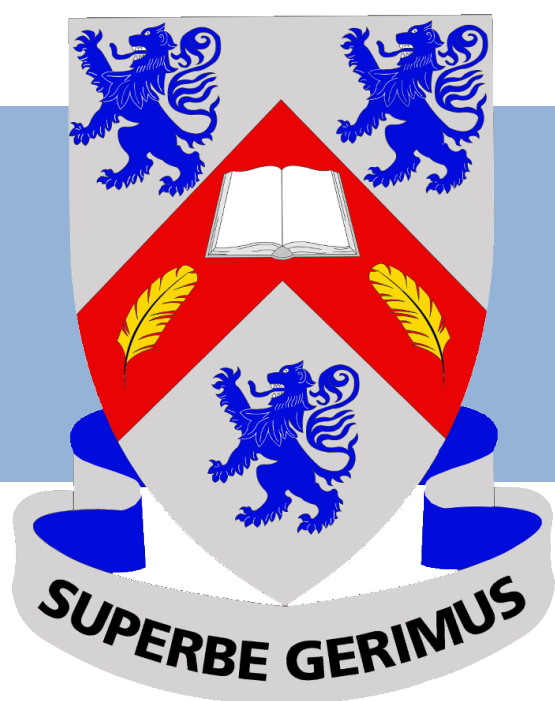


Carrick Academy

School Handbook

Session 2021 - 2022



Be Ambitious

Discover your Talents

Strive for Success



Ambition • Fairness • Responsibility • Honesty • Respect

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SCHOOL IMPROVEMENT



1. HEAD TEACHER WELCOME

Welcome to Carrick Academy.

Thank you for taking the time to read our School Handbook, it contains all the information you will require about the school and how we will support your child throughout their time at Carrick Academy.

We want all of our young people to experience a quality education so that they can reach their full potential and take their place in the wider world when they leave school.

We are aspirational for our young people and promote an ethos of ambition, achievement and respect. We provide a wide curriculum and offer a range of extra-curricular clubs and activities so that our young people can discover their talents. We encourage our young people to work hard so that they can experience success.

I am delighted with the progress that the school has made over the last few years and I hope to continue to build on these strong foundations. This Handbook is designed to answer any questions you may have, please do not hesitate to contact me should you have any other enquiries.

If you would like to visit the school, please contact the School Office and we will arrange this.



Theresa Shona Stevens
Head Teacher
October 2020

2. SCHOOL INFORMATION AND CONTACT DETAILS

NAME	Carrick Academy
ADDRESS	72-74 Kirkoswald Road, Maybole, South Ayrshire, KA19 8BP
TELEPHONE NUMBER	01655 883 003 01655 889 432
E-MAIL ADDRESS	carrick.mail@south-ayrshire.gov.uk
WEBSITE	https://carrickacademysayr.weebly.com
TWITTER ACCOUNT	@Carrick_Academy
HEAD TEACHER	Mrs Theresa Shona Stevens
TYPE	Non-denominational, co-educational 6 year comprehensive
TEACHING BY MEANS OF GAELIC	Not offered
PARENT COUNCIL	Deirdre Cuthbertson is the Chair of the Parent Council. They can be contacted via the school email at: Carrick.mail@south-ayrshire.gov.uk



MAIN ACCOMMODATION

The school campus has two main buildings. The old building at the front of the school was opened in 1926. All of our classrooms are fitted with interactive white boards and multi-media projectors. The Mathematics, English, Social Subjects including RME, Art and Design and Pastoral Care departments are located in the Old Building. There is also a Nail Bar as well as a Technical room. The building contains a well-resourced library, our Assembly Hall and a Wi-Fi room which enhances the ICT provision available to our young people.

The new building at the back of the school was opened in 1974; it contains the following departments; Computing, Design & Technology, Science, Business Studies, Modern Languages, Music and Home Economics. The new building also contains the school administration offices, the main staffroom, the school Dining Hall and Cafeteria. The office reception area and the canteen have Carrick TV displayed so that all pupils, staff and visitors to the school can keep up-to-date with all the events taking place.

Our PE facilities include a games hall, gym, a rugby pitch and an astro-turf pitch. We also use the Sure-start building as the main office and changing facilities for Carrick Academy’s School of Rugby.

CAPACITY - the capacity of the school is 864 pupils.

CURRENT ROLL - The school roll is 409; the number of pupils in each year group is listed below

S1 - 69 S2 - 77 S3 - 75 S4 - 65 S5 - 74 S6 - 49

CATCHMENT AREA

Carrick Academy serves the community of Maybole and its surrounding area. The associated primary schools are Gardenrose, Cairn, Crosshill, Kirkmichael, Minishant, Straiton, Maidens and Fisherton and Dalrymple and we also have a number of young people from Barr and Dailly.

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



SCHOOL STAFF

Department	Name	Subject
Head Teacher	Mrs Shona Stevens	Biology
Depute Head Teacher	Ms Jean Climie Mr Craig McPike Mr Johnny Rusk	Art and Design Physical Education Modern Languages
Business Studies	Miss Shirley Kerr (Principal Teacher 0.6) Mrs Rhona Little (Principal Teacher 0.4) Mrs Shannon Wilson	
English	Mrs Louise McCarron (Principal Teacher) Ms Rowan Parry Ms Alexandra Mattinson Mrs Janice Stewart	
Guidance	Ms Catherine Patterson (Principal Teacher) Mrs Gillian Donoghue (Principal Teacher) Mr Callum Hodgart (Principal Teacher)	
Mathematics	Ms Linsey Gibb (Principal Teacher) Miss Rachel Ferries Mrs Karen MacLeod Mrs Aynsley Beattie Miss Heather Shedden	
Modern Languages	Mrs Fiona O'Connell (Principal Teacher) Miss Juliette Carnejac	
Music	Mrs Jo Ann Spreadbury (Principal Teacher) Mrs Heather Burrell	
Music Instrumental Instructors	Mr Abraham Gonzalez Mr Paul Henderson Mr Phil Stevenson Mr Scott Walker Mr Gavin Welsh	Woodwind Guitar Bagpipes Brass Drum kit and Percussion
Physical Education	Mr Michael Wright (Principal Teacher) Miss Leigh Phillips Mr Jordan Flynn Mr Jack Hannah	
Pupil Support	Ms Eileen Neil (Principal Teacher) Miss Amy Rankine Ms Geraldine Moore	
Technology Faculty	Mr Niall McGinnis (Faculty Head) Mr John Allen Ms Sharon Turner Miss Lesley Finlayson	Design and Technology Design and Technology Art and Design Art and Design
Science Faculty	Mrs Kirsty Dewar (Faculty Head) Miss Lara Ingram Mrs Lynsey Melvin Mrs Stacey Wrightson Mrs Nicola Grant	Physics Chemistry Biology Biology Biology



Social Subjects Faculty	Mrs Nicola Crawford (Faculty Head) Mr Kevin Riley Miss Lauren Ball Ms Kathryn Lindsay Miss Natasha Smith	Modern Studies History Geography RMPS History
Administration Staff	Ms Gillian Dorans Mrs Cathy Killen Mrs Stephanie Doherty Ms Lynne McDonald Ms Shelley Baillie	Admin Team Leader Administrative Assistant Clerical Assistant Clerical Assistant Clerical Assistant
Careers Advisor	Mrs Yvonne Mitchell Mr Vincent Wright	
Catering	Ms Michelle Brown	Catering Supervisor
Janitors	Mr John Cree Mr Malcolm McKay Mr Tommy Robertson	
Library	Miss Haley Milne Ms Carey Stewart	Librarian Library Assistant
School Assistants	Miss Shannon Andrew Mrs Leeann Archer Mrs Gill Gibbons Mrs Lynsey MacPherson Mrs Pat Manderson Miss Rebecca McLafferty Mrs Diane Shearer Mrs Fiona Shearlaw	
Technicians	Mr Martin Ritchie Mrs Shirley Connor Mr Blair Thomson	ICT Science Technical



SENIOR MANAGEMENT TEAM



Mrs Shona Stevens

Head Teacher



Mr Jonathan Rusk

Depute Head Teacher

Responsibility for S5/6 Curriculum

Year Head for S5/6 in session 2021-2022



Mr Craig McPike

Depute Head Teacher

Responsibility for S1/3 Curriculum

Year Head for S1 & S3 in session 2021-2022



Ms Jean Climie

Depute Head Teacher

Responsibility for S2/4 Curriculum

Year Head for S2 & S4 in session 2021-2022

THE GUIDANCE TEAM

When your son/daughter transfers to Carrick Academy, they will be assigned to a House Group which is linked to their register class and Guidance Teacher; the three houses are Culzean (Blue), Crossraguel (Red) and Cargill (Yellow). Their allocated Guidance Teacher will remain the same throughout your child's time in secondary school.

Their Guidance Teacher is the member of staff who will know your child well; they have the responsibility for the pastoral needs of your child including their social and emotional wellbeing as well as having the overview of your child's curricular needs and achievements. Our Guidance team deliver the PSE and 'Support for Learning' programmes which enables them to get to know our children well. Your child's Guidance teacher will be your first point of contact when you require any information or support for your child; they can be contacted by telephoning the school on 01655 883 003.



Mr Callum Hodgart

PT Guidance
Culzean House (Blue)



Ms Gillian Donoghue

PT Guidance
Crossraguel House (Red)



Ms Catherine Patterson

PT Guidance
Cargill House (Yellow)

THE SCHOOL DAY

Period	ELOS	1	2	Interval	3	4	5	Lunch	6	7
Time	8.45-8.55	8.55 - 9.45	9.45 - 10.35	10.35 - 10.50	10.50 - 11.40	11.40 - 12.30	12.30 - 1.20	1.20 - 2.00	2.00 - 2.50	2.50 - 3.40
Mon - Tues										
Period	ELOS	1	2	Interval	3	4	Lunch	5	6	
Time	8.45-8.55	8.55 - 9.45	9.45 - 10.35	10.35 - 10.50	10.50 - 11.40	11.40 - 12.30	12.30 - 1.10	1.10 - 2.00	2.00 - 2.50	
Wed - Fri										

The timings of the school day is noted in the table above. In the senior phase we have opened up learning to enable our young people to study and learn in a variety of different contexts; this includes work placements, college courses and the opportunity to study subjects in other schools via our consortia arrangements. If our young people choose one of these options then they are timetabled for this on either a Monday/Wednesday afternoon or a Tuesday/Thursday afternoon. The cost of travel is covered by the local authority and pupils travel during the lunchtime so that their learning is not disrupted in other curricular areas.

3. ENROLMENT

If you would like your child to attend Carrick Academy then they would have to be enrolled in the school.

If your son/daughter already attends one of our local primary schools, then you will be advised by the primary how to complete this process. Your child will automatically transfer to Carrick Academy after they complete P7.

If you are new to the local area and would like to register your child at Carrick Academy then you should contact the school office to make an appointment to meet with the appropriate Year Head:

For session 2021/2022:

S1 & S3: Mr C McPike

S2 & S4: Ms J Climie

S5 & S6: Mr J Rusk

At the meeting you will be asked to complete all relevant paperwork, have any questions you may have answered and agree a start date for your child. You will also be taken on a tour of the school. If you reside out-with Carrick Academy's catchment area and you would like to send your child to our school, you would need to contact South Ayrshire Council to make a placing request.



4. PARENTAL INVOLVEMENT

Parents (The definition of 'parent' used is the broadly framed definition set out in the 1980 Act which is as follows: 'Parent' includes guardian and any person who is liable to maintain or has parental responsibilities in relation to, or has care of a child or young person. This is a wide definition which can include, by way of example, non-resident parents who are liable to maintain or have parental responsibilities in respect of a child and others with parental responsibilities, e.g. foster carers or kinship carers.) should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

WHAT OPPORTUNITY IS THERE FOR PARENTS TO GET INVOLVED IN THEIR CHILDS' LEARNING?

In order for our young people to achieve their full potential and feel that they are fully supported in their learning, it is essential that we have strong links with the home. As a parent, you know your child best and it is important that we work together to enable our young people to strive for success.

At Carrick Academy we endeavour to share as much information as we can with parents. We update our School Website and Twitter page on a weekly basis which includes up to date information on events which have taken place in the school. We contact you by letter, telephone, text and email with relevant information when appropriate.

We report to parents throughout the year and hold Parent Evenings so that you can be kept up to date on your child's progress. We also hold Special Information Evenings to share curricular information with you so that you are fully informed at each stage in your child's education. The dates for all of these events can be found on our 'school calendar' which can be found on the 'Parentzone' of the school website.

Parents may feel the need to contact the school at various times throughout the session to clarify any issues arising or discuss any concerns. In the first instance contact should be made with the appropriate member of the Guidance team or Depute Head Teacher.

PARENTS AS PARTNERS - PARENT COUNCIL AND PARENT FORUM

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

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

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

- receive information about the school and its activities;
- hear about what partnership with parents means in the school;



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

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

The main aims of the Parent Council are to:

- support the school in its work with pupils;
- represent the views of parents;
- promote contact between the school, parents, pupils, providers of nursery education and the community;
- report to the parent forum;
- be involved in the appointment of senior promoted staff; and
- raise funds for the school for the benefit of pupils.

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

The Parent Council is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact the Parent Council if you want to join in.

Deirdre Cuthbertson is the Chair of the Parent Council. Deirdre can be contacted via the school email at: Carrick.mail@south-ayrshire.gov.uk.

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

National Parent forum of Scotland - enquiry@parentforumscotland.org

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

5. SCHOOL ETHOS

WHAT ARE THE ETHOS, VALUES AND AIMS OF THE SCHOOL?

We are ambitious for our young people at Carrick Academy; we encourage them to set goals for themselves and work hard to achieve them. Our school prides itself in the positive relationships that we have with each other and the care and support we offer to all. We take pride in our local community and work with the Maybole Community Council, the Carrick Centre and others to ensure that the school is at the heart of the community.

Carrick Academy is committed to respecting children's rights and we are working towards our Gold Award in the 'Rights Respecting Schools' agenda after being awarded Silver in September 2018. Pupil voice is very strong in our school and we take account of their views and opinions in making plans for improvement. Our young people work together each year to create their own Pupil Improvement Plan; they set their plan for school improvement and work collegiately to achieve it.

CARRICK ACADEMY VISION:

Be ambitious; discover your talents; strive for success.

CARRICK ACADEMY VALUES:

Respect, Honesty, Ambition, Responsibility, Fairness

CARRICK ACADEMY AIMS:

- To provide a safe and welcoming environment where learning can be enjoyed and positive relationships fostered.
- To promote an ethos where young people are listened to, respected and supported.
- To provide the best quality learning experiences which encourage our young people to set and achieve aspirational goals and prepare them for life beyond school.
- To work in partnership and create opportunities for all that will foster pride in our local community.

6. THE CURRICULUM

CURRICULUM FOR EXCELLENCE

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

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

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

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

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

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

CARRICK ACADEMY CURRICULUM RATIONALE

The purpose of our curriculum is to equip our young people with the knowledge, skills and attributes to become confident individuals who will take up their place in their local community and the wider world.

In Carrick Academy, our learners are at the centre of our decision making; we provide a progressive education that benefits young people and meets their needs. We are ambitious for our young people; we encourage them to set targets and be aspirational for their future.



Our curriculum enables our young people to study a wide range of subjects. We work in partnership with our local community, Ayrshire College and local schools to offer a wide range of learning opportunities which enable curricular progression, personal achievement and the skills for work; opening up flexible learning pathways for our young people. We offer a wide range of extra-curricular activities which enables our young people to discover their talents and experience success. We promote a strong work ethic where young people are encouraged and supported to strive for and experience success in all that they do.

We prepare our young people to become independent learners and encourage them to develop the skills for learning, life and work so that they can make a positive contribution to their community and take up their place in the wider world.

THE JUNIOR PHASE (S1-3)

All pupils follow the Broad General Education in S1 to S3 and learning covers all the curricular areas as outlined by Scottish Government. All young people study RME, PSE and have a minimum of two periods of PE in S1-3. The curriculum offers a wide range of learning opportunities both in and outside of the classroom; there are a wide range of activities which enable our young people to discover their talents and experience success. Interdisciplinary learning activities that take place within the curriculum enable our young people to link their learning and apply their skills in different contexts. In S3, pupils can personalise their learning by choosing subjects within each curricular area; this enables depth of learning to take place in preparation for the Senior Phase where they will be presented for National Qualifications in S4, S5 and S6.

THE SENIOR PHASE (S4-6)

There is an increasing trend for pupils to complete a fifth and sixth year before leaving school.

In S4, all young people will move from the Broad General Education (BGE) to the Senior Phase; three years of planned learning for our young people. The senior phase is designed to build on achievements from the BGE, provide a range of flexible learning pathways to meet the learning needs of our young people prior to them leaving school in S4, S5 or S6. The curriculum promotes a high level of attainment including literacy and numeracy for all, supports employability skills, skills for learning, life and work.

Our curricular model has increased the learning opportunities available to all young people in S4 to S6 enabling them to gain skills for learning life and work. The three year groups study in the same classes depending on the courses that they study to meet their interests, abilities and needs. We deliver SQA National Qualifications and offer a wide range of subjects and levels in the upper school to support progression in the Senior Phase. The courses are studied for one academic session before pupils are assessed by SQA. Studying English and Mathematics is compulsory for all pupils in S4; neither of these subjects is compulsory thereafter but we strongly recommend that pupils achieve the highest levels possible in these key areas.

We have opportunities for personal achievement which include Duke of Edinburgh's Award and the Young Applicants in Schools Scheme. We have increased opportunities to develop skills for



learning, life and work by enabling access to other schools and courses at Ayr College through the consortia arrangements. The curriculum offers young people a range of opportunities for leadership development and personal achievement; participation in these activities enables our pupils to gain Saltire Awards for volunteering.

We support 'Developing Scotland's Young Workforce' by offering a range of skills for work courses. To support our young people in gaining skills for work, we have formed partnerships with a number of local employers to offer extended work experience placements; this is linked to the SQA Skills for Work Personal Development qualification. The young people who have taken part in these placements have had a genuine experience of the world of work enabling them to reflect on their own skills development which has encouraged them to present themselves more effectively at interview. At our Employer Engagement Celebration; our employers told us that we are producing 'work ready' pupils who they would be happy to employ. Our 'Careers' page on our school website enables all young people to access information on employment, careers, college, university and CV production. We also take part in the local authority 'Work-Out Programme'.

Attainment is tracked by all staff using the Click and Go system and we liaise with parents as appropriate. The learning experience provided engages, stimulates and develops the pupils' ability to think and work independently and cooperatively. Thinking routines are embedded in classroom practice which enables our young people to develop their 'higher order thinking skills' and become more independent and successful learners. Effective use of ICT is used to support learning.

We have effective partnerships with external agencies that support us in removing barriers to learning for our young people and we have developed a range of productive and supportive partnerships with various individuals, companies and agencies within the local and wider community which support and enhance curriculum delivery and enable smooth transitions into and out of Carrick Academy at key stages of our young people's life.

Information on our Curriculum and Course Planning forms can be found on the 'Parent Zone' of our school website.

OPPORTUNITIES FOR WIDER ACHIEVEMENT

As well as the personal achievement awards mentioned above, our young people have a wide range of activities that they can access at school. A detailed list of these can be found in the 'Wider Achievement' booklet in the 'Parent Zone' of our school website.

RELIGIOUS AND MORAL EDUCATION

The search for meaning, value and purpose in life is a challenge for us all. We hope that many aspects of school life will be of assistance to the pupils as they embark on this quest, but the contribution made by Religious and Moral Education is of particular importance.



All pupils in S1 to S3 have one period each week taught by a specialist teacher. They will be encouraged to become aware of a wide range of religious interpretations of personal experience and to develop an attitude of open enquiry and awareness of prejudice. In S4, S5 and S6 all pupils will receive a block of RME leading to an SQA National Qualification.

Religious observance is fostered through the termly involvement of our School Chaplain and at assemblies. Services are held at Remembrance and Christmas and Easter.

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.

More information can be found on religious observance as set out in the Scottish Government Circular dated 21 February 2011, *'Curriculum for Excellence - Provision of Religious Observance in Schools'*.

HEALTH AND WELLBEING

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

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

Two of our core values are **respect** and **responsibility** and our young people are constantly encouraged to behave in such a way that these values are promoted in the school and are the basis of all relationships between members of the school community.

Our 'Carrick Academy Expectations' are displayed in all classrooms and work areas. It outlines our expectations in classrooms and pupil movement around the school. Each class also displays the 5 'rights of the child' that our young people identified as being of importance to them; we promote these in the work that we do.

In cases where pupils are not complying with the expectations of the school we work closely with the pupil concerned, their parents, with specialist support staff and with external agencies if necessary to ensure that the detrimental effects of inappropriate behaviour are minimised for both the individual pupil and the wider school community.

We work hard to promote positive behaviour and reward our young people using merits in class. At the end of each academic session, pupils with the most merits are rewarded by taking part in an activity out of school. Where behaviour falls short of the expected standard, we impose disciplinary sanctions but in a firm, fair and consistent manner. We are committed to supporting



young people to overcome behaviour issues through our well-developed pupil support mechanisms which employ a range of people and strategies tailored to meet the needs of individual pupils. We are ambitious for our young people and work collegiately to remove any barriers which have a detrimental effect on their learning and prevent our young people from achieving their full potential.

EQUAL OPPORTUNITIES AND INCLUSION

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

The national legislation around equal opportunities and social inclusion includes:

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

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

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

Mr J Rusk is Carrick Academy's Pupil Support Coordinator who has responsibility to ensure each child's needs are met. They will work alongside Pupil Support staff within their own school and also centrally. Central staff include Inclusion Co-ordinators, ASN teams, Psychological Services and Quality Improvement Officers.

If you need further information on any of the above teams, contact Mr J Rusk, Pupil Support Coordinator.

At Carrick Academy, we strive to ensure that every pupil is treated equally, fairly and with respect. Every individual is given an equal opportunity to reach his/her potential, regardless of sex, race, colour, creed, ability or circumstances.

Current priorities include:

- training senior pupils as peer helpers to support younger pupils at times of transition
- reviewing the senior curriculum to provide a broader and more appropriate choice of courses for attainment and achievement
- promoting a caring and tolerant ethos in the school
- encouraging all pupils to participate fully in the life of the school.

All staff have a responsibility for promoting equality of opportunity and social justice, inside and outside the classroom, with Guidance teachers offering support for individuals. Ms Climie (Depute Head Teacher), co-ordinates Equal Opportunity developments in the school.

7. 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. From August 2017, new national standardised assessments were introduced in all schools in Scotland. These assessments will provide an additional source of nationally consistent evidence for teachers to use when assessing children's progress.

NATIONAL STANDARDISED ASSESSMENTS

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

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

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

HOW IS LEARNING IN THE SENIOR PHASE ASSESSED?

Learning in the Senior Phase is assessed using procedures and processes agreed by the Scottish Qualifications Authority or other awarding bodies. When our young people start the Senior Phase, they are presented at a level of qualification that is appropriate to meet their needs, from National 3 to National 7 (Advanced Higher level). Preliminary examinations take place in late January/early February; young people who achieve 40% or more in their prelim will be presented for the SQA examination in May. For young people to progress in their learning in any given subject through National qualifications, there is an expectation that they will have achieved a C grade or better at the level prior to the one they choose to sit. This will be discussed with their Guidance teacher during the option process each year.

TRACKING AND MONITORING PROGRESS

The progress of individual learners is tracked and monitored during the session; this information is provided at Parent evenings and through parental reports.

Pupils' progress is tracked termly and parents are provided with a short tracking report. This provides information on their child's target along with their working grade and in the senior phase, it provides the next steps that they need to take to improve their grade.



8. REPORTING

Each department builds up a profile of pupil performance by keeping records of continuous assessment, which are summarised annually and reported to parents. The school has developed computerised reporting over recent years and all reports are in this format. The timing of reports to parents is added to the school calendar each year; this can be found on the 'Parent Zone' of the school website.

In S1-3 all pupils have the opportunity to have a 1:1 meeting with their parents and their Guidance Teacher during the year to discuss their progress. If you have any concerns about your child's progress throughout the year, please contact their Guidance Teacher as they will have the overview of your child's progress and will be able to address your concerns.

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.

9. TRANSITION

HOW DO WE ENSURE THAT THERE IS A SMOOTH TRANSITION BETWEEN STAGES?

The move from Primary to Secondary is a major event in a young person's life, and we take great care to ensure that the experience is a happy one. Carrick Academy staff have strong links with our primary colleagues to enable continuity in their learning. We plan our curriculum together to support a smooth transition when they move to secondary education. Staff from primary and secondary observe each other teaching and share pedagogy and good practise. Our Pastoral Care team liaise with our primary colleagues throughout the P7 transition year, sharing information on individual pupil progress. We host P7 pupils at various times throughout the year to enable them to familiarise themselves with the school, the varying learning environments, and to enable them to form new friendships. We have a four day transition programme in June and an enhanced transition for any of our young people who may be apprehensive about the move to secondary school. This collegiate approach ensures a smooth transition for our young people when they join Carrick Academy in August.

10. SUPPORT FOR PUPILS

GETTING IT RIGHT FOR EVERY CHILD (GIRFEC)

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

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

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

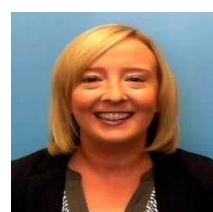
In Carrick Academy, your child's Guidance Teacher is their 'Named Person'. They are as follows:



Culzean House (Blue)
Mr Callum Hodgart



Crossragual House (Red)
Mrs Gillian Donoghue



Cargill House (Yellow)
Ms Catherine Patterson

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 THAT WE MEET THE ADDITIONAL SUPPORT NEEDS OF PUPILS IN SOUTH AYRSHIRE?

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

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

Staged intervention can be broken down into the following stages:

STAGE 1 (A) - IN CLASS SUPPORT

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

STAGE 1 (B) - IN SCHOOL SUPPORT

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

STAGE 2 - ADDITIONAL SUPPORT FROM A SERVICE THAT IS UNIVERSALLY AVAILABLE

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

STAGE 3 - SPECIALIST HELP FROM A MULTI-AGENCY TEAM

At this stage a **wellbeing assessment** will be completed. The Named Person will contact the appropriate multi-agency team, and work in partnership with parents and learners to discuss/identify what targeted supports are required to minimise the barriers to learning.

A team around the child meeting (TAC) will be convened to determine how agencies can provide support.



All children at Stage 3 will benefit from **at least one targeted support**. Further universal supports may also be part of the support provided to children at this level.

COORDINATED SUPPORT PLAN (CSP)

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

SUPPORTS AVAILABLE

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

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

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

HOW CAN PARENTS HELP TO SUPPORT CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL SUPPORT NEEDS?

As parents/carers, you will be fully involved in both the assessment of your child's needs and the plan of any outcomes detailed on your Child's Plan. 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 arrangements to support their children. They can bring supporters or advocates to any meeting at school to discuss their child.

WHAT ROLE DO CHILDREN AND YOUNG PEOPLE PLAY?

All children and young people will have the opportunity to make their views known about decisions that affect them. Children and young people's views should be taken into account and

recorded through the Child's Plan. They will be encouraged to take part in any meeting where people are discussing 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 Person.

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 DO NOT AGREE WITH THE AUTHORITY?

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

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

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 overleaf.



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 612406 or 01292 612292

Enquire

Scottish Enquire helpline: 0845 123 2303
Textphone: 0131 22 22 439
Email: info@enquire.org.uk
Enquire the Scottish advice service for Additional Support for Learning provides free, independent and impartial advice through its helpline.

Scottish Child Law Centre

54 East Cross Causeway
Edinburgh
Midlothian
EH8 9HD
Tel: 0131 667 6333
Email: enquiries@sclc.org.uk
The Scottish Child Law Centre provides free legal advice and information for and about children and young people.

Resolve

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



Advocacy Service

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

PSYCHOLOGICAL SERVICE

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

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

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

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

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

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

Educational Psychologists maintain a note of young people's names who have been discussed with them and will only open Psychological Service case files if there is to be direct work with a child



or family or there is a high frequency of consultations required. 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

INFORMATION SHARING

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

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

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

CHILD PROTECTION

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

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

Mr J Rusk is Carrick Academy's Child Protection Co-ordinator, he co-ordinates the school's response to concerns for children's and young people's safety and where they may be at risk of significant harm. The Authority has a designated officer for Child Protection who will ensure schools work effectively to keep children safe and well. If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', talk about this to the school's Child Protection Co-ordinator, Mr J Rusk, or another member of staff.



11. SCHOOL IMPROVEMENT

HOW HAS THE SCHOOL IMPROVED OVER THE LAST 12 MONTHS?

The annual *Standards and Quality Report*, latest version produced in June 2020, can be accessed through the school website (<https://carrickacademysayr.weebly.com/>) in the 'Parent Zone' area. The purpose of this report is to provide a summary of the quality of education in Carrick Academy over the course of the previous session (2019/2020). It highlights the achievements of the school, details what the school does well and also summarises identified areas for improvement.

HOW HAS THE SCHOOL IMPROVED THE ATTAINMENT OF YOUNG PEOPLE?

Parents may also find the SQA Results Summary 2020, which contains a helpful comparison of results achieved over the last 5 years. South Ayrshire Council visits the school each year to scrutinise attainment and validate our self-evaluation processes. In 2016; they spent one full day in the school and a copy of their report named 'School Improvement Report: Carrick Academy 6 October 2016' can be found in the 'Parent Zone' of the school website.

Also in the 'Parent Zone' area of the website is the annual School Improvement Plan 2020-2021. The purpose of this document, which was developed in consultation with staff and shared with parents through Parent Council meetings, is to outline the main improvement priorities and objectives over the course of session 2020/2021.

12. SCHOOL POLICIES AND PRACTICAL INFORMATION

WHAT ADDITIONAL INFORMATION IS AVAILABLE TO PARENTS?

Our school website is well maintained and it contains a wealth of information about the school. Carrick Academy School Policies can be found in the 'Parent Zone' section on the school website at <https://carrickacademysayr.weebly.com>

PUPIL VOICE

Consultation with pupils about their views on their school environment and their learning is important and valuable to our school. We recognise that giving young people a "voice" as partners in the process of school improvement, leads to more effective learning organisations. Carrick Academy has a very active 'Pupil Voice' and each session the young people identify their areas for improvement within the school and set them out in their Pupil Improvement Plan; they then work alongside school staff and the local community to execute their objectives.

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

CHOOSING A SCHOOL

Under the placing request arrangements parents have the right to choose a school other than the catchment denominational or non-denominational school for their area. This is known as a placing request and application forms can be obtained from the school office or Educational

Services, County Buildings, Wellington Square, AYR KA7 1DR, telephone 01292 612465. Unfortunately it is not possible to guarantee that a placing request will be successful but parents will have the right of appeal should it be unsuccessful. Full details of the placing request arrangements are contained in the application form or on the Council website: <http://www.south-ayrshire.gov.uk/schools/placing-requests.aspx>

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

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.

LATECOMING

Pupils are expected to be in their classrooms by 8.45 am.

Any pupil arriving in class after this will be recorded late by the class teacher on the computerised register. If they arrive after 8.55 am they should report to the school office to be registered.

Late-coming causes disruption to learning and teaching in the classroom and is a particularly unwelcome habit to acquire in preparation for leaving school. Parents will be informed of any unsatisfactory pattern of late-coming, and your support in preventing this is greatly appreciated.

A guide for parents about School Attendance explains parental responsibilities with regard to children's attendance at school can be found at

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

ROUTINE AND EXPECTED VISITS OUT-WITH SCHOOL

Carrick Academy 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 and facial piercings, 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.
- No hooded tops should be worn in class; these are classed as outdoor clothing and should be removed.

Carrick Academy carried out wide consultation on uniform in 2015 and the agreed school policy can be found on the 'Parent Zone' of the school website <https://carrickacademysayr.weebly.com>. We encourage the wearing of school blazers; these are relatively inexpensive and can be purchased from Trutex School Wear in Dalblair Road in Ayr.

PARENTAL COMPLAINTS PROCEDURE

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

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

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

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

SCHOOL MEALS AND FREE SCHOOL MEAL INFORMATION

The school canteen is open before the start of the school day, at break and at lunch. A variety of hot and cold snacks, meals and healthy options are available daily. At Carrick Academy, we run a cashless catering system; all pupils have a 'NEC' card which acts as their dinner card; they can put money on this to buy their lunch. Pupils in receipt of free school meals will automatically have their card credited with their dinner money. Pupils may also bring packed lunches and use the facilities within the dining hall to enjoy their lunch.



The current criteria for entitlement are included below, however this is reviewed annually in April and updated information will be available on the Council website <http://www.south-ayrshire.gov.uk/schools/meals/free-school-meals.aspx>

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than £16105), Child Tax Credit and Working Tax Credit (where income is less than £7330) Universal Credit where earned income is £610 or less per month, income related element of Employment and Support Allowance and support under part V1 of the Immigration and Asylum Act 1999 are entitled to a free midday meal. Information and on-line application forms for free school meals can be accessed from the above link.

CLOTHING GRANT INFORMATION

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than £16105), Child Tax Credit and Working Tax Credit (where income is less than £16105, Universal Credit where earned income is £1342.08 or less per month. Income related element of Employment and Support Allowance, Council Tax reduction or Housing Benefit and support under part VI of the Immigration and Asylum Act 1999 are entitled to a footwear and clothing grant. Information and on-line application forms for clothing grants can be accessed from the above link.

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 forms can be accessed from the following link www.south-ayrshire.gov.uk/schools/maintenance-allowance.aspx

TRANSPORT GUIDE TO PARENTS

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 <https://www.south-ayrshire.gov.uk/schools/school-transport.aspx>. Applications should be completed and submitted by the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

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



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

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

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

SEATBELT STATEMENT

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

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

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

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

PRIVILEGED SEATS

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

INSURANCE

South Ayrshire Council holds Public Liability, Employers' Liability and Officials Indemnity Insurance. In addition, South Ayrshire Council has an on-site and off-site activities insurance



policy. Further information regarding insurance and an appropriate claim form can be obtained from the school or Educational Services, County Buildings, Wellington Square, Ayr, KA7 1DR, telephone 01292 612294.

VALUABLE ITEMS

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

USE OF MOBILE PHONES

Pupils are permitted to bring mobile phones to school but they do so at their own risk. Mobile phones should only be in use at break and lunchtime; we ask that all mobile phones are **switched off during class time** to minimise the disruption to teaching and learning. If a mobile phone does go off in class, it is confiscated and the pupil collects it from the Head Teacher at the end of the school day. Parents are asked to contact the school or collect the mobile phone if it is confiscated a second time. The school policy on the use of mobile phones can be found on the 'Parent Zone' of the school website.

USE OF SOCIAL MEDIA

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

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

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

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

- only share information that they would be willing to share in school or a school-related setting;
- maintain a formal, courteous and professional tone when communicating with pupils;
- maintain professional boundaries ;
- do not exchange personal information such as phone numbers and personal e-mail addresses;
- do not discuss their private and personal relationships with pupils;

- take care to avoid becoming personally involved in pupils' personal affairs;
- decline pupil-initiated 'friend' requests;
- manage their privacy settings and keep them under review;
- report any inappropriate use of social media by a pupil or concerning a pupil to their Head Teacher or line manager.

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

HEALTH AND MEDICAL INFORMATION

Each session we ask parents to provide an update of any health or medical information that is relevant to enable us to support your child; this information is treated confidentially. If your child becomes unwell during the school day, they should inform their class teacher and then report to the school office where they will be seen by a trained first aider. If it is appropriate, the school office will contact you or the named emergency contact so that you can collect your child. We ask that you keep your child's emergency contact information up to date.

HEALTH PROMOTION AND NUTRITION

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

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

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

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

Further guidance can be found at:

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

DATA PROTECTION ACT

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



How we will use the information about you and your child?

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

Who we share your information with?

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

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

What are my rights?

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

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

If you have a complaint:

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

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

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

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

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

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

If you have no Internet Access:

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

How to access our full Privacy Notice:

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

EDUCATION STATISTICS PRIVACY NOTICE**Transferring Educational Data About Pupils:**

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

Why do we need your data?

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

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

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

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

YOUR RIGHTS AND FURTHER INFORMATION

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

THE FEEDOM OF INFORMATION (SCOTLAND) ACT 2002

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

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



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

Helpful Addresses and Websites:

Educational Services, County Buildings, Wellington Square, Ayr, KA7 1DR

www.south-ayrshire.gov.uk

www.education.gov.scot/parentzone/

www.hmie.gov.uk

LOCAL COUNCILLORS

Councillor Brian Connelly Councillor Iain Campbell Councillor William Grant	County Buildings, Wellington Square, AYR, KA7 1DR
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Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document:-

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

SCHOOL POLICIES AND PRACTICAL INFORMATION

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

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

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

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

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

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

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

Education Scotland's Communication Toolkit for engaging with parents -

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

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

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



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

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

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

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

PARENTAL INVOLVEMENT

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

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

Parentzone provide information and resource for parents and Parent Councils -

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

SCHOOL ETHOS

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

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

Journey to Excellence - provides guidance and advice about culture and ethos -

<http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

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

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

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

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

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

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

CURRICULUM

Information about how the curriculum is structured and curriculum planning -

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

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas -



<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literary, numeracy and health and wellbeing -

<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

Broad General Education in the Secondary School - A Guide for Parents and Carers -

http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64

Information on the Senior Phase -

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp>

Information on Skills for learning, life and work -

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

Information around the Scottish Government's 'Opportunities for All' programme -

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

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

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

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

ASSESSMENT AND REPORTING

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

http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf

Information about Curriculum for Excellence levels and how progress is assessed -

<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Curriculum for Excellence factfile - Assessment and qualifications -

http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp

Information on recognising achievement, reporting and profiling -



<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

TRANSITIONS

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

http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

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

<http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

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

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

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

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

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

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

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

SUPPORT FOR PUPILS

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

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended - <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers - <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

SCHOOL IMPROVEMENT

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

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

Education Scotland's Inspection and review page provides information on the inspection process - <http://www.educationscotland.gov.uk/inspectionandreview/index.asp>



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

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

Scottish Credit and Qualifications Framework (SCQF)

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

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

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

Amazing Things - information about youth awards in Scotland -

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

Information on how to access statistics relating to School Education -

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

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

For further Information please contact:

0300 123 0900

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

Aby uzyskać więcej informacji, proszę skontaktować się z:

0300 123 0900

本出版物還有純文字中文版。

有關更多資訊，請聯絡：

0300 123 0900

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

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

0300 123 0900

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

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

0300 123 0900