

Doonfoot Primary School

South Ayrshire



Handbook 2025 - 2026

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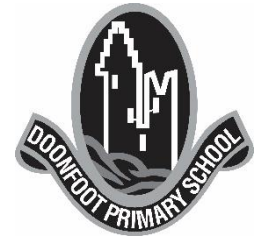
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Dear Parents,

I am delighted to welcome you to Doonfoot Primary School and Early Years Centre. As the Head Teacher I look forward to working with you and your children during their time in the EYC and school. This handbook provides general information about the school and indicates where you can access further details about its various aspects.

Doonfoot provides high quality educational experiences for children aged 3 and upwards from early years to primary 7.

We strive to provide all our pupils with a balanced and varied curriculum, tailored to meeting individual needs. It is structured to enable all children to become successful learners, confident individuals, effective contributors and responsible citizens in an ever-changing world. We are fortunate to be situated near the beach, the river and close to several local parks, meaning we have lots of opportunities for our pupils to experience outdoor learning in the local area.

With staff, parents and pupils working in partnership, we can and will continue to ensure that Doonfoot is a school which strives to achieve its full potential.

If you require any further information please do not hesitate to contact the school.

Best wishes

Sarah Flint

Head Teacher

The School



Miss S Flint
Head Teacher
Doonfoot Primary School
Abbot's Way
Doonfoot
Ayr
KA7 4HJ

School Tel: 01292 612702
EYC Tel: 01292 612704

E-mail: doonfoot.mail@south-ayrshire.gov.uk
Website: <https://blogs.glowscotland.org.uk/sa/doonfootprimary/>

Present Roll: 359 (plus 60 Nursery)

Capacity: 396

Parents should note that the working capacity of the school might vary depending upon the number of pupils at each stage and the way in which the classes are organised.

Stages Covered: Nursery - Primary 7

Teaching by means of Gaelic language is not offered.

Denominational Status: Non-denominational
Co-educational

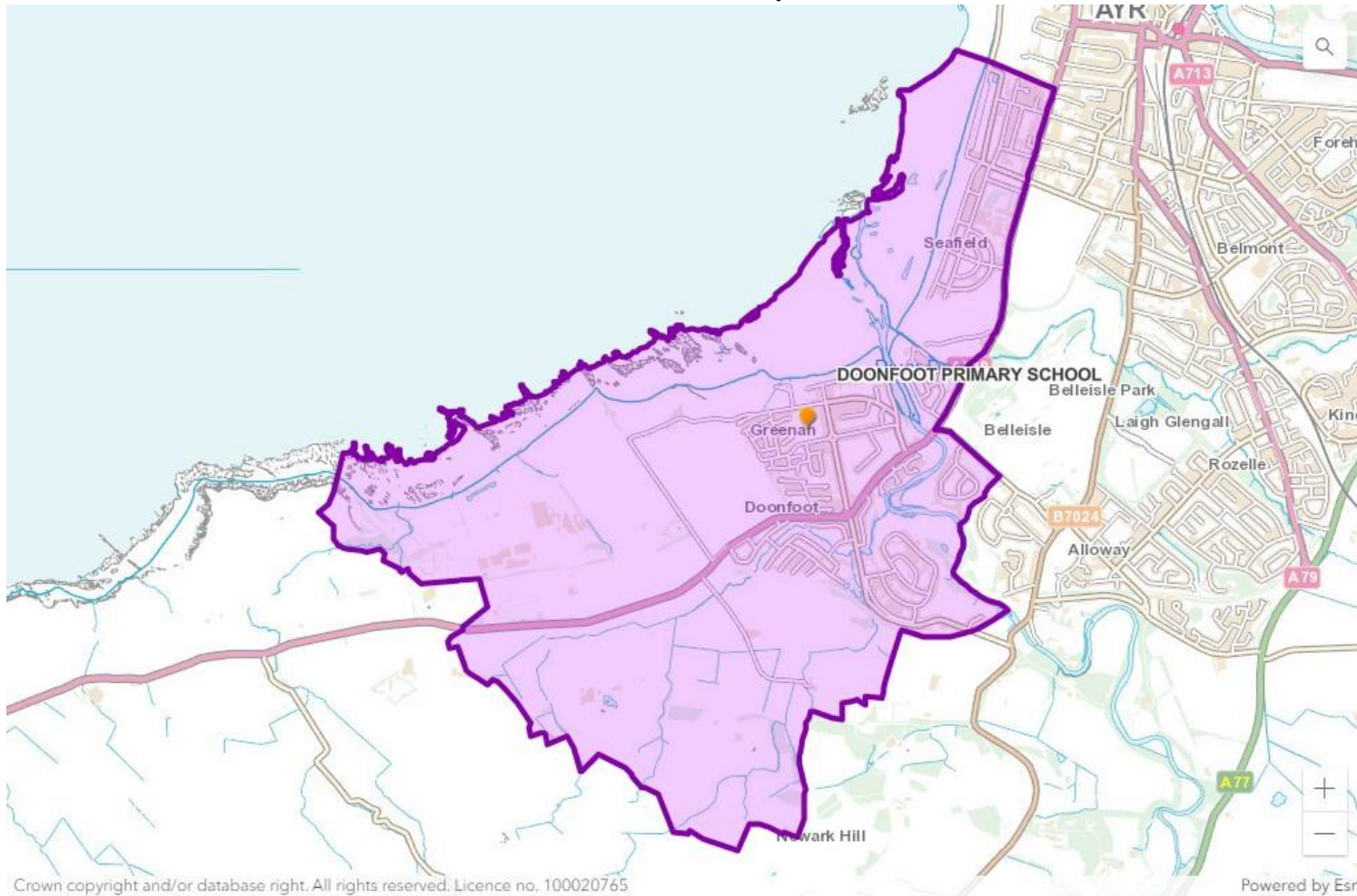
Current roll for each year group:

Nursery	60	Primary 4	69
Primary 1	47	Primary 5	44
Primary 2	35	Primary 6	60
Primary 3	57	Primary 7	47

Community Facilities: Early Years Centre
Communication Support Base

(The definition of 'parent' used is the broadly framed definition set out in the 1980 Act which is as follows: 'Parent' includes guardian and any person who is liable to maintain or has parental responsibilities in relation to, or has care of a child or young person. This is a wide definition which can include, by way of example, non-resident parents who are liable to maintain or have parental responsibilities in respect of a child and others with parental responsibilities, e.g. foster carers or kinship carers.)

Catchment Map and Area



Details of the school's catchment area and street names are available for inspection at the school and parents can also access them on the Council's website at www.south-ayrshire.gov.uk
Catchment map and area (available from the Resource Planning Section, Educational Services, County Buildings, Wellington Square, Ayr, KA7 1DR)

School Staffing

Head Teacher	Miss S Flint	Teaching Staff	Miss Z Anderson	Kitchen Staff	Ms T Allan
Depute Head Teacher (School)	Mr F Baird		Mrs D Buchanan		Mrs L Dunlop
Depute Head Teacher (Base)	Mrs J Eaglesham		Miss E Cairns		Mrs AM Estcourt
Principal Teacher	Mr D Hughes		Mrs J Cowan		Miss A Ferguson
			Mrs J Davis		Ms C Gallagher
Pupil Support	Miss K Auld		Miss E Gibson		Ms A Hicks
	Mrs M Murphy		Mrs A Gray		Mrs H Murray
	Mrs J Urquhart		Miss P Greig		Ms D Taylor
			Mrs P Hagan		
School Assistants	Miss K Buchanan		Mrs R Jamieson	Cleaning Staff	Mrs S Gange
	Mrs M Campbell		Mrs C Keir		Mrs M Main
	Ms M Chaussat		Mrs C McColl		Mrs M Spiers
	Mrs K Currie		Mrs L McGuigan		Mrs A Wells
	Miss K Cuthbertson		Mr B McMeechan	School Nurse	Mrs S Cannon
	Mrs M Hegde		Miss A Morrison		
	Mrs F Ireland		Mr J Pullan	Educational Psychologist	Ms C Masterman
	Mrs S Leckie		Miss J Ross		
	Mrs J McColm		Mrs G Rodger	School Chaplin	Rev D Hulme
	Mrs CA McPherson		Mr H Skilling		
	Miss T Thieman		Mrs M Stirrat	Music Instructors	Miss AL Burns
	Mrs A Trousdale		Mrs N Tajali		Mr A McGrattan
	Mrs M Walker		Ms J Thomson		
			Mrs J Wallace		
Clerical Assistants	Mrs J Hansen		Mrs G Walker		
	Mrs M Macfarlane		Mrs V Whiteford		
	Mrs L Nekkall		Mrs A Wright		
			Mrs S Wyllie		
Janitors	Mr B Robb				
	Mr A Devlin				

Miss Flint - Head Teacher - is your child's named person and child protection co-ordinator

Early Years Centre Staffing

Depute EYC Manager

Mrs N Flynn

Senior EY Practitioner

Miss J Lumsden

Acting Senior EY Practitioner

Miss R Gordon

EY Practitioners

Mrs G Duffy

Miss J Gribbin

Miss M Hamilton

Miss A Little

Miss R Macey-Lillie

Miss M McNeillie

Miss L McVittie

Miss J Robertson

Miss T Wallace

School Hours



School starts at 9am and finishes at 3pm

Intervals:
10:30am - 10:45am

Lunch times:

12:00pm - 12:45pm - P1

12:15pm - 13:00pm - P2 - P4

12:45pm - 13:30pm - P5 - P7

School starts at 9:00 am. We realise that some pupils like to come earlier, but we would ask you not to send your child before 8:50am due to their being no supervision prior to this time. If the weather is very cold or wet, we allow pupils into the building at 8:50am. This is on the understanding that behaviour is acceptable, and on these occasions our school assistants will supervise them. We are unable to allow pupils to enter school before this time as we do not have adequate supervision to ensure pupil's safety.

If for any reason your child arrives late, please enter by the front door as all other doors are closed for security reasons. The late register should be completed.



DASS (Doonfoot After School Service)

There is a privately run After School Club available for children, which runs from 3:00pm to 5:45pm and a Morning Club which runs from 7:30am - 9:00am. Information and bookings can be made by contacting: The Manager - Mobile no: 07808869237 from 2:45pm until 6:00pm. (A message can be left out-with this time).

The School Year - 2024 - 2025

Date	Holiday
First term	
16th August 2024	Inservice day
19th August 2024	Inservice day
20th August 2024	Pupils return
20th September 2024 - 23rd September 2024	Schools closed
14th October 2024 - 18th October 2024	Schools closed
21st October 2024	Inservice day
22nd October 2024	Pupils return
23rd December 2024 - 3rd January 2025	School closed
Second term	
6th January 2025	Pupils return
10th February 2025	Schools closed
11th February 2025	Inservice Day
12th February 2025	Pupils return
Third term	
7th April 2025 - 21st April 2025	Schools Closed
22nd April 2025	Pupils return
5th May 2025	Schools closed
26th May 2025	Schools closed
27th May 2025	Inservice day
28th May 2025	Pupils return
27th June 2025	Last day of term for pupils and staff

The School Year - 2025 - 2026

Date	Holiday
First term	
18th August 2025	Inservice day
19th August 2025	Inservice day
20th August 2025	Pupils return
19th September 2025 - 22nd September 2025	Schools closed
13th October 2025 - 17th October 2025	Schools closed
20th October 2025	Inservice day
21st October 2025	Pupils return
22nd December 2025 - 2nd January 2026	School closed
Second term	
5th January 2026	Pupils return
6th February 2026 - 9th February 2026	Schools closed
10th February 2026	Inservice Day
11th February 2026	Pupils return
Third term	
3rd April 2026 - 17th April 2026	Schools Closed
20th April 2026	Pupils return
4th May 2026	Schools closed
5th May 2026	Pupils return
7th May 2026	Inservice day
8th May 2026	Pupils return
25th May 2026	Schools closed
30th June 2026	Last day of term for pupils and staff

Further information is available at <http://www.south-ayrshire.gov.uk/schools/holidays.aspx>

Enrolment

The main enrolment exercise for primary 1 takes place in January when pupils register for education. At all other times, parents should contact the school office and make an appointment to meet the Head Teacher (unless you are making a placing request, see section Choosing a School).

Children who reach the age of 5 years before 1st March of the following year are eligible for enrolment for the primary class beginning in August each year. Parents of children who reach the age of 5 during January or February are entitled to request deferred entry. Further information can be obtained from the school office.

During the summer term parents of children about to start P1 in August will be invited to meet each other and their teachers informally and be given information about the learning programme in Primary 1. For the child there is an opportunity to experience some school activities. School routines and arrangements will also be discussed.

Parental Involvement

What opportunity is there for parents to be involved in their child's learning?

The school strives to maintain a close relationship with parents. At the start of a new session the school will invite you to come along to meet the teacher and see round the new classroom. This is held in August or early September.

Parents' Evenings will be held twice per year with parents being given the opportunity to discuss with the class teacher their child's progress.

We have an open-door policy. This means you are welcome to meet with the class teacher or a member of the senior leadership team. Please telephone the school to make an appointment.

The Head Teacher also produces an annual Standards and Quality report which can be found on the school website. Furthermore, a newsletter is shared each month giving diary dates and updating parents on initiatives taking place. This information is also available via our school website.

Parents as partners – Parent Council and parent forum.

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

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

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

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

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

The main aims of the Parent Council are to:

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

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

Our chair for this session is Mrs A Dale and she can be contacted through doonfootprimarychairperson@gmail.com

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

National Parent forum of Scotland - enquiry@parentforumscotland.org

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

Home / School Links: Adult Involvement

At Doonfoot Primary there are a number of activities and experiences we like our pupils to have such as visits to the theatre and educational excursions. It is not always possible or desirable for these to be undertaken by the class teacher alone. It is at these times we look for some adult involvement to assist us.

Many of the activities we undertake within the school benefit greatly from adult support and for a number of years we have been very fortunate in having a large group of parents / adults willing to devote some of their own time to respond to our requests for support. If you are in a position to help please tick the box on any letters that are sent home and we will get back to you. Sometimes we get too many offers, but we always acknowledge your offer and keep you in mind for the next time. Many of our activities could not take place without your help, so please keep offering!

As a key element of our commitment to working in close partnership with parents we offer a number of Parent Workshops to give information and guidance to parents. We are aware that many parents are keen to find out what goes on in the classroom and discover what they can do to support their child. If there is an area of the curriculum on which you would like more information please contact the school.

The School and the Community

The school is an important feature of the local community and we endeavour to foster good relationships amongst all members.

Children, as part of their work, will be involved in exploring their environment and we are always keen for people in the community to offer their expertise to enrich this work. Members of the community, whether parents or not, are welcome to visit the school to view the work that is going on.

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

People from the community are regularly invited to our school and extensive use is made of the school campus by community groups in the evening.

School Ethos

Council Strategic Objectives

These are:

- ▣ Fair and effective leadership;
- ▣ Closing the gap;
- ▣ Grow well, live well, age well;
- ▣ South Ayrshire works;
- ▣ Stand up for South Ayrshire; and
- ▣ A better place to live

The School Vision

At Doonfoot Primary School we are proud to provide an inclusive, nurturing and stimulating learning environment where our pupils feel valued and inspired to achieve their full potential.

Our vision, "Education without walls" demonstrates our commitment to overcoming the barriers that our children face within our unique context. The unique setting of our school, next to the beach, Greenan Castle, the River Doon and local parks, enables our pupils to experience a range of outdoor learning opportunities right on our doorstep.

Our pupils, parents/carers and staff proudly celebrate the school vision.

.....*Education without walls*

We encourage our whole school community to uphold our 5 core values at all times.



The Curriculum

Curriculum for Excellence

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

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

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

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

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

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

A Curriculum for Excellence will focus on achieving better educational outcomes for pupils, with more choice and more chances for young people.

This means:

- A coherent curriculum from 3 to 18 in every setting
- A focus on experiences and outcomes
- A broad general education for all
- Opportunities for developing skills for life and skills for work for all young people at every stage
- A core focus on literacy and numeracy at every stage
- Appropriate pace and challenge for every child
- Ensuring connections between all aspects of learning



At Doonfoot we use our School Improvement Plan to organise our development work for the year ahead. This is contributed to by all staff members and is guided by the information gained from ongoing self-evaluation using the HGIOS4 framework.

The Curricular Areas are:

Literacy & English
Health & Wellbeing
Social Subjects

Modern Languages
Numeracy & Mathematics
Technologies

Sciences
Expressive Arts
Religious & Moral Education

Programmes will be differentiated to meet individual learning needs as required.

Opportunities for Wider Achievement

We are very fortunate at Doonfoot Primary School to be located by the river and the sea. We're also within walking distance from Belleisle and Rozelle parks. We provide various opportunities for wider achievement based on the use of these amazing outdoor spaces. We also work in partnership with Active Schools and Dolphin House staff members to provide junior coaching award programmes and the John Muir Award to pupils in the upper school. We have our own canoes to allow us to deliver our own canoeing lessons and Paddle Start Award accreditation for senior pupils.



Pupils in P7 have the opportunity to apply for a role as a House Captain or Vice-Captain. They benefit from learning about the process of applying for a position via their written application and participation in the interview process. Captains and Vice-Captains carry out various tasks within the school and also represent the school at wider community events. We also have ambassador roles available for our P7 pupils including inclusion ambassadors, sports ambassadors, clubs ambassadors amongst others. These roles provide pupils the opportunity to learn new skills whilst promoting an ethos of respect and responsibility within the school. Through our work towards becoming a communication friendly school, pupils from various year groups have the opportunity to be part of the Communication Crew. By contributing to this important work, they are developing their leadership and communication skills. Pupils can request lunch time and after school clubs through our clubs or sports ambassadors and many of these clubs are led by the pupils themselves. Our lunch time drama and cubing clubs are currently led by P7 pupils with plans for coding and chess clubs later in the session. We are proud to provide wider achievement opportunities for young people at our local secondary school, Belmont Academy via the Sports Leaders programme. The young people (many of them, former pupils) lead sports clubs within and out with school time as part of their qualification which also benefits our pupils who take part.



Pupils have the opportunity to learn to play strings or brass instruments with our Music Instructors and benefit from performing at school events such as the *Christmas Service* and *P7 Leavers' Service*. We have various community links which provide opportunities for wider achievement. One of these is our 'Weans in Wellies' project in partnership with National Trust for Scotland, based at Burns Cottage smallholding in Alloway. This project is providing opportunities for wider achievement in areas such as biodiversity, sustainability as well as having a positive impact on their physical and mental health. Pupils across the school have enjoyed and benefitted from our partnership with the Alloway Tunnel Project, where they worked with mural artist Chris Rutterford to completely redefine the local tunnel through the creation of a huge piece of artwork that was celebrated nationally on STV news. Our Pupil Council are now working with the project co-ordinators to plan future fundraising events to enable expansion of the mural. Pupils across the school also have the opportunity to achieve in various sports through links with local clubs such as Ayr United Football Club and our school of rugby sessions with Ayr RFC. Our pupils also have weekly opportunities for their achievements outside of school, to be celebrated during assembly time.

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.

At Doonfoot Primary we look closely at performance in these areas as well as taking account of social factors and pupils' personal and social development. In composite classes the size of the class is restricted to 25 pupils. The head teacher will arrange to meet with any parent who may be concerned about the arrangements for their child.

Religious and Moral Education

Each individual within a school community should be enabled to develop as a successful learner, confident individual, responsible citizen and effective contributor. Religious observance has an important part to play in this development. It provides opportunities for the school community to reflect on, and develop, a deeper understanding of the dignity and worth of each individual and their contribution to the school and the wider community.

At Doonfoot pupils make a study of 3 main world religions: Christianity, Judaism and Islam. Our school Chaplain, Reverend Hume runs our Scripture Union Club for any interested P7 pupils on a weekly basis. We also link with Alloway Rotary through our Rotakids committee to work on behalf of the local community and raise funds for international charities.

This is 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 Observance in Schools*'.

There is a statutory provision for parents to withdraw children from participation in religious observance and this can be done by contacting the school.

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.

Health and Wellbeing

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

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

We are a Gold Rights Respecting School meaning our pupils learn about our clear expectations of how we treat each other.

Any concerns will be dealt with quickly to ensure difficulties do not escalate.

Some pupils may display behaviours that are deemed unacceptable. Consideration will always be given to individual needs and circumstances in line with the school's expectations.

All school rules apply to the playground. Play fighting is not allowed or games which involve the pulling of clothes.

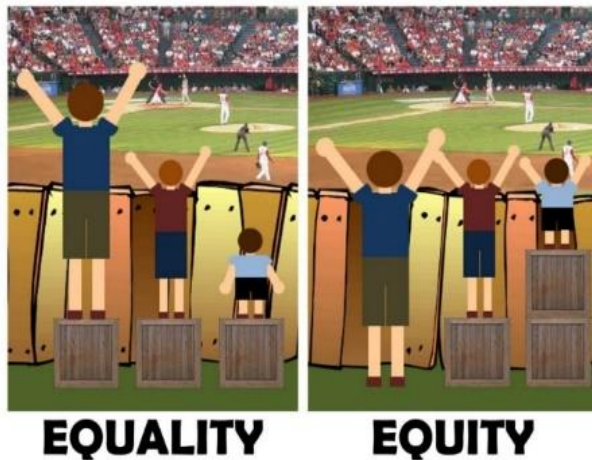


Positive behaviour is seen to be the joint responsibility of all staff, parents and pupils.

At Doonfoot Primary we aim to maintain high standards and a consistent approach to promoting positive behaviour amongst the whole school community. We do this through our Health and Wellbeing programme, as well as our Rights Respecting Schools programme. There are school, classroom and playground rules that are discussed with pupils at the start of each term. Pupils and teachers create their classroom charter and discuss the importance of keeping to this agreement. Our values are at the heart of all that we do within the school. We have a Promoting Positive Relationships Policy that all pupils, parents and staff are asked to follow. This policy is based around a restorative approach to any incidents that arise and encourages positive behaviour by awarding house points to pupils, where appropriate.

Equality versus Equity

We are aware that there are children with significant additional support needs who require changes to this policy. This is carried out on an individual basis and these children will have an individual well-being plan which will be shared with the pupil, parent/carer and staff. The school continues to reinforce the message of equality versus equity to ensure that all pupils feel incidents have been dealt with fairly.



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 with the Family meetings to assess and plan with available resources (the ASL Act). There is a particular focus in gathering the views of children, young people and their parents relating to the support required to minimise barriers to learning;
- **Links to community:** If it is agreed that a placement out with a child's community is appropriate to meet their needs, it is important to consider ways in which a child can maintain links and relationships with peers from their own community (the ASL Act);
- **Involvement of child and parent/carer:** It is vital that the child, young person and parents/ carers are involved in all of these processes, and that the child or young person's views are taken account of in any decisions made. (UNCRC) (the ASL Act) and the Children (Scotland) Act 1995);
- **ASN legislation:** all processes and meetings will comply with the timescales of the ASN legislation.

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

If you need further information on any of the above, contact your school Pupil Support Coordinator who is Mr F Baird.

Trips and Outings

Educational visits form an important part of this programme. You will appreciate that these visits have to be carefully organised. At the beginning of the session, all parents will receive a permission form for their child to take part in excursions throughout the year. This will also contain details on insurance cover and two copies of a medical information sheet. It is important that we have up to date details about your child as these forms must be taken with us on trips. Please inform us of any changes to emergency contact numbers as soon as possible.

Details of specific trips are sent home at the time with notes of dates, times, cost and when to pay. We also request up-to-date medical information if necessary. We are unable to take pupils who have not returned the appropriate forms. Staff may also request parental help for these visits.

Other Activities

We offer a wide range of activities to each stage throughout the year. These change each year depending on what our pupils request and some examples of the activities on offer are art, cubing, drama, football, rugby, gymnastics, tennis, running, scripture union, basketball, animation, chess, and coding. Our clubs are overseen and organised by our clubs ambassadors and many of them are run by older pupils. We also enjoy a range of outdoor learning opportunities, with pupils exploring and learning about our local outdoor environment. Pupils especially enjoy opportunities to use our school canoes on the local river and the school community enjoy our annual boat race between pupils and staff.

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 assessments are 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 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 (NSA) 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. At Doonfoot Primary we also use GL assessments for literacy and numeracy.

National Standardised Assessments

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

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

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

Tracking and Monitoring Progress

The progress of individual learners is tracked and monitored during the session.

Staff continually monitor children's progress as they go about their day to day work. This assessment will take a variety of forms and has two main objectives: has this work been taught well to all pupils and have the children listened and understood what was taught? Staff continually assess their own work and we encourage children to do the same. "Is this the best I can do?" is a question we should always ask ourselves and encourage pupils to ask of themselves.

Parents are invited on at least two occasions to the school to discuss with the class teacher their child's progress over the year. In May/June a report is issued, detailing each child's progress over the session. Parents should not wait for these meetings or for a report to find out about their child's progress. If you have any concerns please telephone the office to arrange a meeting.

Teachers are using *Formative Assessment* in helping them determine 'next steps'. Teachers share with pupils at the start of lessons, what they are expected to learn by the end of the lesson. The teacher also discusses with pupils how they will know if they have succeeded. It is against these identified criteria the work will be marked and commented on. Pupils are also being encouraged to self and peer assess work. This assessment is also conducted against identified criteria.

Within our assessment mechanisms we:

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

The purposes of assessment are to ensure:

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

We encourage parents to view their child's work through online platforms such as Microsoft Teams, at Parents' Evenings and at informal events. Assessment evidence is gathered throughout the year using pupil profiles, individual pupil tracking and written reports.

Reporting

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

Doonfoot Primary reports formally at the end of the school session each year. This is through a written report which focusses on your child's progress across all areas of the curriculum. During the year we also report via:

- Staged intervention paperwork
- Minutes from meetings
- Teams for the school and Learning Journals for the EYC and Communication base
- Parents' Evening appointments

Transition

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

Doonfoot Primary use South Ayrshire curricular frameworks to plan and track learning. This ensures consistency and continuity for all pupils. Before moving on to a new stage, staff members hold transition meetings to hand on information regarding pupils and discuss them in-depth. If required, parents will be asked to contribute to this meeting. Pupils moving from P7 to S1 will have access to various transition events to ensure they feel comfortable and confident. Those with additional support needs will benefit from enhanced transition arrangements. Pupils moving to/from/within our communication base classes will always have an individual transition plan due to the level of their needs.

Transfer to Secondary School

Pupils are normally transferred between the ages of 11 $\frac{1}{2}$ and 12 $\frac{1}{2}$ 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.

The children of Doonfoot Primary normally transfer to:

Belmont Academy
Nursery Road
AYR
KA7 3SN
Tel. 01292 281733

While parents have the right to enrol their children at a secondary school of their choice within the regulation governing placing requests, it should be borne in mind that liaison arrangements exist between Doonfoot Primary and Belmont Academy. In June P7 pupils visit Belmont Academy and follow a set timetable, which enables them to meet the staff.

Copies of Belmont Academy's handbook for parents will be made available to the parents of all P7 pupils at Doonfoot Primary.

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 supported within the school by a pupil support co-ordinator or similar named individual within the school who should be available to help and support the child and do whatever is necessary to promote, the child's 'wellbeing'.

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

If a child needs help or support, the Pupil Support Co-ordinator or named individual for that establishment 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 3rd 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 child has a named person within school who is ultimately responsible for their wellbeing. In addition, our senior leadership team provide pastoral care for pupils at different stages across the school.

Additional Support for Learning

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

What are additional support needs (ASN)?

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

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

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

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

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

Staged intervention can be broken down into the following stages:

Stage 1- 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. Additional 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 **My Plan** 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.

Stage 5 - Authority Specialist Placements or Outwith Authority Placements

Where a child or young person is placed in a specialist authority base or outwith the local authority they will be deemed to be supported at Stage 5. All placements will be confirmed by the *Central Admissions Group (CAG)* or *GIRFEC Advisory Resource Forum (GARF)* following recommendations at the Team with the Family meeting with the parents/carers, professionals supporting and the child where appropriate. At Stage 5 children and young people are required to have a **My Plan**. Where the Plan is held by another service all educational targets must be incorporated into this plan and a formal review **TEAM WITH THE FAMILY** meeting will take place a minimum of annually or more often if appropriate.

Coordinated Support Plan (CSP)

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

Supports available

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

- Psychological Services;
- Peripatetic Services e.g. Visual Impairment and Hearing Impairment;
- 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 considered 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 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 linked to their child's school.

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

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

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

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

Quality Improvement Manager

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

Principal Educational Psychologist

County Buildings
Wellington Square
Ayr
KA7 1DR
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
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@scl.org.uk
The Scottish Child Law Centre provides free legal advice and information for and about children and young people.

Resolve

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

Advocacy Service

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

Psychological Service

Educational Psychologists have five core functions which are:

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

Services can be delivered at different levels, including the level of the child, the school or to the local authority. The Educational Psychologist can work with school staff and parents/carers to assess a child's strengths and areas of development, as well as work directly with a child/young person to provide support. They can also work with school staff to support in the development of policies and interventions that will benefit children 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 with the Educational Psychologist regarding a child, school staff will ask parental permission first. Once this is provided, the school will keep the parent or carer up to date with discussions. If the child or young person is then formally referred to the service, parents will be involved in direct discussions with the education psychologist..

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 a formal referral has been received and accepted. 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

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 listen and 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 who will lead on 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' that something is not right, talk about this to the school's Child Protection Co-ordinator or another member of staff.



The Child Protection Co-ordinator is **Sarah Flint - HT**.

Early Years Centre (EYC) Registration / Enrolment



Registration

All children who will be aged 3 or 4 during 2024 - 2025 school session will be invited to attend their preferred EYC and complete an admissions information and applications form. Details regarding registration will be found in the local press around February/March.

Doonfoot Primary School is fortunate in having an Early Years Centre which we see as an integral part of our school and which has a valuable contribution to make to school life. Much of the information contained in this handbook also relates to the centre; noted below is information specific to it.

Enrolment

In May, child and parents / carers, who have been allocated a place with us, will be invited to the school to complete an enrolment form and to be shown around the centre. During this time both parent and child will have the opportunity to visit the centre for a short period. In July, child and parent are invited once again to the school. The child will be able to play in the centre for approximately 1 hour and parents/carers will have the opportunity to discuss any concerns with the child's appointed key worker or member of management.

It is expected that a responsible adult (over the age of 16) will bring your child to and from our centre. Please tell staff the name of the person who will collect your child if you are unable to do so yourself. For security reasons we ask that you also give details of your PIN number (which you will choose when your child starts) to the person collecting your child.

Dress / Snacks / Parental Involvement / Outdoor Play

DRESS

Please dress your child in comfortable clothing that supports independent dressing. The children are often engaged in messy play so please dress your child accordingly.

Please provide a change of clothes in a separate bag to stay on child's peg, a waterproof outdoor suit and a pair of wellies for outdoor play. All clothing should be labelled with your child's name.

SNACKS

We follow the healthy eating guidelines when providing snacks with milk or water to drink. Snack is fully funded by the centre.

PARENTAL INVOLVEMENT

We actively encourage parental involvement within the setting. This may range from helping with trips, peep sessions, bookbug sessions, stay and play opportunities and coffee and chats. Previously due to covid restrictions, we have provided online sessions. We would also ask any parent who has a particular talent or expertise they might like to share with the setting, to contact a member of staff.

OUTDOOR PLAY

We are fortunate to have our own outdoor area attached to the EYC and access to the school. We encourage children to make use of the outdoor play facilities on a daily basis. An extra layer of clothing may be advisable during the winter months especially if your child enjoys the outdoors. During periods of hot weather we ask parents / carers to apply sun-cream before coming to the Setting. Staff will also ask for a consent form to be signed for staff to re-apply when required. The centre uses Lacura extra sensitive SPF50. If you wish to supply your own brand staff will apply. We access our local environment frequently.



EYC Curriculum and Realising the Ambition

The curriculum we offer at Doonfoot EYC is based on Curriculum for Excellence, which supports children to become successful learners, confident individuals, responsible citizens and effective contributors.

- Literacy and English
- Numeracy and Mathematics
- Health and Wellbeing
- Expressive Arts
- Science
- Social Subjects
- Technologies
- Religious and Moral Education

Learning takes place through play. Play supports all aspects of children's learning and development. Children, during their session, explore language, numbers and mathematical concepts, the world around them, be creative and active and develop social skills.



Throughout the year we plan opportunities and experiences in line with children's needs and interests. Children's learning will be documented through an online learning journal and evidence will be visible across the playroom. The EYC notice board in the main entrance will display a snack menu along with upcoming special events.

Communication Support Base

This provision is for children of primary school age who have been assessed as experiencing difficulties related to the Autistic spectrum. The Communication Support Base is an integral part of the school. Children who attend, follow Developmental Milestones and the Curriculum for Excellence as appropriate to their needs and stage of development.

The Base directly addresses the communication needs of its pupils, who are regularly supported by Speech and Language therapists.

Pupils are linked to a mainstream class and some will join their mainstream peers for activities, if deemed appropriate. Every pupil within Doonfoot Primary is made aware of the work of the Base and are encouraged to support that work by welcoming pupils in to the school and participating with them in shared activities, as appropriate.

The admission of pupils to the Base is governed by procedures set out by the Local Authority. Assessments for admission to the Base are laid out and the criteria are as follows:

- Pupils should be of primary age on admission.
- Pupils should demonstrate severe difficulties in the area of communication. This will include disorders within the Autistic Spectrum.

Parents cannot apply to the school for their child to be placed. Application should be made through formal review procedures and in the first instance through the pupil's Educational Psychologist who will be in a position to offer advice as to the suitability of the placement.

Staff in the Communication Base employ a range of teaching techniques and learning resources according to the specific needs of the pupil.

Individualised targets are set across the year in consultation with school staff and parents. When setting targets, teachers focus on individual barriers to learning. These barriers can link directly to the pupil's additional support needs. They may relate to aspects of the curriculum or to support models including SCERTS, the Boxall profile or Nurture approaches. Targets may also be set in consultation with external professionals, including Speech and Language Therapy.

The classroom is structured to support pupils understanding of the school day and routines are put in place to increase independence in daily tasks, skills and activities. Pupils follow an individualised daily timetable as part of the classroom structure. This gives each pupil direction for certain parts of the day. The format of the timetable is presented in a way that is accessible to the child. Timetables may be written, pictorial or the use of concrete objects.

Where appropriate, pupils are able to join their mainstream peers for inclusion. This involves joint planning between the Base teacher and the mainstream teacher to ensure that strategies are in place within the mainstream classroom to facilitate the pupil's access to the curriculum. For those who find accessing a larger class overwhelming, smaller groups can be facilitated where pupils share an activity as a means of building relationships and confidence in working with mainstream peers.

Communication between home and school is vitally important. The 'Learning Journals' app is currently used as a direct link between teachers and families. It is a valuable tool to enable the sharing of learning and to update families with information pertaining to the pupils and the life of the school.

School Improvement

Our focus within our Improvement Plan reflects the needs of the school at this time. We have an ongoing maintenance agenda alongside our new targets for each session.

Our focus for this session is:

1. Raising attainment in literacy and numeracy through meeting the needs of all learners (Adaptive Teaching)
2. All pupils will have access to high quality outdoor learning experiences, which support progression through the metaskills framework.
3. Enhancing Learning across the school through the use of digital technology, whilst promoting cyber resilience and internet safety.

The above priorities apply to both our mainstream school classes, our communication base and our EYC.

Attainment

What key outcomes has the school achieved?

Reporting on Curriculum for Excellence Levels

The table below shows the percentage of children achieving the appropriate CFE level at P1, P4 and P7 over the past three years.

	Early Level (P1)			First Level (P4)			Second Level (P7)		
	2021/22	2022/23	2023/24	2021/22	2022/23	2023/24	2021/22	2022/23	2023/24
Listening & Talking	71	86	82	88	87	80	85	94	95
Reading	60	74	79	76	78	76	79	80	87
Writing	60	74	73	73	72	70	75	76	82
Overall Literacy	60	74	73	68	72	70	74	76	82
Numeracy	69	86	79	78	77	78	77	80	84

The data above includes mainstream and communication base data collectively.

School Policies and Practical Information

What additional information is available to parents?

Please see our website (<https://blogs.glowscotland.org.uk/sa/doonfootprimary/>) or contact the school office for any additional information.

Pupil Voice

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

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.

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 \(south-ayrshire.gov.uk\)](#) or you can contact Educational services on 01292 612162

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 (eg. armed services or emergency services).

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

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

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

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 out with school

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

Parents/carers will be advised about the general plans for routine and expected visits. However, you will not necessarily be informed every time your child goes out with the school. Parental consent for these visits is given via the annual parental consent form 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.

Doonfoot Primary, in line with the above Council policy, seeks to encourage all pupils to wear our established uniform when attending school:

- White/Purple Polo Shirt
- Grey skirt or trousers
- Purple sweatshirt / Cardigan
- Blazers and fleeces are also available.
- School shoes / boots

For PE: comfortable shorts and T-shirts, with clean soft-shoes for indoor activities. For outside suitable leggings, track trousers, outdoor shoes.

For outdoor learning: Wellingtons, waterproof trousers, jacket.

We adhere strictly to health and safety guidelines and pupils must remove any item that may cause danger i.e. metal buckles or jewellery. These items are the responsibility of the pupil.

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.

Playground Supervision

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

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

Appropriate staff will carry out playground supervision under the guidance of the head teacher. Supervision should be 10 minutes before school opens for classes, during breaks, between classes and after classes finish at the end of the school day.

Regular meetings between the supervisors and senior leadership team are important to share information and to maintain the good behaviour in the school. This may include sharing information about suspected incidents of bullying.

Schools have a duty to look after the welfare of their pupils. This means that the staff should take the same care of pupils as a sensible parent would take, including taking reasonable care of pupils' safety during intervals and lunch times.

An adult presence is provided in playgrounds at break-times as stipulated in the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. Our school assistants, support staff and janitor provide this presence.

It is school policy that pupils should not leave the school grounds during the morning interval. Pupils should also stay within the school grounds at lunch-time, unless they are going home for lunch with their parents' agreement.

Our school policy is that no pupil is allowed out of the school without permission during school hours. Children will not be released from school during school hours unless collected by a responsible adult. The appointment book must be signed by a parent.

Children are encouraged to enjoy playing games fairly at break-times.

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

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

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

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

Homework

We are aware that there are differing views around homework and we want to make this experience as beneficial as possible for all. Homework that is set should be meaningful and reinforce the work that is already taking place in class. It should not be new work that requires teaching. Your child may need your support with some aspects of their learning but most of the work will be consolidation of their class work. We appreciate that many children have extra curricular activities which they attend outside of school and we value the importance of this. We ask that families complete homework as they feel appropriate to their own situation. It is the quality of learning and teaching within the classroom which makes the biggest difference to attainment.

Following the set up of online 'Learning Journals', Microsoft Teams and our commitment to being an Eco Friendly school, we aim to share the majority of homework through this online platform. We are aware that there are times that resources such as reading books or flash cards may need to travel between home and school or that a printed copy of something may be required. Children will be provided with jotters for recording any written homework where required. Younger children may require the support of a parent. If you have any issues accessing Learning Journals please contact the school office. If you have any concerns around your child's homework we ask that you speak directly to the class teacher in the first instance.

Eco Schools

Doonfoot has achieved Green Flag status. 'Eco Schools is an international programme which has been designed to encourage whole-school action for the environment'. It is about involving young people in our schools in environmental issues - issues that affect them now and in the future. Doonfoot Primary is committed to promoting environmental awareness in all of our pupils, staff, parents and the local community. There are seven Eco Schools environmental areas: Litter, Waste minimisation, Energy, Water, Transport, Health and well-being and School Grounds.

Our P7 class is responsible for leading Eco-Schools work. They involve the rest of the school and keep everyone informed about their progress.

What is 'Citizenship'?

By encouraging all young people to take on responsibilities and exercise choice, they learn about citizenship. Involving them in the school and in the key decisions that affect them, we attempt to motivate young people to be active and responsible members of their own community at both local and global level, giving them opportunities to develop knowledge, understanding and care for the wider world.

School Meals

Lunches are provided by the school catering team. These are cooked and served in the dining hall (P1-3) or the classroom (P4-7). There is a wide choice of main courses and snack meals, including desserts and fruits. The cost for a main meal, dessert and milk is approximately £2.35. Special diets can also be catered for. Please ask the office for the appropriate forms to complete.

Free school Meals and Clothing Grant

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

Children of parents receiving

- Child Tax Credit where household income is £19,995 or less
- Child Tax Credit and Working Tax Credit where the household income is £9,552 or less
- Universal Credit where earned income is £796 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

From August 2023, free school meals are available to all P1-P5 pupils and all pupils attending special schools.



School Transport guide to parents (excludes Early Years provision)

South Ayrshire Council has a policy of providing free school transport to all secondary pupils whose main address is more than three miles and primary pupils whose main address is more than two miles from their catchment school by the recognised suggested suitable walking route. Parents who consider they are eligible for free school transport should complete the online Free School Transport Form which can be obtained via [School transport application form - South Ayrshire Council \(south-ayrshire.gov.uk\)](https://www.south-ayrshire.gov.uk). Applications should be completed and submitted by the end of April for those pupils beginning school in August to enable the appropriate arrangements to be made.

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

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

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

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

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

Seatbelt statement

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

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

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

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

Privileged Seats

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

Insurance

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

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

We do not allow the use of mobile phones during school hours. Any pupil bringing a mobile phone to school must hand it to their teacher for safekeeping for the day and they will be handed back at 3pm. If necessary children can have access to a telephone in the school office and parents should contact the office if they wish a message passed to their child. [Please see valuable items above].

Personal Belongings

When items have been lost please check lost property boxes located within the disabled toilet. At the end of each session, items which are not claimed and have no means of identification are sent to one of the local charity shops.

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

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.

Glow

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

If a child should become ill during the school day and requires to be sent home, the parents will be contacted. **It is necessary that the school has on record up to date information as to where parents - or any other emergency contact - can be located at all times of the school day.**

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

The school dentist will visit annually when all P1 and P7 will be examined with parental permission sought.

Asthma

If your child has need of an Inhaler in school please ensure that this has the pupil's name clearly marked on it.

ADMINISTRATION OF MEDICINES

Staff are not allowed to administer medicines without the appropriate forms completed and submitted to the school office. Parents are asked to keep the school up to date with any medical changes. We have a medicine policy to be followed by all.

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:

<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 tooth brushing programme - In Ayrshire & Arran, daily supervised tooth brushing takes place in all nursery schools and many primary schools. Free Childsmile oral health packs containing a toothbrush and fluoride toothpaste are given out twice a year to children at nursery school and on entry to primary school in primary 1. During their first year of life, all babies are given an oral health pack and a drinking cup to encourage healthy weaning by swapping bottle for cup as soon as baby is able to drink from a cup. All children should be registered with a dentist (General Dental Practitioner) and visit regularly to help keep their teeth as healthy as possible. **Remember - water and milk are recommended as safe drinks for teeth for all children.**
- An infant programme - Childsmile Practice promotes oral health from birth. Parents of newborn children may be referred to the programme by their Health Visitor. Dental Health Support Workers visit parents in their home to give information, oral health advice and to arrange regular visits to the local Dental Practice.
- A nursery and school programme - this initiative provides preventive oral health programmes for children aged 3 years and upwards. It targets children in identified nursery and primary schools, who will benefit from additional preventive care. This care will involve the application of fluoride varnish to children's teeth by Childsmile Clinical Teams in the nursery and primary schools. The Childsmile and Oral Health Improvement Teams will also deliver oral health improvement messages, and be supported by Dental Health Support Workers who are the main contact points for parents, teachers, all school staff, dental practice staff and School Nurses.
- For more information about the Childsmile Programme, please visit the website at: www.child-smile.org

The National Dental Inspection Programme:

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

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 and Democratic Services, County Buildings, Wellington Square, Ayr. KA7 1DR

Email: DataProtection@south-ayrshire.gov.uk | Telephone: 01292 612223

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

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

Email: scotland@ico.org.uk | Telephone: 01312449001 | (<https://ico.org.uk/for-the-public/>)

If you have no Internet Access

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

How to access our full Privacy Notice

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

Education Statistics Privacy Notice

Transferring Educational Data about Pupils

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

Why do we need your data?

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

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

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

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

Your Rights and Further information

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

The Freedom of Information (Scotland) Act 2002

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

Public Authorities have to allow access to the following information:

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

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

Helpful Addresses and Websites

Educational Services

South Ayrshire Council
County Buildings
Wellington Square
Ayr
KA7 1DR

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

South Ayrshire Council -

<http://www.south-ayrshire.gov.uk>

Learning and Teaching Scotland -

<http://www.ltscotland.org.uk/parentzone>

HMIE -

<https://education.gov.scot/education-scotland/what-we-do/inspection-and-review/>

Doonfoot Primary School Website -

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

School Holidays etc -

<https://www.south-ayrshire.gov.uk/school-holidays>

School Meals -

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

Managing head lice -

<https://www.nhs.uk/conditions/head-lice-and-nits/>

Local Councillors:

Bob Shields
Martin Dowey
Lee Lyons
George Weir

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

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