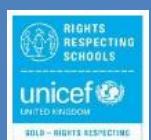




# DUNDONALD PRIMARY AND EARLY YEARS CENTRE

## SCHOOL HANDBOOK SESSION 2026-2027



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## WELCOME BY THE HEAD TEACHER

Dear Parents

I would like to thank you for choosing Dundonald Primary and Early Years Centre for your child's education and I extend a very warm welcome to our school. I hope you find the information in our handbook both helpful and interesting.

Our handbook highlights the aims and values of Dundonald Primary School, gives you information about the curriculum and identifies some of the activities which take place in the school. As a school, we fully appreciate the importance of parental partnership and by working together we can develop a partnership that will enhance not only your child's education but will also give him or her a sense of belonging and commitment to the community to which he or she has joined.

Many of you will already have close links with the school and I look forward to working in partnership with you to further strengthen existing relationships.

To the parents of the children who will join us in the session 2026-2027, I hope the information in our handbook will be of particular interest. When your child joins us at Dundonald we are entering a new partnership where our aim is to provide an educational experience for all children which is of the highest quality. I look forward to welcoming you and your child/children in person to the school and working together to support your child's development.

Please do not hesitate to contact me if you would like to discuss anything regarding your child's schooling, as I firmly believe that between us we can achieve the best possible opportunities for your child.

Please feel free to contact me with any ideas or suggestions you may have. I feel one of the most valuable resources is the parent body and everyone at Dundonald is very proud and appreciative of the continuing, invaluable support we receive from parents and the wider community.

Yours faithfully,

**Fiona Paterson**

Mrs Fiona Paterson  
Head Teacher



## CONTACT DETAILS

Name	Dundonald Primary School
Address	Castle Drive, Dundonald, Kilmarnock, KA2 9EP
Telephone Number	01292 690075
Email address	<a href="mailto:dundonald.mail@south-ayrshire.gov.uk">dundonald.mail@south-ayrshire.gov.uk</a>
Website address	<a href="https://blogs.glowscotland.org.uk/sa/dundonaldpsandeyc">https://blogs.glowscotland.org.uk/sa/dundonaldpsandeyc</a>
Catchment area/map	<p>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 web site at <a href="http://www.south-ayrshire.gov.uk">www.south-ayrshire.gov.uk</a></p> <p>Catchment map and area (available from the School Management Section, Children and Community, County Buildings, Wellington Square, Ayr, KA7 1DR), Useful links to additional information to be found in Appendix 2.</p>
Education provision	<p>Early Years Centre: 2 - 5 year olds</p> <p>Primary: Primary 1 - Primary 7</p>
Present school roll	<p>145</p> <p>The planning capacity of the school is 264.</p>
Denominational status	Dundonald Primary and Early Years Centre is a co-educational, non-denominational establishment.
Teaching by means of Gaelic Language	There is no teaching by means of Gaelic Language at Dundonald.
Head Teacher / Contact	<p>Mrs Fiona Paterson</p> <p><i>Contact details as above</i></p>
Named person	Mrs Julia Kerr, Depute Head Teacher
House structure	The children are placed in three houses which are Cochrane, Montgomerie and Stewart. Children are usually allocated to the same house as the rest of their family.
Early Years Centre provision	<p>Provision 3-4yr olds– 45 places (9-3pm)</p> <p>Provision 2 year olds – 4 places (9-3pm)</p>
Absence of a child	If your child is absent from school please telephone the school office by telephone as soon as possible to inform us. For the safety of all children, we ask that parents contact the school office by 9.30am to inform us if a child is absent. Clerical staff will pass this information on to your child's teacher.
Parental Concerns	<p>If you have a concern regarding any aspect of your child's time at school please make an appointment, in the first instance, with your child's class teacher. Please telephone the school office to request an appointment - or return call - from your child's teacher. Your child's teacher will endeavour to get back to you as soon as they can.</p> <p>If you wish to speak to the head teacher or depute head teacher about any concerns, please telephone the school office to make an appointment. Again, Mrs Paterson and Mrs Kerr will endeavour to meet with you as soon as they can.</p>
Useful links	Useful links to additional information can be found in Appendix A



## LEADERSHIP TEAM

Name	Designation	Areas of Responsibility include:
Mrs Fiona Paterson	Head Teacher	<ul style="list-style-type: none"> <li>✓ Overall responsibility for school</li> <li>✓ Lead and manage learning and teaching</li> <li>✓ Lead and develop people</li> <li>✓ Lead change and improvement in all aspects of the curriculum and school life</li> <li>✓ Responsibility for quality assurance and self-evaluation</li> <li>✓ Lead change and improvement in all aspects of the curriculum with particular focus on – Numeracy &amp; Mathematics, Literacy, 1+2 languages, Science and Technologies</li> <li>✓ Coordinate and lead the support provided for pupils who are eligible for the support of the Pupil Equity Fund</li> <li>✓ Wider Achievement Opportunities / Clubs and Activities</li> <li>✓ Nurture</li> <li>✓ Lead change and improvement</li> <li>✓ Making Thinking Visible</li> <li>✓ Partnership with parents</li> <li>✓ Assessment and Moderation</li> <li>✓ Child Protection</li> <li>✓ Management of communications</li> <li>✓ Management of resources</li> <li>✓ Second Level which includes transitions between stages and secondary school</li> <li>✓ Partnerships with parents and wider community</li> </ul>
Mrs Julia Kerr	Depute Head Teacher	<ul style="list-style-type: none"> <li>✓ Pupil Support including Dyslexia Friendly School, GIRFEC, Inclusion</li> <li>✓ Child Protection Co-ordinator</li> <li>✓ Early Level which includes Early Years Centre and transition from Early Years Centre to Primary 1</li> <li>✓ First Level which includes transitions between stages</li> <li>✓ Partnership with parents</li> <li>✓ Mentoring probationers, students and work experience</li> <li>✓ Health &amp; Safety</li> </ul>



<u>Designation</u>	<u>Name</u>
Head Teacher	Mrs Fiona Paterson
Depute Head Teacher	Mrs Julia Kerr
Primary 1	Mrs Catherine Muir
Primary 2	Mrs Catherine McDowall
Primary 3	Mrs Laura Stirrat and Mrs Lorna Street
Primary 4	Mrs Claire Mitchell / Mrs Johanna Dees
Primary 5	Mr Steven Nutt
Primary 6	Mrs Shona Croft
Primary 7	Mrs Siobhan Spraggs
Senior Early Years Practitioner	Miss Kirsten Macpherson
Early Years Principal Teacher (0.2)	Mrs Joanne Anley
Early Years Practitioners	Mr David Hardie, Mrs Katie Freer, Mr Scott McAdam Mrs Carol Linton, Mrs Eve Jenkins, Mrs Karen Gaw, Miss Paris Bertschy, Mrs Courtney Miles, Mrs Kelly McGee Mrs Tia Parker, Miss Lynsey Milligan, Ms Charlene MacMillan
Support for Learning (0.6)	Mrs Pamela Young
Support for Learning (0.5)	Mrs Christie Lindsay
Support for Learning (0.4)	Mrs Christina Power
Violin (0.1)	Miss Elsbeth MacLeod
Woodwind Instructor (0.1)	Mrs Elaine Rietveld
School Assistants	Mrs Michelle Crawford, Mrs Amanda Hynd, Mrs Alicia McDonagh, Mrs Kelly McGee, Mrs Kira Maritz, Ms Charlene MacMillan
Clerical Assistants	Mrs Susan Wilson, Ms Laura Crichton
Janitor and Children's Crossing Patrol	Mr Billy Whiteside
Catering Supervisor	Mrs Janice Wilson
Catering Staff	Miss Sarah McCormick, Mrs Tracy Storrie, Miss Aimee Wilson
Cleaning Supervisor	Miss Debbie Smith
Cleaning staff	Mrs Martha Mullen, Mrs Audrey Curran,
School Nurse	Alison Stewart
Campus Police Office (Marr)	PC Andy Harrower
Educational Psychologist	Mr Gavin Stalker
Active Schools Co-ordinator	Ms Nikki Lawson

## SCHOOL YEAR – TERM DATES AND HOLIDAYS

Term and holiday dates 2026 - 2027

Date	Holiday
<b>First term</b>	
18 August 2026	Inservice day
19 August 2026	Inservice day
20 August 2026	Pupils return
18 September 2026 - 21 September 2026	Schools closed
12 October 2026 – 16 October 2026	Schools closed
19 October 2026	Inservice day
20 October 2026	Pupils return
23 December 2026 – 4 January 2027	Schools closed
<b>Second term</b>	
5 January 2027	Pupils return
12 February – 15 February 2027	Schools closed
16 February 2027	Inservice day
17 February 2027	Pupils Return
26 March 2027 – 9 April 2027	Schools closed
<b>Third term</b>	
12 April 2027	Pupils return
3 May 2027	School closed
6 May 2027	Inservice day
28 May – 31 May 2027	Schools closed
30 June 2027	Last day of term for pupils and staff

## SCHOOL HOURS

### PRIMARY SCHOOL HOURS

Morning	9.00am - 10.30am
Morning Interval	10.30am – 10.45am or 10.50am - 11.05am
Lunch	12.40pm - 1.25pm
Afternoon	1.25pm - 3.00pm

### EARLY YEARS CENTRE HOURS

Full Day	9.00am – 3.00pm
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### DUNDONALD AFTER SCHOOL CARE CLUB

Dundonald After School Care Club is available Monday to Thursday from 3.00pm till 5.45pm. This takes place in the Activity Centre attached to the school and is organised and led by South Ayrshire childcare staff. Children who attend Care Club are collected from school by Care Club staff at 3pm. For more information and to register your child, please search online for "[South Ayrshire Out of School Care Club](#)".

## 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)).

## PARENTAL INVOLVEMENT

In Dundonald Primary and Early Years Centre, we are dedicated to working in close partnership with parents. We recognise that a strong home and school partnership paramount in helping children achieve their full potential. We are proud of the relationship which we enjoy with parents and continually strive to improve this further. We encourage close liaison with parents and welcome feedback from parents as to how to improve this further.

We see home and school as being a partnership which will provide the best education possible for our children. Parents are encouraged to approach the school at any time if they have a concern or are seeking advice. This is best done through your child's Communication Diary, by telephoning or by making an appointment through the school office to see the class teacher or a member of the Senior Leadership Team as required. It is easier to organise this if parents arrange an appointment, but if there is an emergency, please telephone or call at the school. Parents are respectfully asked not to go directly to their child's teacher but to make an appointment. In the interest of school security, parents should report their presence in school via the school office.

Throughout the school year, there are a wide range of opportunities for parents to be involved in their child's learning at school. Parents are invited to class assemblies to view work the children have been engaged in and to various events arranged throughout the session. A warm welcome is also extended to parents to join us for: Stay and Play Sessions in our Early Years Centre; Termly Sharing Our Learning Open Afternoons; Showcases of learning; Church Services; Christmas Fayres and Spring Teas.

We are extremely fortunate that many parents give their support to the school whenever it is required, for example, by visiting classes to talk about careers or an area of interest, or by supporting with educational outings. We are keen to continue to encourage as many parents as possible to become actively involved in the life of the school and will welcome anyone who is willing to give up their time to assist with various activities.

The Parent Council provides information regarding social or fund raising events which they organise and also welcome support and involvement from parents. Information about Parent Council meetings and events is regularly shared through newsletters, letters and text messages. A very warm welcome is extended to all parents to join meetings and events.

The school is embedded in the heart of Dundonald village and we continue to foster good relationships with the members of this community. We have already established positive links with Dundonald Castle, Dundonald Bowling Green, Dundonald Church, Dundonald House and the Sheltered Housing. Children, as part of their learning, are 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.

## PARENTS AS PARTNERS - PARENT COUNCIL AND PARENT FORUM

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

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

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

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

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

The main aims of the Parent Council are to:

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

Dundonald Primary Parent Council has been established and the constitution agreed.

The following parents have been elected as office bearers:

**Chairperson:** Jennifer Boyle  
**Secretary:** Joanne Ingram  
**Treasurers:** Louisa Cowan and Rose Love

**All parents are very welcome to attend all meetings and will be notified of these via letters or text message. Local Councillors are also welcome to attend.**

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at [Parentzone Scotland | Education Scotland](https://parentzone.scotland.gov.uk)

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

**National Parent Forum of Scotland - [enquiry@parentforumscotland.org](mailto:enquiry@parentforumscotland.org)**

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



## SCHOOL ETHOS

### VISION

“**Nurturing learning and achievement**” is our vision in Dundonald Primary and Early Years Centre.

At Dundonald Primary and Early Years Centre we want **everyone** to feel **nurtured** (Article 9), **included** (Article 23) and **involved** in all aspects of early years and school life. **Everyone** has the right to engage in **high-quality learning**, to **achieve success** (Article 29) and to experience **positive relationships** (Article 4 and 5). We aspire to be a school of excellence where the children are at the heart of all that we do.

### VALUES

**Respect, perseverance and kindness** are the 3 core values that permeate throughout Dundonald school community. These help us to focus on our aspirational vision and aims for our school and EYC. (Articles 1, 2, 15 and 28).

### AIMS

Our aims are founded on the shared values and ambitions of the school and its wider community.

At Dundonald Primary School and Early Years Centre we aim to:

- Provide a safe and nurturing environment for all pupils (Article 19)
- Develop all pupils' self-esteem and confidence to allow them to reach their full potential (Article 28)
- Recognise and celebrate achievement for all pupils within and beyond school
- Encourage children to be actively involved within the school and their own community (Article 11)
- Provide children with challenging, motivating, positive and purposeful learning experiences (Article 29)

Our aim at Dundonald is to ensure all pupils fulfil their potential as **Successful Learners, Responsible Citizens, Effective Contributors and Confident Individuals** through engaging fully with school life and embedding our vision and values in our practice.

### RIGHTS RESPECTING SCHOOL

In Dundonald Primary School and Early Years Centre, we achieved our first Rights Respecting Schools Gold Award in June 2018, our second one in June 2021 and our third in January 2025.

This is the highest accolade you can receive in the Rights Respecting Schools journey; our Gold Award recognises our work in ensuring that children's rights are fully embedded throughout the school in our policies, practice and ethos.

Rights are about making sure people are treated well and get a fair deal. They set out the sort of things that must be put in place for this to happen. Everybody has rights and everybody should respect the rights of other people. We all have responsibilities to do that.



The Scottish Government has produced a 'Children's Rights: Guide for Children and Young People'. This contains very important and helpful information. The booklet can be accessed by visiting the 'Rights Respecting Schools' page on our school website or by searching online for 'Scottish Governments Children's Rights Guide for Children and Young People.'



## 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 early years 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.

### WHAT IS THE CURRICULUM AND WHAT DOES IT INCLUDE?

As part of their learner journey, all children and young people in Scotland are entitled to experience a coherent curriculum from 3 to 18, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world.

Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. That totality can be planned for and experienced by learners across four contexts:

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

When planning the children's learning, there are 7 broad principles which we take into consideration. These include:

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



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

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

The primary curriculum is divided into these main areas:

- Mathematics
- Language – including Literacy and English and Modern Languages
- Health & Wellbeing
- Social Subjects
- Sciences
- Technologies
- Expressive Arts
- Religious and Moral Education

The Experiences and Outcomes within each Curricular Area are set out in lines of development which describe progress in learning. Progression is indicated through Curriculum levels, which are explained below:

#### **Level Stage**

Early Pre-school years and P1 or later for some

First The end of P4, but earlier or later for some

Second The end of P7, but earlier or later for some

Third S1-S3 but earlier for some

## **LITERACY AND ENGLISH**

Literacy and English comprises LISTENING, TALKING, READING and WRITING. The development of these skills is given high priority.

Our programme of work is skills based and seeks to cover experiences and outcomes which will allow our pupils to engage fully in society. At Dundonald we place a strong emphasis on the development of literacy as it is the core of thinking and is necessary to allow our children to reflect, communicate and develop ideas. It is an essential passport to learning.

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

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

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

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

While we use published texts to support the learning and teaching in language very strong connections are made across the other areas of the curriculum. We also seek to use everyday contexts to make the children's learning effective.

## MODERN LANGUAGES

French is taught from Early Years to Primary 7. The four key components of the Modern Languages programme develop pupils' skills in talking, listening, reading and writing. The teaching approaches used encourage plenty of interactive activities, including the use of the interactive whiteboard.

## SCOTS LANGUAGE

We also celebrate and explore Scots language in Term 3 as part of our focus on Scottish Culture. We do this through a variety of activities, such as reciting poetry; reading and writing stories in Scots language and through singing songs. Our Primary 7 pupils also host a Burns Supper which celebrates the life and work of Robert Burns.

## NUMERACY AND MATHEMATICS

We aim to enable pupils to:

- develop essential numeracy skills which allow them to participate fully in society.
- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts.
- have an understanding of the application of mathematics, its impact on our society and its potential for the future.

Mathematics comprises of NUMBER, MONEY and MEASUREMENT; INFORMATION HANDLING and SHAPE POSITION and MOVEMENT. In all of these areas pupils have the opportunity to develop PROBLEM SOLVING and ENQUIRY SKILLS. The use of ICT is evident throughout the maths programme, with suitable ICT programmes and websites used in all stages.

Heinemann Active Maths is used as the main resource however teachers supplement learning with other resources if appropriate in order to help pupils achieve their potential in a stimulating way.

Recently we have introduced Number Talks at all stages. Number Talks is an authority wide initiative to help raise attainment in Maths. Number Talks are strategies to build flexibility, accuracy and efficiency in mathematical thinking through the articulation of, and sharing of, mental maths strategies.

## HEALTH AND WELLBEING

We have very close links with our school nurse, who supports our teachers in the delivery of our Health and Wellbeing programme. As a health promoting school we work hard to ensure that the promotion of Health and Wellbeing permeates all our work.

*See page 15-16 for further information.*

## PHYSICAL EDUCATION

We are fortunate to have a large gym hall at Dundonald. Class teachers provide regular weekly lessons in all aspects of Physical Education. All Primary 5 pupils receive swimming lessons. During the academic year children may also have the opportunity to participate in other sporting activities, e.g. cricket, rugby, football, basketball and handball. Each session all children in the school will benefit from the Active Schools' Programme and additional sporting activities provided through our local community e.g. bowling. We provide 2 hours of quality PE each week.

## SOCIAL STUDIES, SCIENCES AND TECHNOLOGIES

These areas of the curriculum are often taught in the context of a topic. Some of these may be in-depth studies lasting for a number of weeks and include cross-curricular links; others are a series of lessons. Opportunities exist for studying the local environment, which could include observation, fieldwork or an opportunity to discuss issues through our Enterprise programme. Visitors are encouraged to visit the school to discuss their business or experience with the children.

During these studies, the pupils develop lifelong skills. Equally important is the need to foster positive attitudes and to prepare children for active participation in decision making about the environment and the benefits of technology.

Interdisciplinary topics are planned to ensure there is balance, continuity and progression throughout P1-P7.

ICT is an integral part of our curriculum. The focus of ICT is:

- ✓ **Learning through ICT** – use of ICT to improve pupils' knowledge and understanding in a range of curricular areas and subjects
- ✓ **Learning in ICT** – development of pupils' general ICT skills

The school computer system is locally and nationally networked to allow access to Internet and E-mail facilities. SAC has introduced the use of Glow, the Scottish education intranet.

All teachers are actively encouraged to make regular use of this to support learning and teaching.

## EXPRESSIVE ARTS

Expressive Arts include ART and DESIGN, MUSIC, DRAMA and DANCE. There is a continuous and progressive programme throughout P1-7 in these curricular areas.

## OPPORTUNITIES FOR WIDER ACHIEVEMENT

Children have opportunities to participate in a variety of lunchtime and after-school activities which take place throughout the session. These include activities such as multi-sports, science, chess, football and choir. These clubs meet on a weekly basis at various times during the school year and are extremely popular with pupils. We are very grateful to the staff and volunteers who run these clubs.

Pupils also have the opportunity to participate in a wide range of competitive sports throughout the school year. We continue to achieve great success at sports competitions. These successes are detailed and celebrated in our School Newsletters, on our Twitter Feed and are detailed in our Standards and Quality Report, which can be found on our school website.

Children are also given the opportunity to be involved in a variety of committees where they can exercise pupil voice in many improvements and developments, for example, Pupil Council and JRSO.

Educational visits take place throughout the session. Such excursions are usually linked to studies in class. Parents are welcome to participate in school excursions.

Primary 7 also have the opportunity to participate in a residential visit to Dolphin House.

In addition we encourage children to participate in various events in their local community and beyond such as Dundonald Highland Games.

Some children receive music tuition – violin and woodwind

These opportunities allow children to achieve beyond the classroom setting.



## COMPOSITE CLASSES

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

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

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

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

## RELIGIOUS AND MORAL EDUCATION

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

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

The experiences and outcomes in health and wellbeing reflect a holistic approach to promoting the health and wellbeing of all children and young people. They are consistent with the United Nations Convention on the Rights of the Child (UNCRC), which sets out the right for all children and young people to have access to appropriate health services and to have their health and wellbeing promoted. Children will experience aspects of health and wellbeing through focused teaching and learning programmes within the classroom. We provide all pupils with two hours physical education each week and, additionally, classes take part in the daily mile each day.

In Dundonald Primary and Early Years Centre, all members of the school community work together to provide children and young people with integrated and positive experiences and structures, which promote and protect their health. This includes both the formal and informal curriculum in health, the creation of a safe and healthy school environment, the provision of appropriate health services and the involvement of the family and wider community in efforts to promote health.

Our staff are committed to developing our pupils as fully rounded individuals, committed to active citizenship and prepared to make a difference to the lives of others.

We give careful consideration to the range of learning and teaching approaches used in all areas of the curriculum and to the circumstances in which particular approaches are employed.

In delivering health education the school endeavours to:

- make appropriate use of active learning, whole-class teaching, individual work, small-group discussion and collaboration;
- ensure that teaching and learning take place in context where pupils can explore health issues safely and openly;
- consult and involve parents appropriately in approaches to teaching and learning, particularly in relation to sensitive health needs;
- take account of significant health issues in the school's local community;
- emphasise healthy routines, protection skills and responsible decision-making for healthy living.

### **Nurture**

In Dundonald Primary School and Early Years Centre, we aim to provide all our children with a welcoming, warm environment that provides a bridge between home and school. We try to create a community which provides a warm, caring and supportive atmosphere by treating pupils as individuals, listening to their needs, offering equal opportunities to all, stressing positive achievements and encouraging strong links between parents, children and school.

We strive to support all children in meeting the social and intellectual demands of school life, at the same time as improving their self-confidence and self-esteem.

One of the ways we do this is through our Nurturing Approach which follows six underlying principles.

There are six principles that Nurture is based around:

1. Children's learning is understood developmentally.
2. The environment should offer a safe base.
3. Development of self-esteem is essential.
4. Language skills are vital for communication.
5. All behaviour is communication.
6. Transitions are key in children's lives.

All staff in the School and Early Years Centre use these principles to help create a nurturing ethos in their classroom and learning environments.

### **PROMOTING POSITIVE BEHAVIOUR**

Better behaviour facilitates better learning. As part of a Curriculum for Excellence, we aim to encourage our pupils to become responsible citizens. We are a Gold Level Rights Respecting School therefore there is an ethos of mutual respect and positive wellbeing underpinning all interactions.

At Dundonald we adopt the relationships policy to establish a safe and respectful environment, conducive to learning and achievement for all pupils.

As a Gold Rights Respecting School, each class creates their own class charter at the start of each school year. Children are actively involved in this process, and these are available for parents and visitors to see on display in each room.

Class charters are revisited regularly, and are used as a basis for restorative practice across the school. In addition to class charters, we have playground and lunch hall charters, which are written in conjunction with the children.

Children are praised when they are seen to be working hard and behaving well. A range of rewards are used and children are rewarded for effort, enthusiasm and good behaviour. The school takes a very serious view of bullying whether this is shown by actual physical violence or by threats made orally or otherwise. Exclusion from school may be required. A record is maintained in the school of incidents involving bullying and these are dealt with accordingly.

Our Relationships and Positive Behaviour Policy is available to view on our website.

## ANTI-BULLYING

Preventing and tackling bullying behaviour is integral to promoting the emotional well-being of children and young people, developing their social and emotional skills and improving the overall ethos of a school.

As a Rights Respecting School we uphold the UNICEF values, based on the United Nations Convention on the Rights of the Child (UNCRC): **Article 19: the right to be protected from being hurt and mistreated, in body or mind, Article 31: the right to relax and play.**

“Bullying is face-to-face and/or online behaviour which impacts on a person’s sense of physical and emotional safety, their capacity to feel in control of their life and their ability to respond effectively to the situation they are in.

The behaviour does not need to be repeated, or intended to cause harm, for it to have an impact. Bullying behaviour can be physical, emotional or verbal and can cause people to feel hurt, threatened, frightened and left out.”

(Scottish Government, 2024)

As a community we ensure our core values of honesty, perseverance and kindness permeate throughout. We want everyone to feel nurtured, included and proud in a respectful, safe and happy environment where all will achieve success, experience positive relationships and develop self-esteem.

Our Anti Bullying Policy is available to view on our website.

## HOME LEARNING – HOMEWORK AND HOME LEARNING ACTIVITIES

In Dundonald Primary and Early Years Centre, homework activities are designed to enable parents to engage in their child’s learning – the activities build upon the learning in our early years centre and school.

In our Early Years Centre, home learning may take the form of book bags or number bags. The bags have activities inside which children then explore with the support of their families.

In school, tasks and activities largely focus on Literacy and Numeracy to promote the development of these vital skills. Each week, children are provided with an overview of their homework activities – this is glued into their homework diary for ease of reference. Reading books – or class novels – will be sent home every week. The expectations is that all children will complete reading activities with the support of an adult at home.

We appreciate that families have very busy lives and children attend many after-school clubs. Children therefore have the flexibility to complete the homework at any point between Monday and Friday of each week. Should you wish for alternative arrangements to be made for the completion of your child’s homework, please speak to your child’s class teacher.

## EQUAL OPPORTUNITIES AND INCLUSION

Within school we promote equal opportunities and social justice by aiming to ensure that no child, parent or member of staff receives less favourable treatment than any other on the grounds of race, colour, nationality, ethnic or national origins, religion or disability.

In providing equality of opportunity for all we give consideration to each child and his/her individual circumstances.

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

Full account is taken of relevant national and local guidance. 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) ' ASN Act;
- Equality Act 2010;
- Disability Discrimination Act 2005;
- Human Rights Act 1998
- Children (Scotland) Act 1995

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

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

If you need further information on any of the above teams, contact our Pupil Support Coordinator – Mrs Julia Kerr, Depute Head Teacher.



## ASSESSMENT

### HOW IS LEARNING IN THE BROAD GENERAL EDUCATION ASSESSED?

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

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

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

### SCOTTISH NATIONAL STANDARDISED ASSESSMENTS

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

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

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

### TACKING AND MONITORING OF PROGRESS

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

Teachers regularly engage in professional learning conversations with the Senior Leadership Team to discuss and progress of all learners.

A wide range of assessment information is gathered to support teacher judgement when tracking individual progress.

## REPORTING

### HOW WILL YOUR CHILD'S PROGRESS BE REPORTED?

We report to parents on a regular basis in a variety of different ways.

Parents are invited into school in September to meet their child's teacher, view resources being used and find out more about the work in which their children will be covering during the session. We also have various parent events throughout the session to familiarise parents with school developments and improvements.

Parents' afternoons/evenings are arranged three times per school year to inform parents of progress formally and to provide an opportunity for staff and parents to discuss children's progress. An annual written report is issued once a year in May giving information of progress in all areas during the session.

At any time, parents who are concerned about their children's progress are welcome to phone the school and ask for a meeting with the class teacher or a member of the Management Team. Please do not hesitate to ask.

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

## TRANSITIONS

### TRANSITIONS BETWEEN STAGES

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

Effective transition at all stages is very important and we strive to ensure systems are in place to support this.

In line with the Authority the school is implementing South Ayrshire curricular frameworks designed to promote continuity of learning for pupils in school and across the cluster. These frameworks were developed for each of the curricular areas by practitioners working in each of the eight clusters across the Authority. The school continues to work with the frameworks, customising them to our setting as appropriate.

Early Years to Primary 1 transition begins early with children and staff experiencing a range of opportunities, such as Primary 1 staff working in our Early Years Centre playroom, small groups of children from the Early Years Centre visiting Primary 1 classes as well whole school events, where our Early Years children work with P1-7 pupils. Between May and June, there are three transition visits for Early Years children to spend time working with and getting to know their P1 teacher in their P1 classroom.

For other stages staff work collegiately and ensure they share planning, progress and next steps. Children work across stages, where appropriate and participate in a Bump Up day. Teachers prepare detailed transfer of information to pass on to the next class teacher.

Close liaison arrangements exist between Dundonald Primary and Marr College ensuring as smooth a transition as possible. Primary 7 attend many events at Marr or organised by Marr as part of their transition calendar. The Primary 7 teacher meets with the relevant members of staff from Marr to pass on detailed information about pupil progress.

### TRANSFER TO SECONDARY SCHOOL

Pupils are normally transferred between the ages of 11 ½ and 12 ½ to ensure that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the school arrangements no later than December of the year preceding the date of transfer. Pupils who live in the Dundonald Primary School catchment area normally transfer to:

Marr College  
Dundonald Road  
Troon  
KA10 7AB  
Telephone number: 01292 690022

While parents have the right to enrol their children at a secondary school of their choice within the regulation governing placing request, parents should bear in mind that close liaison arrangements exist between Dundonald Primary School and Marr College. These arrangements ensure as smooth a transition as possible for the children and that their education will be a continuous process from primary to secondary.

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

## SUPPORT FOR PUPILS

Mrs Julia Kerr, DHT is the Pupil Support Co-ordinator for Dundonald Primary and Early Years Centre and is available to speak to parents about any concerns or questions they have regarding support for their child.

We are very fortunate to have Ms Pamela Young, Cluster Pupil Support Teacher, two days a week. Ms Young supports children in a variety of ways and also provides support to class teachers and other members of staff working closely with our children. This year we also have Mrs Christie Lindsay, who is working closely with children in the school to support them with their learning.

We are a Dyslexia Friendly School and have DFS boxes in each class to support all children.

## 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 three main stages:

### Stage 1 - In class support

Where additional support needs 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 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 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 (TWTF) will be convened to determine how agencies can provide support.

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

#### Coordinated Support Plan (CSP)

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

### Supports available

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

- Psychological Services
- Peripatetic Services e.g. Visual Impairment and Hearing Impairment
- Home Link Service
- Looked After and Accommodated Service
- Learning and Inclusion Team
- School Support Assistants
- Additional Support for Learning Teachers
- Home Tutoring
- Outreach services from Specialist Centres
- Counselling services for children over 10

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

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

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

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

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

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

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

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

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

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 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](http://www.south-ayrshire.gov.uk/listeningtoyou)

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

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

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

### **Quality Improvement Manager**

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

**Principal Educational Psychologist**

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

**Co-ordinator (Inclusion)**

Educational Services  
County Buildings  
Wellington Square  
Ayr, KA7 1DR  
Tel: 01292 612426 or 612292

**Enquire**

Scottish Enquire helpline: 0845 123 2303

Text phone: 0131 22 22 439

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

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

**Scottish Child Law Centre**

54 East Cross Causeway  
Edinburgh, EH8 9HD  
Tel: 0131 667 6333

Email: [enquiries@sclc.org.uk](mailto:enquiries@sclc.org.uk)

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

**Resolve**

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

**Advocacy Service**

John Pollock Centre  
Mainholm Road  
Ayr, KA8 0QD  
Tel: 01292 285 372

## PSYCHOLOGICAL SERVICE

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

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

Services can be delivered at different levels, from that of the child to 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 to 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 or chat to the Educational Psychologist regarding a child, school staff will always

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

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

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

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

## INFORMATION SHARING

In South Ayrshire educational establishments /schools we work closely with partner services including in health, social work, police, Children's Reporter, 3<sup>rd</sup> 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: [www.girfec-ayrshire.co.uk](http://www.girfec-ayrshire.co.uk)

## 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.

**Child Protection Co-ordinator – Mrs Julia Kerr**

## SCHOOL IMPROVEMENT

### HOW HAS THE SCHOOL IMPROVED OVER THE LAST TWELVE MONTHS?

Our Standards and Quality Report for 2024-2025 outlines our many successes and achievements alongside our self-evaluation information and capacity for improvement. This report contains details of: Curriculum for Excellence attainment information for Session 2024-25 and for the two years prior to this; the main achievements of the school and early years centre; how well the school has improved standards for pupils in relation to literacy, numeracy and health and wellbeing. Our Standards and Quality Report is available to view on our school website.

Alternatively, a paper copy of this is available on request from our school office.

The Care Inspectorate visited Dundonald Early Years Centre in October 2019. A copy of their report can be found on our school website or by searching online for 'Care Inspectorate Report Dundonald Early Years Centre'.

## SCHOOL IMPROVEMENT PLAN

Our School Improvement Plan for 2025-26 is centred around the National Improvement Framework priorities:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children's and young people's health and wellbeing.
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

Parents are updated regularly on improvement priorities. A full copy of our School Improvement Plan can be found on our school website.

## SCHOOL POLICIES AND PRACTICAL INFORMATION

### ADDITIONAL INFORMATION

Parents are the first, and most vital, teacher any child has. Research shows that children do better at school and throughout life when parents take part in their learning.

In Dundonald Primary and Early Years Centre, we are committed to working in close partnership with parents.

Providing information, practical support and developing strategies to support parents to engage with their children's learning is one of our key priorities.

Our school website - which can be found at: <https://blogs.glowscotland.org.uk/sa/dundonaldpsandeyc> - has a section which is dedicated to providing useful information for parents.

On the Parents page, you will find links to useful documents, including our Early Years Handbook and School Handbook.

We have also created guides for parents which have been designed to provide information about: our learning and teaching approaches in key areas of literacy and numeracy; starting primary one; and about how you can support your child's learning at home.

The following guides are available on our website:

- Starting School – Welcome to Primary 1
- School Handbook
- Early Years Centre Handbook
- Phonics, Spelling and Reading: A Guide for Parents
- Writing: A Guide for Parents
- Number Talks: A Guide for Parents
- Addition: A Guide for Parents
- Division: A Guide for Parents

Our website also contains an up-to-date school calendar, which gives details of school and class events. It includes copies of our school and early years centre newsletters, as well as information about other aspects of school life such as school meals, school uniform and after school clubs.

## PUPIL VOICE

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

Pupil Councils are one means of ensuring that young people develop positive attitudes and an opportunity to take part in “real life” decision-making within their own school setting. At Dundonald Primary School we have a very hardworking Rights Respecting Pupil Council who meet on a regular basis.

As a school we are always trying to be the best we can be. We also aim to help *everyone* be the best they can be. It is the role of the Rights Respecting Pupil Council class representatives to put forward the views of their classmates at meetings. Our Rights Respecting Pupil Council work hard to improve our school.

## 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 [Placing requests - South Ayrshire Council \(south-ayrshire.gov.uk\)](http://Placing%20requests%20-%20South%20Ayrshire%20Council%20(south-ayrshire.gov.uk)) or you can contact Educational Services on 01292 612162. 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 (e.g. armed services or emergency services).

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

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

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

### Extended leave with parental consent

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

Extended overseas educational trips not organised by the school

Short-term parental placement abroad

Family returning to its country of origin (to care for a relative, or for cultural reasons)

Leave in relation to the children of travelling families

#### **Advice to Parents**

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

#### **Routine and expected visits out with school**

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

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

## **SCHOOL UNIFORM POLICY**

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

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

- potentially, encourage friction(such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties, such as loose-fitting clothing, dangling earrings, 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.

#### **Dundonald Primary School Uniform**

At Dundonald Primary our school uniform includes:

- Royal blue school jumpers or cardigan
- White school shirt
- Dundonald school tie
- White or royal blue school polo shirt
- Black or grey school trousers/skirt/pinafore
- School coloured pinafores
- Black school shoes
- School parka jackets or school blazer

School uniform helps our children to feel part of our community. Our pupils tell us that they feel proud to represent our school when looking smart in their school uniform.

## 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. School Assistants take up supervisory duties in the playground at 8.50am each morning. Parents are advised that children should not come to school before the time when supervision is provided.

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

In Dundonald Primary we believe that an enhanced level of adult presence in the playground is an important factor in maintaining good relationships amongst the children. Therefore, a number of non-teaching staff are always present in the playground. Senior pupils are also given the opportunity to buddy younger pupils. Expectations of appropriate behaviour are clear. Members of the leadership team are always available and maintain a high profile during break times.

Parents who enter the playground are asked to appreciate that staff members in the playground have responsibility for the safety of the children and will provide children with advice and guidance which is focused on keeping them and others safe.

In particular, parents should be aware that they must not under any circumstances approach other people's children. If there is an issue to be resolved, parents should, through the school office staff, seek a meeting or telephone call with a member of the promoted staff, rather than take up matters with children directly in the playground.

## PARENTAL COMPLAINTS PROCEDURE

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

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

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

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

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

- Care Inspectorate, 11 Riverside Drive, Dundee, DD1 4NY [enquiries@careinspectorate.gov.scot](mailto:enquiries@careinspectorate.gov.scot)

## SCHOOL MEALS AND FREE SCHOOL MEAL INFORMATION

The catering staff provide good quality school meals at Dundonald Primary School and Early Years Centre, with a varied menu on offer to children each day. Copies of the school lunch menu are shared with parents via our School Newsletters and school website. Additional copies of the lunch menu can be found by searching online for 'South Ayrshire Primary Lunch Menu' or by visiting: [School meals - South Ayrshire Council](#)

We operate a cashless catering system in Dundonald Primary. Parents should use South Ayrshire's online payment system called Parentpay. The online payment facility is easy to use and provides parents with information about what their child has chosen to eat for lunch. The cashless catering system provides a safe and convenient method of payment and can be topped up as required. Pupils who receive free school meals have the cost of a two course meal credited to their account daily and this system provides complete anonymity.

Should your child have any special dietary requirements please speak to a member of the catering staff who will be more than happy to accommodate these requirements. Children who bring packed lunches eat these in the dinner hall along with the children having school meals.

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

#### **Eligibility criteria for Free School Meals**

- Scottish Child Payment for pupils in P6 & P7
- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance
- Support under part VI of the Immigration and Asylum Act 1999
- Universal Credit where earned income is not more than £850

Free school meals are available to all P1-P5 pupils and pupils attending special schools.

#### **CLOTHING GRANT INFORMATION**

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 25/26 - South Ayrshire Council \(south-ayrshire.gov.uk\)](https://south-ayrshire.gov.uk/free-school-meals-and-clothing-grant-25-26)

#### **Eligibility Criteria for Clothing Grants**

- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance
- Support under part VI of the Immigration and Asylum Act 1999
- Universal Credit where earned income is not more than £850

#### **EDUCATIONAL MAINTENANCE ALLOWANCE (EMA)**

Pupils who stay on at secondary school after the statutory leaving age may be eligible for an Education Maintenance Allowance. The allowance is subject to a learning agreement between the pupil and the school.

Information and on-line application form can be accessed from the following link :-

[Education maintenance allowance - South Ayrshire Council \(south-ayrshire.gov.uk\)](https://south-ayrshire.gov.uk/education-maintenance-allowance)

#### **TRANSPORT GUIDE TO PARENTS (EXCLUDES EARLY YEARS PROVISION)**

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

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

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

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

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

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

## **Seatbelt statement**

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

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

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

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

## **PRIVILEGED SEATS**

Pupils who are not entitled to free school transport may apply for a privileged seat. A privileged seat is where there is a vacant seat on a dedicated school contract. Parents can make an application for a privileged seat by submitting a letter to Educational 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 612264.

## **VALUABLE ITEMS**

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

## **USE OF MOBILE PHONES**

The use of mobile phones is discouraged. Parents are asked to support us in this and encourage children to leave mobile phones at home. Where necessary, children are given access to the school phone through the school office. Where pupils are given permission by their parents to bring mobile phones to school, mobile phones should be turned off and kept in school bags from 9.00am until 3.00pm.

If a pupil brings a mobile phone to school and does not follow the above procedure, then the school will confiscate the phone and contact the parents of the pupil at which time the agreed procedures for bringing mobiles to school will be explained. The parents will be asked to come into school to collect the mobile phone from the school office.

## **USE OF ONLINE LEARNING PLATFORMS / SOCIAL MEDIA**

Online learning platforms, such as Glow Scotland and Teams, 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 online learning platforms or social media tools should significantly outweigh any concerns and schools should be able to demonstrate the steps they have taken to reduce any identified risks.

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

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

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

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

## **HEALTH AND MEDICAL INFORMATION**

Routine screenings are conducted for pupils in P1 and P7 especially for sight, hearing, height, weight and oral health throughout the year. These are undertaken by the appropriate Health professionals linked to the school. All children have the opportunity to receive a Flu Immunisation Vaccine and parents will receive detailed information on this. Parent/Carers will always be notified if a child takes unwell. You will be notified by a phone call so please ensure all contact details are updated.

If we feel they require urgent medical attention we would take them to an appropriate medical centre and notify you.

## **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.



## NHS AYRSHIRE & ARRAN ORAL HEALTH PROMOTION INITIATIVES IN EYC AND PRIMARY SCHOOLS

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

### **Childsmile:**

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

- A core toothbrushing programme – In Ayrshire & Arran, daily supervised toothbrushing takes place in all EYCs and many primary schools. Free Childsmile oral health packs containing a toothbrush and fluoride toothpaste are given out twice a year to children in the EYC 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.
- **An EYC and School programme** - this initiative provides preventive oral health programmes for children aged 3 years and upwards. It targets children in identified early years centres 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 early years centre 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 point for parents, teachers, all school staff, dental practice staff and School Nurses.

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

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

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

## DATA PROTECTION ACT

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

### **How we will use the information about 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 will share your information**

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

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

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

You have various rights in relation to the personal data that the Council holds about you. This includes the right to ask us to provide you with access to your personal information and to rectify any inaccuracies contained within the personal information.

For more information about these rights please see the full privacy notice.

#### If you have a complaint

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

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

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

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

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

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

#### If you have no Internet Access

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

#### How to access our full Privacy Notice

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

### Education Statistics Privacy Notice

#### Transferring Educational Data About Pupils

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

#### Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as 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.

[ARCHIVED CONTENT] [Scottish Exchange of Data: privacy Information - gov.scot \(nrscotland.gov.uk\)](#)

#### 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 Act 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 1<sup>st</sup> January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

## HELPFUL ADDRESSES AND WEBSITES

Organisation	Address
Educational Services	County Buildings Wellington Square AYR KA7 1DR  <a href="http://www.south-ayrshire.gov.uk">www.south-ayrshire.gov.uk</a>
Education Scotland	<a href="#">Parentzone Scotland   Education Scotland</a>
HMIE	<a href="#">Education Scotland   Education Scotland</a>
Local Councillors	Duncan Townson (Scottish Labour Party) Stephen Ferry (Conservative Party) Julie Dettbarn (SNP)

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

- before the commencement or during the course of the school year in question
- in relation to subsequent school years

## APPENDIX A

This appendix provides links that you may find helpful.

### SCHOOL POLICIES AND PRACTICAL INFORMATION

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

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

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

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

**Children (Scotland) Act 1995**

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

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

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

**Education Scotland's Communication Toolkit for engaging with parents**

[Engaging parents and families - A toolkit for practitioners | Resources | National Improvement Hub \(education.gov.scot\)](#)

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

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

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

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

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

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

### PARENTAL INVOLVEMENT

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

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

**Parentzone** provide information and resource for parents and Parent Councils –

[Parentzone Scotland | Education Scotland](#)

### SCHOOL ETHOS

**Supporting Learners** - guidance on the identification, planning and provision of support

[Education Scotland | Education Scotland](#)

**Health and wellbeing guidance on healthy living for local authorities and schools**

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

**Building Curriculum for Excellence Through Positive Behaviour and Relationships** - outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support

<http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

**Scottish Catholic Education Service's resource 'This is Our Faith'** which supports the teaching and learning of Catholic religious education

<http://www.sces.uk.com/this-is-our-faith.html>

## CURRICULUM

**Information about how the curriculum is structured and curriculum planning**  
[Curriculum levels](#) | [Curriculum in Scotland](#) | [Parentzone Scotland](#) | [Education Scotland](#)

**Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas**  
[Experiences and outcomes](#) | [Curriculum for Excellence](#) | [Education Scotland](#)

**Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing**  
[A summary of resources to support learning, teaching and assessment within numeracy and mathematics](#) | [Resources](#) | [Education Scotland](#)

**Broad General Education in the Secondary School – A Guide for Parents and Carers**  
[Broad General Education](#) | [Curriculum stages](#) | [About Curriculum for Excellence](#) | [Curriculum for Excellence](#) | [Education Scotland](#)

### Information on the Senior Phase

[Senior phase](#) | [Senior phase and beyond](#) | [Curriculum Stages](#) | [About Curriculum for Excellence](#) | [Curriculum for Excellence](#) | [Education Scotland](#)

**Information on Skills for learning, life and work**  
[Learner Participation in Educational Settings \(3-18\)](#)

**Information around the Scottish Government's 'Opportunities for All' programme**  
[Opportunities for all](#) | [Post-16 opportunities](#) | [Curriculum in Scotland](#) | [Parentzone Scotland](#) | [Parentzone Scotland \(education.gov.scot\)](#)

**Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services**  
[Corporate - Skills Development Scotland](#)

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

## ASSESSMENT AND REPORTING

**Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework**  
[Building the Curriculum](#) | [Curriculum for Excellence](#) | [Education Scotland](#)

**Information about Curriculum for Excellence levels and how progress is assessed**  
[About Curriculum for Excellence](#) | [Curriculum for Excellence](#) | [Education Scotland](#)

**Curriculum for Excellence factfile - Assessment and qualifications**  
[CfE Factfile \(education.gov.scot\)](#)

**Information on recognising achievement, reporting and profiling**  
[Reporting on progress](#) | [BSL](#) | [Parentzone Scotland](#) | [Education Scotland](#)

## TRANSITIONS

**Curriculum for Excellence factfile - 3-18 Transitions** - provides information on the transitions children and young people will face throughout their education and beyond

[About the 3-18 curriculum](#) | [Curriculum in Scotland](#) | [Parentzone Scotland](#) | [Parentzone Scotland \(education.gov.scot\)](#)

**Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement** - provides guidance on career information, advice and guidance strategy

[Career Information, Advice and Guidance in Scotland A Framework for Service Redesign and Improvement](#)  
([education.gov.scot](#))

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

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

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

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

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

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

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

## SUPPORT FOR PUPILS

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

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

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

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

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

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

## SCHOOL IMPROVEMENT

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

[School information dashboard](#) | [My school](#) | [Parentzone Scotland](#) | [Education Scotland](#)

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

[HM Chief Inspector reports and guidance](#) | [Inspection and Review](#) | [Education Scotland](#)

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

[Scottish Survey of Literacy and Numeracy: Background](#) - [gov.scot](#) ([www.gov.scot](#))

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

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

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

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

**Amazing Things** - information about youth awards in Scotland –

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

**Information on how to access statistics relating to School Education** –

[School education statistics](#) - [gov.scot](#) ([www.gov.scot](#))

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

**For further Information please contact:**

**0300 123 0900**

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

Aby uzyskać więcej informacji, proszę skontaktować się z:

**0300 123 0900**

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有關更多資訊，請聯絡：

**0300 123 0900**

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

**0300 123 0900**

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

**If you do and you think that they would like a larger print version or an audio cassette version of the text contact Council staff on:**

**0300 123 0900**