positive Relationships**

At Crosshill Primary and Early Years Centre, we teach pupils how to form and maintain positive relationships. Sometimes disagreements happen, especially during

playtime. When this occurs, pupils tell an adult, and we investigate carefully, using these situations as opportunities to help children develop their social skills.

We are committed to a caring approach that promotes positive relationships. Everyone in our school community, staff, parents/carers, partners, and pupils play a role in building and maintaining these relationships.

We have high expectations for children's behaviour. Some pupils may need extra support, and we work closely with them, their parents/carers and other partners to achieve positive outcomes.

### **Supporting Positive Behaviour**

At Crosshill Primary and Early Years Centre, we know that children learn best when they feel good about themselves. We always aim to focus on positive approaches that build relationships, teach skills, restore harm, and, when needed, use consequences.

When behaviour issues arise, we explore what has happened by listening to the children and understanding the reasons behind their choices. This helps us provide the right support, offer coping strategies, and agree on constructive solutions.

We work closely with parents/carers to strengthen our school ethos, maintain excellent communication and support shared values. Our values guide our expectations for behaviour and form the basis of discussions with children after incidents. Parents/carers are encouraged to reinforce these values at home to help children develop skills that prevent future problems.

### **Zones of Regulation Statement**

Here at Crosshill we use the Zones of Regulation framework as part of a whole-school approach to emotional literacy, behaviour, and relationships. The approach provides a shared language and structure to support pupils in recognising, understanding, and managing their emotions and behaviours in a positive and constructive way.

The Zones of Regulation teaches pupils to identify their feelings using four coloured zones (Blue, Green, Yellow, and Red) and to develop an awareness of how their emotions influence their actions, learning, and relationships. Staff explicitly teach and model strategies to support self-regulation, helping pupils to move between zones in a safe and appropriate manner.

This approach promotes the understanding that all feelings are valid and that learning to manage emotions is a key component of personal development and wellbeing. By embedding the Zones of Regulation across the curriculum and daily routines, the school fosters a consistent, supportive environment in which pupils can:

- Recognise and label their emotions.
- Use strategies to regulate their emotional state and behaviour.
- Develop empathy and social awareness.
- Build positive relationships and resilience.

The use of the Zones of Regulation aligns with the school's relational ethos and commitment to nurturing a caring, respectful, and inclusive community where every pupil feels safe, valued, and ready to learn.

## Restorative Approaches

We follow restorative practices, which focus on finding solutions, repairing harm, and supporting healthy relationships. This approach helps children make better choices, learn more, and develop strong social skills. Parents/carers are asked to support the school in this approach.

Restorative approaches link to legislation on Equity, Diversity and Additional Support Needs. It also links with the GIRFEC (Getting it Right for Every Child), UNCRC (United Nations Charter of the Rights of the Child) and the GTCS (General Teaching Council Scotland) Standards. Extensive research has demonstrated the effectiveness of a restorative approach, which aligns closely with our ethos, vision, and values at Crosshill.

The steps below outline approaches that may be used to support behaviour. At Crosshill Primary, both staff and pupils are encouraged to take time between each step. The following outlines the approaches that should be used to support positive behaviour. Staff use their professional judgement, as not all situations will fit this sequence exactly.

1. **Redirection** – Gently encourage the pupil to get back on track.
2. **Reminder of Values** – Refer to school values or the class/playground charter. Whenever possible, deliver the reminder privately and offer a short thinking time to help the pupil reflect.
3. **1<sup>st</sup> Warning** – A clear verbal warning, delivered privately where possible. Explain the pupil's current behaviour, the desired outcome, and the consequences if the behaviour continues.
4. **2<sup>nd</sup> Warning** – Offer the pupil a chance to step away from the situation to reflect and calm down. This could involve moving seats, accessing the Zones of Regulation resources, going to the calm corner, or speaking with a staff member privately.
5. **Final Warning** – Pupils given reflection time away from the situation. This could involve accessing the sensory room or the Zones of Regulation resources.
6. **Restorative Conversation with Class Teacher/SLT** – Pupil is removed from the classroom/playground to speak privately with the Class Teacher/SLT to reflect on the situation and discuss the choices made. This is not a punishment but a positive opportunity to improve the situation.
7. **Contact Parent/Carer** – A conversation with the child's parent/carers to discuss the behaviour and work together to support the child to make better choices the next time.

## Consequences

In some situations a consequence may need to be put in place.

Some examples of consequences include:

- Inappropriate play in class or at playtime - miss part, whole or number of playtimes.
- Aggressive / abusive language in class – removal from class to work for a period of time.

- Physical violence – internal exclusion, privileges removed, e.g. alternative playtime/lunchtime.

As a school we work with outside agencies where appropriate to support pupils and their families.

### **Equal Opportunities and Inclusion**

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

The national legislation around equal opportunities and social inclusion includes:

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

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

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

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

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

At Crosshill Primary and Early Years Centre we aim to provide children with an educational and social environment, which will enable all children to reach their full potential irrespective of race, creed, sex or religion. It is our intention that no resources presented to the children should contain material that could be considered offensive to any sectors of the community.

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

## **Homework**

In Crosshill Primary, homework activities are designed to enable parents to engage in their child's learning – the activities build upon the learning in school.

In school, tasks and activities largely focus on Literacy and Numeracy to promote the development of these vital skills. In P5-7, a fortnightly homework grid is sent home that focuses on Literacy, Numeracy and 1 other curricular area. In P1-4, weekly decodable reading books are sent home and pupils receive their login for Sumdog that allows them to focus on different aspects of Numeracy.

We appreciate that families have very busy lives and children attend clubs out with school so please only do what is manageable.

## **Assessment and Reporting**

### **Assessment**

#### **How is Learning in the Broad General Education Assessed?**

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

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

by the end of S3.

From August 2017, new national standardised assessments (SNSA) were introduced in all schools in Scotland. These assessments will provide an additional source of nationally consistent evidence for teachers to use when assessing children's progress. Schools across South Ayrshire use a wide range of assessments.

### **National Standardised Assessments**

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

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

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

### **How is Learning in the Senior Phase Assessed?**

Learning in the Senior Phase is assessed using procedures and processes agreed by the Scottish Qualifications Authority or other awarding bodies.

### **Tracking and Monitoring Progress**

The progress of individual learners is tracked and monitored during the session. This is done through Professional Dialogue Meetings held three times a year where the progress of all children is discussed. Staged Intervention Plans are evaluated twice during the session and CfE levels are recorded as children progress. Results of assessments are shared with the Leadership Team and data is analysed and used to plan next steps of learning.

### **Reporting**

#### **Reporting – how will your child's progress be reported?**

Formal written reports are issued annually in June, and parents' evenings are held throughout the year to provide dedicated time for parents to meet with class teachers and discuss their child's progress. These meetings take place in November and May, with an optional third appointment offered in June. During these times, the School Leadership Team is also available to support parents and address any

questions or concerns.

We also host open afternoons across the year, giving parents the opportunity to speak with the class teacher and browse their child's learning journey.

Parents are welcome to contact their child's class teacher at any point during the year should they wish to discuss their child's learning or wellbeing.

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

- Early Level Early Years 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.

Staff plan for 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. Teachers provide feedback to learners both orally and in writing.

Reporting pupil progress to parents can take many forms. Please see table below for examples. (Education Scotland -reporting to parents and carers)

Reporting activities for individual learners	Reporting activities for group/class/school/setting
<ul style="list-style-type: none"> <li>• Learning conversations – pupil and teacher/ pupil and pupil and/or pupil and parent/carer</li> <li>• Learners' reflections on their learning/Learning Logs</li> <li>• Achievement Logs</li> <li>• Parents' consultation meetings involving parents, teachers and learners, as appropriate</li> <li>• Homework/Shared Learning activities</li> <li>• Learning profiles/folios</li> <li>• Monthly/termly tracking information</li> <li>• Written reports</li> <li>• Monthly/termly progress reports</li> <li>• Review meetings</li> <li>• Progress within additional support for learning plans</li> <li>• Interagency meetings</li> <li>• On-going feedback in classwork</li> </ul>	<ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Open days/events</li> <li>• Leading learning events</li> <li>• 'Meet the teacher' sessions</li> <li>• School concerts/shows</li> <li>• Achievement wall displays</li> <li>• Wall displays showcasing learning</li> <li>• School/class newsletters highlighting learning</li> <li>• Pupil led Glow blogs</li> <li>• Curriculum workshops</li> <li>• Information events</li> <li>• 'Soft starts' where parents can join their children in class</li> <li>• Class showcase events</li> <li>• Social media</li> <li>• Curriculum workshops led by learners and/ or staff</li> <li>• School website/Twitter</li> <li>• Class Blogs</li> <li>• Parent Council meetings</li> <li>• Pupil Council meetings</li> </ul>

## Transition

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

- curricular frameworks are designed to ensure continuity of learning
- staff have transition meetings to discuss arrangements that are in place to support and challenge individual and groups of pupils
- information sessions are held by the Head Teacher and other relevant staff for parents who have children moving into Primary 1 from an Early Years Centre and who are new to the area
- Primary 7 pupils will normally transfer to Carrick Academy. A well-established transition programme is in place.

Pupils are normally transferred between the ages of 11 ½ and 12 ½ to ensure that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the transfer arrangements no later than December of the year preceding the date of transfer. Primary 7 pupils at Crosshill normally transfer to:



Carrick Academy  
Kirkoswald Road  
Maybole  
KA19 8BP

Telephone: 01655 883003

## Support for Pupils

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

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

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

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

### **How do we ensure that there is someone in school who knows your child and can support them through challenging times?**

Every member of staff at Crosshill Primary School and Early Years Centre endeavours to know every child personally. We have members of staff with specific remits to ensure that children are supported appropriately especially during challenging times. Mrs Beattie, Principal Teacher is our Pupil Support Co-ordinator and co-ordinates plans for those children with additional support needs including those who are care experienced. She meets regularly with appropriate staff in school and liaises with external agencies such as social work, school nursing service, Educational Psychologist, Barnardos etc.

Our Child Protection Co-ordinator is Mrs Bruce, Head Teacher. Our Deputy Child Protection Coordinator is Mrs Beattie, Principal Teacher.

### **Additional support for learning**

South Ayrshire Council has duties outlined in the Standards in Scotland's Schools etc Act (2000), and the Education (Additional Support for Learning) (Scotland) Act 2004 (As amended). These include the production of a policy for additional support needs; authority arrangements for identification and assessment of additional support needs; preparation of plans, including a CSP where appropriate; maintain and review additional support needs on an on-going 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 (ASN)?**

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

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

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

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

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

Staged intervention can be broken down into the following stages:

### **Stage 1 - In class support**

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

### **Stage 2 – In school support**

Where a child's additional support needs require intervention from a specialist teacher (e.g. Support for Learning staff) or targeted support from a School Assistant they will be deemed to be supported at Stage 2. An action plan should be created and reviewed.

### **Stage 3 - Additional support from a service that is universally available**

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

### **Stage 4 - Specialist help from a multi-agency team**

At this stage a wellbeing assessment will be completed. The Pupil Support Co-ordinator or named individual for that establishment will contact the appropriate multi-agency team, and work in partnership with parents and learners to discuss/identify what targeted supports are required to minimise the barriers to learning.

A Team with the Family meeting (TWF) will be convened to determine how agencies can provide support.

All children at Stage 4 will benefit from at least one targeted support. Further universal supports may also be part of the support provided to children at this level.

## **Coordinated Support Plan (CSP)**

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

## **Supports available**

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

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

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

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

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

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

## **What role do children and young people play?**

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

## **How can parents make requests for assessment?**

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

observations, samples of work, specific assessment tools, discussions with staff involved with children, discussion with the child and parents, etc.

As a parent or carer you will be fully consulted and kept informed at all stages of the assessment process by the Pupil Support Co-ordinator or named individual for that establishment.

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

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

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

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

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

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

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

#### **Quality Improvement Manager**

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

#### **Principal Educational Psychologist**

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

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

Educational Services  
County Buildings

Wellington Square  
Ayr  
KA7 1DR  
Tel: 01292 612292

### **Enquire**

Scottish Enquire helpline: 0845 123 2303

Textphone: 0131 22 22 439

Email: [info@enquire.org.uk](mailto:info@enquire.org.uk)

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

### **Scottish Child Law Centre**

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

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

### **Resolve**

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

## **Psychological Service**

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

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

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

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

The Psychological Service works within South Ayrshire's staged approach to supporting young people with additional support needs. The first stage of the process involves support at the classroom level by class teachers and other support staff based within the school. If a school wish to consult or chat to the Educational Psychologist regarding a child, school staff will always ask parental permission first.

Once this is provided, the school or psychologist will keep the parent or carer up to date with discussions although it is likely that the parent will be involved in discussions.

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

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

Further details on the service can be found on their website: [www.eps.south-ayrshire.gov.uk](http://www.eps.south-ayrshire.gov.uk)

### **Information Sharing**

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

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

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

## **Child Protection**

Procedures and guidance are important but cannot, in themselves, protect children; a competent, skilled and confident workforce, together with a vigilant public, can. School staff provide support to children and young people in their daily work and have a vital role to help protect them from harm. School staff help keep children and young people safe and well by:

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

The school has a Child Protection Co-ordinator, Mrs Bruce, who will co-ordinate the school's response to concerns for children's and young people's safety and where they may be at risk of significant harm. The Authority has a designated officer for Child Protection who will ensure schools work effectively to keep children safe and well.

If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', talk about this to the school's Child Protection Co-ordinator or another member of staff.

## **School Improvement**

Crosshill Primary and Early Years Centre is ambitious in terms of outcomes for all pupils. We are continually striving to increase levels of attainment and providing opportunities for all pupils to achieve. Details of our progress to date are included in our most recent Standards and Quality report which can be accessed on our school website.

### **How has the school improved over the last twelve months?**

Our Standards and Quality Report for 2024-2025 outlines our many successes and achievements alongside our self-evaluation information and capacity for improvement. This report contains details of: Curriculum for Excellence attainment information for session 2024-2025; the main achievements of the school; how well the school has improved standards for pupils in relation to literacy, numeracy and health and wellbeing. Our Standards and Quality Report is available to view on our school website. Alternatively, a paper copy of this is available on request from our school office.

### **Improvement Priorities**

Each session the School's priorities for improvement are identified through a process of self-evaluation which involves gathering the views of staff, children, parents and all who work in partnership with us. Our School Improvement Plan highlights how we will continue to improve learning and teaching.

Our main priorities for 2024-25 are:

#### **Priority 1**

Raising children and young people's attainment and achievement in Literacy and numeracy.

#### **Priority 2**

Enhance learners' experiences in Health and Wellbeing through partnership working to support the emotional and physical wellbeing of our young people and their families.

### **Priority 3**

Improve learning outcomes through consistent, high quality learning and teaching, with a focus on developing planning and assessment formats, tracking and monitoring procedures and effective approaches to learning and teaching.

Our School Improvement Plan for 2024-25 is available to view on our school website: <https://blogs.glowscotland.org.uk/sa/crosshillpsandeyc/>. Alternatively, a paper copy of this is available in reception.

## **School Policies and Practical Information**

### **What additional information is available to parents?**

A variety of school information is available on Crosshill Primary School and Early Years website and on X (twitter). Parents are kept informed of other events and opportunities through our monthly good news newsletter.

## **Pupil Voice**

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

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

At the beginning of the year, pupils from P5-7 volunteer to be part of our Pupil Voice group. They meet once a month to ensure everyone has a voice and involved in decision making. Pupils also have the opportunity to share their views at our Celebration Assembly that happens fortnightly.

## **Choosing a School**

Parents have the right to choose to send their child to a school other than the catchment denominational or non-denominational school for their area they live in, this is known as a Placing Request. It is not possible to guarantee all Placing Requests will be successful. However, parents have the right to appeal should their application be unsuccessful. Parents should also be aware that if they decide to submit a Placing Request their child will no longer automatically be considered for a place in their catchment school.

Full details of the placing request process are available on the Council's website using the following link <https://www.south-ayrshire.gov.uk/placing-requests> or you can contact Educational Services on 01292 612162.

## SECTION D School Policies and Practical Information

### Attendance

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

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

#### **Family holiday not authorised by the school**

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

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

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

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

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

#### **Extended leave with parental consent**

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

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad

- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

### **Advice to parents**

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

### **Routine and expected visits outwith school**

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

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

## **School Uniform Policy**

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

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

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

## Agreed Uniform

Crosshill Primary School has adopted the following uniform:

- Grey or black trousers or skirt
- White shirt and a Crosshill tie or light blue polo-shirt with or without the logo
- Burgundy jumper or sweatshirt with or without logo
- Black shoes

P.E. kit:

- T shirt/school polo shirt
- Shorts or tracksuit trousers
- Gym shoes or trainers

All items of clothing should be clearly marked with the child's name.

## ***Playground Supervision***

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

The regulations apply to special schools and primary schools with more than 50 children. At these schools, children must be supervised by at least one adult.

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

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

## ***Parental Complaints Procedure***

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

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

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

- Write to: Customer Services, South Ayrshire Council, Freepost NAT 7733, Ayr, KA7 1DR

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

### **School Meals**

School meals are currently provided by staff at Culzean Primary School and delivered on a daily basis. Three-week rota menus include a wide variety of meals for the children to select from. Should your child have any special dietary requirements please inform the school office to allow the catering staff to accommodate these requirements.

School lunches are ordered and paid for using the ParentPay app, meals can be ordered three weeks in advance. The cost for a two course school meal is £2.35.

Alternatively pupils can bring a packed lunch.

### **Free School Meals and Clothing Grant Information**

The current criteria for entitlement to free school meals are reviewed annually in April and updated information will be available on the council's website at [Free school meals and clothing grant application 23/24 - South Ayrshire Council \(south-ayrshire.gov.uk\)](https://www.south-ayrshire.gov.uk)

**Free school meals are available to all P1 -P5 pupils.**

Children of parents receiving:

- Child Tax Credit where household income is £18,725 or less
- Child Tax Credit and Working Tax Credit where the household income is £8,717 or less
- Universal Credit where earned income is £726 or less per month
- Income- based Jobseekers Allowance
- Income Support
- Any Income related element of Employment and Support Allowance
- Support under part VI of the Immigration and Asylum Act 1999

### **School Transport Guide for Parents (excludes Early Years)**

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 suggested suitable walking route. Parents who consider they are eligible

for free school transport should complete the online Free School Transport Form which can be obtained via [School transport application form - South Ayrshire Council \(south-ayrshire.gov.uk\)](https://www.south-ayrshire.gov.uk/school-transport-application-form)

Applications should be completed and submitted by the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

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

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

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

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

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

### **Seatbelt Statement**

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

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

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

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

## **Privileged seats**

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

## **Insurance**

South Ayrshire Council holds Public Liability, Employers' Liability and Officials Indemnity Insurance. In addition, South Ayrshire Council has an on-site and off-site activities insurance policy. Further information regarding insurance and an appropriate claim form can be obtained from the school or from Educational Services, County Buildings, Wellington Square, AYR KA7 1DR, telephone 01292 612294.

## **Valuable items**

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

## **Use of Mobile Phones**

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.

We would seek the support of parents and carers by encouraging them to ask their children to leave mobile phones at home. There may be exceptional circumstances which would require a pupil to carry a mobile phone. If pupils do bring mobile phones to school with the approval of their parent or carer, they remain the responsibility of the owner at all times in terms of security and safekeeping. If used in school, the phone will be taken to the office where it can be collected by a parent or carer.

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.

## **Use of Social Media**

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

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

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

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

- only share information that they would be willing to share in school or a school-related setting;
- 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.

## **Health and Medical Information**

Routine screenings are conducted for pupils in P1 and P7 especially for sight, hearing, height, weight and oral health throughout the year. These are undertaken by the appropriate Health professionals linked to the school. All children have the opportunity to receive a Flu Immunisation Vaccine (spray) and parents will receive detailed information on this.

Each session we ask parents to provide an update of any health or medical information that is relevant to enable us to support your child; this information is treated confidentially. If your child becomes unwell during the day they will be seen by our trained First Aider. If it is appropriate, the school office will contact you or the

named emergency contact so that you can collect your child. We ask that you keep your child's emergency contact information up to date.

For any children suffering from asthma, an asthma plan and risk assessment is kept in school along with the necessary medication. Inhalers must be replaced if their use-by date passes.

Any medicine required to be taken during school hours, must have a form signed by the parent/carer indicating name of the medication, dosage, and frequency before staff members can administer the medicine.

### **Health Promotion and Nutrition**

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

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

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

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

Further guidance can be found at:  
[www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf](http://www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf)

### **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:

- A core toothbrushing programme – In Ayrshire & Arran, daily supervised toothbrushing takes place in all nursery schools and many primary schools.

Free Childsmile oral health packs containing a toothbrush and fluoride toothpaste are given out twice a year to children at nursery school and on entry to primary school in Primary 1. During their first year of life, all babies are given an oral health pack and a drinking cup to encourage healthy weaning by swapping bottle for cup as soon as baby is able to drink from a cup. All children should be registered with a dentist (General Dental Practitioner) and visit regularly to help keep their teeth as healthy as possible. **Remember - water and milk are recommended as safe drinks for teeth for all children.**

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

For more information about the Childsmile Programme, please visit the website at [www.child-smile.org](http://www.child-smile.org)

### **The National Dental Inspection Programme:**

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

### **Data Protection Act**

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

### **How we will use the information about you and your child**

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

### **Who we share your information with**

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

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

### **What are my rights?**

You have various rights in relation to the personal data that the Council holds about you. This includes the right to ask us to provide you with access to your personal information and to rectify any inaccuracies contained within the personal information. For more information about these rights, please see the full privacy notice.

### **If you have a complaint**

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

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

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

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

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

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

### **If you have no Internet Access**

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

### **How to access our full Privacy Notice**

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

## **How to access our full Privacy Notice**

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

## **Education Statistics Privacy Notice Transferring Educational Data About Pupils**

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

### **Why do we need your data?**

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

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

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

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

### **Your Rights and Further information**

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

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

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;

- o 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.

### **Helpful Addresses and Websites**

<b>Organisation</b>	<b>Address</b>	<b>Telephone Number</b>
Educational Services South Ayrshire Council	County Buildings Wellington Square Ayr KA7 1DR	01292 612294 <a href="http://www.south-ayrshire.gov.uk">www.south-ayrshire.gov.uk</a>
Councillor Ian Campbell	County Buildings Wellington Square Ayr KA7 1DR	01292 612472
Councillor Brian Connolly	County Buildings Wellington Square Ayr KA7 1DR	01292 612274
Councillor William Grant	County Buildings Wellington Square Ayr KA7 1DR	01292 612479
Learning & Teaching Scotland	<a href="http://www.ltscotland.org.uk/parentzone">www.ltscotland.org.uk/parentzone</a>	
HMIE	<a href="http://www.hmie.gov.uk">www.hmie.gov.uk</a>	
Parent Zone	<a href="http://www.education.gov.scot/parentzone/">www.education.gov.scot/parentzone/</a>	

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

- (a) before the commencement or during the course of the school year in question, and/or
- (b) in relation to subsequent school year

### **APPENDIX**

#### **SCHOOL POLICIES AND PRACTICAL INFORMATION**

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

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

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

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

Education Scotland's Communication Toolkit for engaging with parents –

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

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

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

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

## **PARENTAL INVOLVEMENT**

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

**Parentzone** provide information and resource for parents and Parent Councils –  
<https://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/whatcanlearnerexpect/seniorphase.asp>

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

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

**Information around the Scottish Government's 'Opportunities for All' programme –**

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

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

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

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

### **Assessment and Reporting**

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

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

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

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

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

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

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

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

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

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

### **Support for Pupils**

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

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

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

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

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

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

### **School Improvement**

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

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

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

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

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

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

**Scottish Credit and Qualifications Framework (SCQF)**

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

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

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

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

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

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

**For further Information please contact:**

**0300 123 0900**

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Aby uzyskać więcej informacji, proszę skontaktować się z:

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**0300 123 0900**

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