

GIRVAN PRIMARY SCHOOL HANDBOOK



**THE
SOUTH
AYRSHIRE
WAY**

January 2024

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WELCOME BY MARK INGRAM, HEAD TEACHER



A very warm welcome to Girvan Primary School. We very much hope that both you and your child will enjoy your time here at school and look forward to getting to know you over the coming years. This handbook contains information about all aspects of school life. Should you have any issues or questions you wish to raise please do not hesitate to be in touch.

CONTACT DETAILS:

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School Website: <https://blogs.glowscotland.org.uk/sa/girvanprimary>

Description of School

Girvan Primary School is situated in the centre of the town and serves the town and the surrounding rural areas.

The school is a non-denominational, co-educational primary offering stages P1 – P7. There is an upper limit of 25 pupils in P1 and P2, and 33 in P3 – 7. The roll in August 2023 settled at 313. Parents should note that the working capacity of the school varies dependent upon the number of pupils at each stage and the way in which the classes are organised.

At the end of the day, the teachers of the infant classes ensure that all children are met by an adult. Please let your child know who will collect them and if there is a change of arrangement inform the school office. Please note that we expect our P1, P2 and P3 pupils to be collected from school.

Our school doors open at 8.55am each morning to allow children to enter. This is at the discretion of individual schools and is only possible when there are sufficient non-teaching staff available to help supervise the children. Similarly, during wet breaks and wet lunch times pupils stay indoors, supervised by wet weather monitors and school assistants.

On enrolment, pupils are allocated to one of the four 'Houses' – Falcons, Kestrels, Ospreys and Harriers. As the children progress through the school year they are awarded points for academic and sporting success and for wider achievement. The accumulated points determine which house wins the House Trophy at the end of the school year.

For parents who have any concerns or queries, members of the Senior Leadership Team are available for phone calls each morning between 0910 and 0930 or an appointment can be made to speak in person.

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. A catchment map and area is available from the School Management Section, Educational Services, County Buildings, Wellington Square, Ayr, KA7 1DR. Useful links to additional information to be found in Appendix 2.

Pupil Absence Procedures

If your child is unwell or is unable to attend school for any reason, you are asked to telephone the school as soon as possible. If you have not done this before 10am, a text message prompting you to telephone the school office will be sent. Unexplained absence is recorded as truancy therefore it is important you advise the school of the reason for your child's absence from school.

Home / School Communication

Girvan Primary School communicates with parents in a variety of ways: through letters in school bags (bag drops), a monthly newsletter, the school website, by telephone, by SMS and by the App. It is important that parents keep the school informed of any changes in address, telephone numbers or emergency contacts.

SMS/App messages are sent from the school to parents using text messaging and/or e-mail and provide the school with the option of contacting a large number of parents very quickly. Examples of reasons for sending SMS messages are:

- **Attendance** – to let you know your child has not arrived for school and we do not have an explanation of their absence
- **Emergency** – to let you know the school has had to close early
- **Transport** - to let you know when a bus/taxi is running late
- **Reminder** – to remind you of a forthcoming school event, such as Parent Appointments or a school trip; to remind you that forms have to be returned or that lunch money is due.
- **Alert** – to tell you when a newsletter, bag drop or important information is in your child's school bag.
- **Text or e-mail** - You have the option to choose to be contacted by text message (either to your mobile or your home phone) or by e-mail. Please note that if you choose the e-mail option it should be because you use e-mail during the working day, i.e. a business e-mail address. Text messages to landlines will appear as a voice message. Please note you do not have the option to reply to the message.

The school telephone number may be withheld – this is South Ayrshire Council's policy – therefore the telephone numbers you give us should be numbers which accept a withheld number. **It is the responsibility of parents and carers to provide the school with a means of contacting you in an emergency and to keep the school informed of any changes.**

SCHOOL STAFF

For session 2021/2022 the school was allocated the full time equivalent of 22.20 FTE teaching staff. This includes class teachers, promoted staff and teachers for support for learning and learning for sustainability. We were allocated additional teachers for our Wellbeing Department and the Nurture Class. These are indicated in the list below.

Teaching Staff

Miss Connell	P1 Teacher
Miss Downie	P1 Teacher
Mrs Pettigrew	P1 Teacher
Miss McDonald	P2 Teacher

Mrs Watson	P2/3 Teacher
Mrs Laidman	P3 Teacher
Miss Lee	P3/4 Teacher
Mrs Allan	P4 Teacher
Mrs Allan	P5 Teacher
Mrs Mansell	P5/6 Teacher
Miss Creasey	P6 Teacher
Mr McMaster	P7 Teacher
Mr Mair	P7 Teacher
Mrs Nelson	NCT Teacher
Mr Tait	Nurture Teacher
Mrs Lucas	Cluster Pupil Support Teacher
Mrs Robertson	Cluster Pupil Support Teacher
Mrs Richardson	Support and Wellbeing Dept teacher
Mrs Bryson	Support and Wellbeing Dept teacher
Miss McCrae	Support and Wellbeing Dept teacher
Miss Grater	Support and Wellbeing Dept teacher

Support Staff

School Assistants	Mrs Hunter Mrs Brown Mrs Jack Mrs Bryce Ms McCleary Miss Balfour Mrs Grinter Mrs Kirkwood Mrs Rowney Mrs Shepherd
School Welfare Officer	Mrs Thornley
Sports Development Assistant	Mr Harper-Titchener
Clerical Assistants	Miss Spiers Mrs Bell Mrs Mitchell (Part time)
Janitor	Mr Martin
Cleaning Supervisor	Mrs Hutchison
Cook-in-Charge	Mrs Brown

The school is well supported by cleaners and catering assistants, whose contributions to the smooth running of the school are very much appreciated.

LEADERSHIP TEAM

Mr Ingram	Head Teacher
Mrs Murdoch	Depute Head Teacher
Miss Boles	Depute Head Teacher
Mrs Robertson	Principal Teacher
Mr Mair	Acting Principal Teacher
Mr McMaster	Acting Principal Teacher

ENROLMENT

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

Infant Registration takes place in January each year for new entrants to P1 the following August. Other enrolments take place throughout the year, as families move into the area. School staff take particular care in welcoming and supporting children new to the school.

Parents are invited to bring their child to an enrolment appointment with school staff. They are asked to provide **2 proofs of residency (Council Tax notice and Utility Bill) and the child's birth certificate.**

It is important to note that the child will be enrolled on school records under the name on the birth certificate. A request for the change of name of a pupil on school records cannot be processed at school level. If a parent requests that a child be known by a different name, they will be asked to complete a Change of Name of Pupil on School Records Form. This form and a validated copy of the child's birth certificate will then be sent to the department of Educational Services at County Buildings for processing.

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.

PARENTAL INVOLVEMENT & HOME-SCHOOL LINKS

At Girvan Primary School we are committed to strengthening the link between home and school. We recently updated our reporting strategy offering more opportunities to involve parents and carers in the life of the school. We have two formal parents evenings each session, one in the Autumn term and one in the summer term, during which you will be offered a time to meet with the class teacher to discuss your child's progress. During the session there are lots of opportunities for you to come to school to take part in learning and find out more about our curriculum. Parents receive an interim report and a final school report to keep you updated on progress. During the course of the year parents are invited into class to take part in learning opportunities and to join their child for their class assembly. Further opportunities include accompanying your child on excursions and Book Bug in infant classes. Parents are encouraged to use our morning 'Drop In' facility to raise any issues regarding school.

We aim to improve the information you receive about the curriculum and the progress your child is making in order to promote learning at home. You will receive this information in a number of ways:

- Through curriculum events organised by the class or the school.
- During parent appointments.
- By receiving information about your child's own learning plan and targets.
- By receiving a written and interim report each year on progress and attainment.

We recognise that developing an effective home/school partnership is crucial. You can become involved in the life of the school in a number of ways:

- By supporting your child's learning at home.
- By taking part in learning events in school.
- By visiting the school and attending events.
- By accompanying classes on trips and outings.
- By volunteering to help in classes within the school.
- By completing surveys and questionnaires throughout the school year.
- By supporting the Parent Council.

The Parent Council at Girvan Primary works very hard to support the school and all pupils. Details of how you can become involved are detailed in the next section.

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 Parentzone website at www.parentzonescotland.gov.uk.

The Chairperson of Girvan Primary School Parent Council is held by Miss Louise Sheddon. Communications for the Parent Council can be left at the school office to be forwarded on.

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.

SCHOOL ETHOS

At Girvan Primary School we aim to educate children for the 21st century by creating a positive school ethos which allows children to achieve their full potential by providing a curriculum reflecting national guidelines while fostering enterprise, creativity and cultural awareness.

Our role in the community is very important. At Girvan Primary we strive at all times to work in partnership with local organisations and involve the school where possible in community events. Partnership with parents and carers is crucial and we welcome your input and feedback. At Girvan Primary we have a drop-in for parents each morning where you may speak to a member of the leadership team about issues or worries. However I would stress that should you have a serious concern to get in touch straight away and we will arrange a meeting to discuss the issue.

The ethos of our school is built around both the core values of South Ayrshire Council and the aims of this school. Following consultation with staff and pupils, in which everyone had an opportunity to participate, a list of core values was drawn up. These were further discussed by the Pupil Council and parent bodies and the following values were shortlisted and adopted:

- **Ready**
- **Respectful**
- **Safe**

School vision

Inspired by our work with the South Ayrshire Way we have adopted the vision

Girvan Primary School – Driving ambition through support, challenge and creativity.

These values and vision underpin our school ethos and are publicly displayed.

South Ayrshire Council Values

The Council has set out its six core values. These are:

- **Help for those who need it most**
- **Commitment to quality public services**
- **Pride in the community**
- **Service to others**
- **Lifelong education**
- **Partnership**

Aims of Girvan Primary School

We aim to:

- **create a positive school ethos,**
- **provide a stimulating and appropriate curriculum for our pupils,**
- **provide high quality learning and teaching,**
- **improve attainment within the school,**
- **aim to support our pupils,**
- **use personnel, accommodation and materials to maximum benefit,**
- **provide good leadership and management of the school**

THE CURRICULUM

The Curriculum for Excellence

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

THE CORE CURRICULUM

The curriculum includes everything that is planned for pupils, either within or out with the classroom. Learning may take place within the community or in school, either through subject areas or interdisciplinary learning (topics).

Mathematics and Numeracy

Girvan Primary School incorporates the principles of Active Maths throughout the school. This approach allows pupils the opportunity to practice the skills they are learning. Wherever possible, mathematical concepts are delivered in real life contexts which add relevance for pupils.

Consistent with the latest research and South Ayrshire Council numeracy strategy, a concrete/pictorial/abstract (CPA) approach to teaching number is being developed across the school. This helps deepen the understanding of maths concepts for pupils, which in turn benefits them when applying numeracy skills across the curriculum and in different contexts.



Concrete materials are used alongside maths resources for at stages as this gives lots of opportunities for Activity Learning and for incorporating ICT. Other resources, e.g. Teejay and Scottish Heinemann maths are used when appropriate and SHM software and other computer programmes are used throughout the school. Maths is also taught across the curriculum through topics such as Finance Week.

Number talks are implemented across the school and these ensure that mental maths approaches are delivered consistently across the school to focus and develop key skills in numeracy.

Finally, the school recognises that language can also be a barrier to the learning of numeracy, and great effort is made to support the children's understanding of key mathematical language as it develops across the levels.

Technologies

In accordance with national advice, Girvan Primary strives to make IT part of every child's experience. Opportunities are provided to allow pupils to apply and develop IT capability in as broad a range of curriculum contexts as possible. Girvan Primary recognises that IT enriches subject content, extends the scope and depth of learning and enhances the quality of teaching and learning. The ability to use computer technologies to solve problems is both a valuable learning tool and an important life skill. In Girvan Primary it is

our aim to provide each pupil with the opportunity to develop their skills, knowledge and understanding in IT as part of a balanced and digital rich curriculum.

IT is promoted across the curriculum and the Technology frameworks are used at each stage to make a coherent programme in order to fully develop IT skills in our learners. Both teachers and children assess and evaluate progress. In addition, Girvan Primary uses Smartboards in class which enhances teaching and learning and gives all children further IT experience. Skills are taught through investigation, research and challenge, are transferable and can be used in many areas of the curriculum. The school has increased the number of laptops, electronic devices and programmable toys available for pupils to access over the last couple of years, ensuring that every pupil has the opportunity to make use of technology to enhance their learning experience. Every class has access to either iPads or laptops and PCs.

All classes in the school have a class Team available where children can complete homework, access resources, add discussions, send messages to their teacher and collaborate with other children. Many classes take part in national 'Glow Meets' to speak to authors etc. Glow enriches learning and teaching and allows the children to access the curriculum whilst engaging in new skills in modern technology.

Girvan Primary offers a range of technology opportunities to our pupils. Education City, Teach your Monster to Rad and Sumdog are just a few of the websites/apps used to support and challenge our learners in the classroom and as part of their Home Learning. We ensure to find a balance between written work and digital work as our learners all learn in different ways. On these websites mentioned, as well as many others promoted by the school, there is a vast variety of educational games linked to literacy, numeracy and HWB, as well as, additional curricular areas.

Language and Literacy

The school has developed an active approach to the teaching and learning of literacy in recent years, with holistic learning across the three literacy organisers – Talking and Listening, Reading and Writing – being underpinned by the systematic synthetic approach to phonics. Classes use novels, short texts, non-fiction materials and poetry to develop skills in reading; as well as make links to relevant grammar and punctuation and writing targets. These reading skills are closely linked to the strategies taught in Talk for Writing. Links between reading, writing and listening and talking are used to embed strategies and deepen understanding.

Reading P1-P3

Children are taught to read through the process of guided reading using a variety of quality short texts, from a range of publishers. They are no longer following what is considered to be the traditional model of a 'reading scheme'. The books are organised into levels. This is known as 'banding'. Each band is represented by a different colour. Within each band there will be a variety of



fiction and non-fiction texts that allow the children to experience many styles of writing.

Reading P4-P7

The programme adopts an integrated approach and therefore has a direct link to the spelling and phonics programme. Children are taught to apply their knowledge of spelling and phonics within the context of reading and writing.

In class children are explicitly taught through a four-day reading programme that comprises of:

1. Fluency
2. Comprehension
3. Writing linked to reading/novel
4. Talking and Listening linked to reading/novel

The programme adopts a multisensory, problem solving approach which is well structured and interactive.

Pupils from P1 upwards have regular access to our new school library in in the foyer in order to develop the reading habit and to borrow books to read for pleasure. Pupils have access to their own class libraries. Parents can give their child help in reading by:

- reading to infants daily
- handling books together
- regularly listening to him/her read their own, school or library books
- giving a gift of a book at Christmas, birthdays etc.
- modelling reading activities e.g. by reading a newspaper/library book with obvious interest /enjoyment

Spelling P1-3

Spelling is an integral part of our literacy programme with opportunities throughout the week to consolidate learning. Pupils work on spelling rules, phonemes and common words. These are the words which the children are most likely to come across when reading simple texts. They will also use these words in writing.

Children have opportunities throughout the week to work with a partner. This is called reciprocal teaching. They take turns to dictate words and sentences. The activity alternates between partners and they then check their partner's work for correct formation and accurate spelling.

Children are taught the alphabetic code, allowing them to spell a variety of words even where letters or letter combinations make different sounds.

Phonics P1-3

Phonics is taught with one main focussed lesson in the week, followed by short daily activities to reinforce the learning. Initially two sounds are taught per week. This is followed by one taught phoneme sound per week.

The Teacher introduces each sound in a context i.e. a story/song and then demonstrates the letter formation and word building through the use of a magnetic board and letters. The children are provided with a magnetic board to allow them to mirror the taught lesson and work independently/with a partner throughout the week.

Children are taught to work with a partner to consolidate the taught lesson. This is called reciprocal teaching. They take turns to guide each other through the word building reading and writing process.

Spelling P4-7

P4-7 learners follow a similar approach to learners in primary 2 and 3, learning more complex sounds and learning to distinguish between different representations of the same sound. They also explore subject-specific vocabulary and affixes.

Writing

We have implemented the Talk for Writing programme across the school to support our young people in the writing process.

Talk for Writing has been proven in a range of schools to improve the quality of writing in schools, develop confidence and to accelerate learning within literacy.

Talk for Writing has a strong focus on enjoying and sharing stories. Pupils begin by learning to tell a story 'off by heart' using expression and actions. This is known as the imitation stage and ensures that the structure of a particular story structure is embedded.

Once a story is learnt the pupils are encouraged to adapt and make it their own through the innovation process. For example, a pupil may choose to change a character, setting or time. This allows pupils to manipulate the story, exploring how different changes affect the structure.

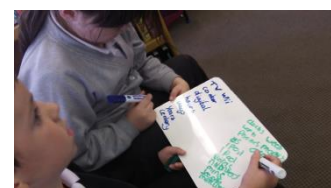
Finally, pupils are asked to begin to invent their own story. This could be through drama and role play or other active games. The pupils will spend time editing and changing their final piece through a combination of teacher feedback and self and peer assessment.

Throughout the process class teachers engage in regular assessment of the class in order to adapt their teaching to best suit the needs of the children. Learning across the curriculum supports and underpins all aspects of writing, with clear links in writing made to current reading and class topics to further enhance pupil understanding.

More information on Talk for Writing can be found on the Talk for Writing website or by contacting Mrs Hannah Allan.

Listening and Talking

Listening and Talking outcomes are an integral part of the English Language and Literacy curriculum. This element of the curriculum covers:



- enjoyment and choice
- tools for listening and talking
- finding and using information
- understanding, analysing and evaluating
- creating texts

Although these skills are often taken for granted, at Girvan Primary we understand the need to support our pupils as they develop their ability to communicate effectively, with focussed vocabulary teaching and literacy rich classrooms key elements of the learning environment. We are currently using a resource called 'Scotland's Picture News' which uses current affairs to develop the skills of discussion and debate.

Modern Languages

In common with all other schools in South Ayrshire, all pupils receive lessons in a second language. In Girvan Primary School we follow South Ayrshire Council guidelines and programmes using a variety of resources to deliver the curriculum. We have a number of additional resources for use with the Interactive Whiteboards to develop skills in French and although there is some written work, the emphasis is on oral French. Since 2015 all classes in Girvan Primary have had lessons in French. This is part of a Scottish Government initiative known as Languages 1+2. . In addition to this second language pupils will have exposure to another language, possibly through a theme. We have worked with Girvan Academy and other cluster schools to develop Scots as our third language. We have a plan of delivery in place to ensure we achieve this ambitious target for all pupils.

Our Modern Languages curriculum has strong links to our literacy curriculum and helps to support skills of talking and listening across learning. We link chosen Scots texts to our reading programme in order to provide a wider context and breadth of learning in these curricular areas.

More details can be found on the Scottish Government website or by contacting the school.

Social Studies and Science

Our aim in the teaching of these areas is to help each child to acquire skills, knowledge and understanding necessary to appreciate and interpret the world in which they live. The History, Geography and Science elements may be taught in the form of a “topic” and the learning environment exists both inside and outside the school.

An important aspect of learning in social subjects is the use of the environment in its widest sense, to enrich learning. The development of informed attitudes to contemporary and future environmental issues can be enhanced when pupils gain direct access to the world outside school. Providing pupils with genuine personal experiences of natural habitats, historical buildings, civic buildings or institutions as well as opportunities to engage in activities or pursuits in an outdoor environment results in highly motivating and often memorable learning experience. Examples of areas for developing learning have been:

Culzean Castle and Country Park
 Science Centre, Glasgow
 Whitelee Wind Farm, Glasgow
 Kelvingrove Museum, Glasgow
 Girvan Community Garden
 Burns Centre, Ayr

Emergency Services, Girvan (Lifeboat and Ambulance)
 McKechnie Institute, Girvan
 MacLaurin Galleries, Rozelle House, Ayr
 Museum of Rural Life, East Kilbride
 Quayzone, Girvan

Learning for Sustainability

For the past six sessions pupils have had weekly input in this area covering a variety of subjects such as conservation, pollution, World Water Week, recycling and habitats to name a few. Pupils have had input from a number of different local and national organisations to support this work. Our work in Learning for Sustainability focuses on global goals together with local, national and international work. Themed days help to consolidate and share learning. This session we have continued our work with the Galloway and Southern Ayrshire Biosphere. Miss Blackie has produced learning packs for all school in Dumfries and Galloway and South Ayrshire to help further develop this important context.



Expressive Arts

Curriculum for Excellence provides the following description of the elements comprising Expressive Arts:

- Participation in performances and presentations
- Art and design
- Dance
- Drama
- Music

There are many opportunities both whole school as well as in class for children to participate in performances and presentations. These opportunities have increased with the development of active learning.

Music

Class teachers are responsible for the delivery of music lessons and use Charranga music to support this. This is an interactive resource which focuses on voice, percussion, music appreciation and evaluation. The choirs make contributions to our special school services and play an important part in many Christmas events – both for school and for the wider community. For example, the choir participates in local concerts and services and raises money for charity by singing in the town centre at Christmas time and by other means. We are supported by the peripatetic music team who visit the school to deliver brass tuition, drumming and class instruction.

Art and Design

Art and Design is taught throughout all stages of the school, through interdisciplinary topics or as a discrete subject. Pupils have entered work in art competitions, such as the MacLaurin Exhibition. We have created work for our local homes for the elderly over the past two sessions.

Drama

Drama is taught throughout all stages of the school. From the earliest years (and in the Early Years Centre) children use imaginative play to explore and try to make sense of themselves, the people and world around them. Drama builds on and extends this natural process. Through drama activities, communicating and presenting, children can gain confidence, self-esteem and awareness of themselves and others.

Dance

Classes participate in short programmes of Dance throughout the year. As well as social dance (mainly taught in November and December in preparation for Christmas Parties) we also cover dance motif and dance sequences and our teachers cover theatre arts when these can be linked to participation in performance and presentation.

Opportunities for Personal Achievement

At Girvan Primary we strive to ensure that we celebrate the whole child and recognise achievements outside of school. Each class has a wider achievement section on the timetable where pupils are encouraged to share information about clubs and groups with the rest of the class.

OPPORTUNITIES FOR WIDER ACHIEVEMENT

In addition to the specialist teaching previously mentioned over the course of the session we take advantage of every opportunity to offer our pupils a wide variety of after school clubs and activities run by members of staff, visiting specialists or the Active Schools Co-ordinator. These have included:

Tennis, Rugby, Football, Handball, Netball, Badminton, Volleyball, Athletics, Basketball, Dance, Multi-sports, Chess, Choir, Craft Activities, Orienteering, Newspaper club, Junior Librarian Club, evening parties/discos and a Summer party (P7).

The school cafeteria, large hall and reception hall are all available for community use. Please contact the school for further details.

COMPOSITE CLASSES

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

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

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

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

RELIGIOUS AND MORAL EDUCATION

This plays an important part in the life of the school. Religious and Moral Education is taught to all pupils in accordance to national advice set out in SOIED Circular 6/9, the Education (Scotland) Act 1980, and the Scottish Government Circular dated February 2011, ‘Curriculum for Excellence – Provision of Religious Observance in Schools.’ 1980 unless parents specifically request that their children be withdrawn. Any such request should be made in writing or in person to the Head Teacher.

At Girvan Primary School, our pupils gain knowledge of World Religions as well as Christianity. Our classes follow a programme of work covering P1-P7 which fully implements the requirements of Curriculum for Excellence. A summary of the programme is available to parents on request.

Religious Observance

Girvan Primary School is non-denominational and as such our school services have a broad ecumenical character. They reflect the broad consensus of beliefs and values to be found in Scotland in such a way that all pupils from various religions and none can take part with integrity and gain from the experience. Assemblies are led by the Head Teacher and Depute Head Teachers and principal teachers. Outside agencies such as Mary’s Meals also contribute to Religious Observance within the school as do local ministers.

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.

Culture

Curriculum for Excellence emphasises the importance for pupils to recognise the importance of Scotland and their place in it. Our curriculum offers opportunities to look at our immediate environment and further afield. In addition, the school cafeteria provides cultural links through themed days, such as St Andrew’s Day, Hallowe’en, Valentine’s Day, Pancake Day, St David’s Day, St Patrick’s Day, St George’s Day, Victory in Europe Day and Italian Day. Experiences within the RME curriculum provide many valuable opportunities to engage with our multicultural community. Our learning for sustainability work also allows the opportunity for pupils to learn more about different cultures around the world.

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.

Health and Wellbeing is addressed at Girvan Primary School through the experiences and outcomes described in Curriculum for Excellence and focuses on the wellbeing indicators. Pupils have a positive experience of healthy living activities and learn to cope with challenging situations. All staff have received training in the delivery of the PATHS programme which aims to develop the health and wellbeing of all our young people. We also have a number of staff trained to support pupils who have suffered loss and for pupils who suffer from anxiety. Our programmes are designed to help the children build the capacity to sustain physical, emotional and social wellbeing. Opportunities are created for children to make informed health choices and contribute to their own and others' wellbeing. A number of opportunities are created for the 'voice' of pupils to be heard. These opportunities also promote self-management skills and personal identity.

In particular, our programmes address:

- mental, emotional, social and physical wellbeing
- planning for choices and changes
- physical education, physical activity and sport
- food and health
- substance misuse
- relationships, sexual health and parenthood

Under this final point, parents will be interested to know that in Primary 5, 6 and 7 we look at aspects of growing up, puberty and menstruation. The class teacher gives a series of talks and presentations to the pupils.

A number of our staff are trained mental health first aiders and are able to support adults and young people when needed.

ETHOS AND PROMOTING POSITIVE BEHAVIOUR

At Girvan Primary School we work to promote an ethos of mutual trust, respect and friendliness. We aim to see this between all members of the school community. This may be seen in our interactions with each other (staff and children) and with visitors to the school.

Girvan Primary School began its journey towards Rights Respecting School Award and achieved Silver status in February 2022. Over several years, we have developed a whole school approach to rights education and are fully committed to ensuring we equip pupils with the necessary knowledge, skills and understanding to develop as active citizens.

To promote pupil voice and participation, we have implemented committees, which ensure pupils from Primary 1 – 7 are involved in key decisions which may affect them and the school. Some of the committees are Pupil Council, Pupil Voice, Rights Respecting.

Rights in Action

At the beginning of each session staff and pupils work collaboratively to create a class charter based around issues which they feel are important to them. The children are involved in exploring how they can develop a rights respecting ethos within their own classroom and within the school community. This means the charters are meaningful to the pupils and they can explain ways in which they will ensure that their peers enjoy these rights. Charters are visible within each classroom.

Promoting Positive Behaviour in Action

In Girvan Primary School we believe that behaviour is a type of communication and there are many influences on how a child behaves. We aim to help children develop responsibility for regulating their own behaviour but as with all other learning, this is a skill learned over many years. We are committed to an approach that provides opportunities for learning and growth, and for this reason, we use restorative approaches. We will not, however, ignore poor behaviour. Issues will be addressed with children involved and parents contacted when required. We continue to support restorative conversations with pupils which supports our positive ethos policy.

The Promoting Positive Behaviour Programme is firmly embedded in Girvan Primary School's Behaviour Policy. Children are placed in one of four house teams (Falcons, Harriers, Kestrels and Ospreys). Within classes, children work to gain points and tokens for their house team. Each term, there is a house celebration of achievement. Individual totals are also recorded to ensure recognition of positive behaviour. Children work through Bronze, Silver, Gold and Platinum levels and their achievement is visible on their personal lanyard and house card.

Points are awarded for achievements and effort across all areas of school life. These points are accumulated and transferred to tokens, which are posted in a collection box in the school foyer. We regularly make announcements at school assemblies, which helps to motivate children and sustain the effort. We are highly indebted to Nestle for their continuing support and sponsorship of the awards.

P.E.

Pupils are taught skills in PE by their class teacher. These include: movement skills, competencies and concepts; co-operation and competition; and evaluating and appreciating. Skills are taught through a variety of activities, including: sports (e.g. basketball, golf, rugby, etc.), gymnastics, and athletics. We work with our local Active sports coordinator to link our PE programme with local opportunities and events.

The school has 4 houses, Harriers, Ospreys, Falcons and Kestrel and on enrolment pupils are placed within a house. Points to houses are allocated through Sports Day results and Sports Championships. A trophy is awarded at the end of the year to the house that has gained the most points. School Sports take place annually in May or June. All children are encouraged to take part. Sports Champions are decided through every boy and girl in all P4 – 7 classes taking part in heats for six events. The top three boys and three girls in each class then compete in finals and results from these decided the Sports Champions.

Primary 5 pupils would normally attend weekly swimming lessons for a period of 10 weeks at the local swimming pool. Visiting specialists raise awareness of particular sports, e.g. golf, rugby, girls' football, handball, dance and badminton.

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.

Each school has a Pupil Support Coordinator who along with the Named Person 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 contact your school Pupil Support Co-ordinator, Mrs Linda Murdoch.

At Girvan Primary School we take account of equal opportunities when planning programmes of work. In choosing new text books, teaching resources and fiction for the library, care is taken to ensure that we do not buy materials which promote stereotypical views. In addition picture books for the infants and fiction books for junior and senior pupils are chosen to include strong female characters, black and minority ethnic characters, disabled children and children with barriers to learning.

Class activities such as ICT and technology are organised in a way which ensures that all children have equal access. Class assemblies have focussed on celebrations from other religions and dramas are created from stories with a strong equal opportunities message.

To support the school's equal opportunity policy extra help is available to pupils as and when they need it. In school, such help is available through the school's pupil support system, e.g Promoting positive behaviour strategies, P7/S1 transition group, through the Buddy System and through the Pupil Council. Help is also available from Children 1st, e.g. Arts and Crafts, music, drama and supporting pupils to remain in school.

Parents with a query, request or concern about inclusion or equal opportunities are urged to contact the school using the drop-in facility previously described.

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 (SNSA) were introduced in all schools in Scotland. These assessments will provide an additional source of nationally consistent evidence for teachers to use when assessing children's progress.

National Standardised Assessments

Every child in P1, P4, P7 and S3 will undertake national standardised assessments covering some aspects of

reading, writing and working with numbers. Assessments will be completed online and will be automatically marked by the online system, giving teachers immediate feedback to help children progress. The assessments will be used to help teachers understand how well your child is progressing with his or her learning and to plan next steps. There will be no pass or fail.

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

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

Tracking and Monitoring Progress

The progress of individual learners is tracked and monitored during the session. The Curriculum for Excellence and CEM data for South Ayrshire schools are reported to members of the public in the annual performance report which is published in February each year.

REPORTING

At Girvan Primary we offer a number of opportunities for you to find out about the progress your child is making. There are formal evenings to speak with the class teacher together with informal opportunities to gain updates about progress. These range from meet the teacher, learning together events, assemblies, written updates, drop in to class and homework. A written report is distributed to parents each year. This contains more detailed information about the progress your child has made across the curriculum. This is now supported by an interim report within the school session.

The Curriculum for Excellence and CEM data for South Ayrshire schools are reported to members of the public in the annual performance report which is published in February each year. 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.

TRANSITION

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

Schools across South Ayrshire have all adopted curricular frameworks which are designed to ensure continuity of learning between schools regardless of location. Transition between nursery and primary and primary and secondary is well planned. Parent information evenings are offered to ensure parents have all the details needed and can support their child through the process. Transition events are planned which offer both curricular and pastoral support for all pupils. All P7 pupils attend transition events at Girvan Academy in June. Children from the Early Years setting visit the school on a number of occasions and spend time within the school and their new class.

Transfer to Secondary School

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

Details for Secondary School are:

Girvan Academy
62 The Avenue
Girvan
KA26 9DW
01465 716816

SUPPORT FOR PUPILS

Girvan Primary School provides enhanced support for pupils through specialist authority provision. Children accessing this level of support will be deemed to be supported at Stage 4 of South Ayrshire Council's Staged Intervention process. All pupils at stage 4 require to be agreed by the Central Admissions Group, which comprises representation from a range of professional groups.

Children requiring this level of support will be assessed by an educational psychologist and involved professionals. Parents/carers and the child (where appropriate) will be fully involved in the assessment process and will attend a Team Around the Child (TAC) meeting(s) during the assessment process

Stage 4 support means that a child will receive a high level of additional support on a regular basis. For some children, this may mean placement within a specialist class, typically with a small number of pupils. The curriculum will be adapted to the needs of the particular class group. The children will maintain links with their peers and be included in mainstream class and whole school activities appropriate to individual needs. For some children, Stage 4 support may mean regular attendance at small groups for literacy, numeracy and/or wellbeing needs. Children accessing this support are supported to access all other curricular areas within their mainstream class where this is appropriate and meets the needs of the child.

Should you require any further information or advice regarding Stage 4 support, please make contact as follows:

Pupils currently enrolled in Girvan Primary School	-	Linda Murdoch, Pupil Support Co-ordinator
Pupils in other South Ayrshire schools or nurseries	-	Head Teacher/manager of current provision

Getting It Right for Every Child (GIRFEC)

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

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

If a child needs help or support, the Named Person along with parents/carers and the Team Around the Family (TAF) 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 My Plan**.

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 Co-ordinated Support Plan (CSP) where appropriate); maintain and review additional support needs on an ongoing basis. South Ayrshire Council is committed to a policy of inclusion to carry out these duties of support. The authority is also committed to maintaining a range of specialist establishments and services to support the whole continuum of needs.

What are additional support needs (ASN)?

Some children and young people need extra help in school to make progress. It is the duty of the education authority to support all children and young people with additional support needs. Children and young people may

need help with their reading or writing; to make sure they can get into and around the school; or to support their learning through difficult family circumstances. Additional support needs can last for any length of time. Further examples of situations where additional support may be needed for a child or young person who:

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

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

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

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

Staged intervention can be broken down into the following stages:

Stage 1 - In class support

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

Stage 2 – In school support

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

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

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

Stage 4 - Specialist help from a multi-agency team

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

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

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

Stage 4 - Authority Specialist Placements

Where a child is placed within a specialist authority base, they will be deemed to be supported at stage 4.

Coordinated Support Plan (CSP)

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

Supports available

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

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

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.

Nurture

Sometimes children require some additional support with their social and emotional needs. To meet those needs we have an established nurture room and teacher.

A nurture group is a small class of about eight children that provides a predictable, structured environment.

It is staffed by two adults who model positive relationships. There is an emphasis on the development of language and communication skills.

The nurture group environment is one of home-like warmth, comfort and security, with a kitchen area and a comfortable sitting area.

The group is an integral part of the school and all children continue to belong to their register class as well as attending the group.

The children will feel safe and secure.

All children take part in class activities with their own class. This includes registration, playtime and PE.

This room is used to provide small groups of children with experiences and activities to address any difficulties they may be having in class.

We aim to provide a short term, alternative programme of education, focusing on the social and emotional needs of children who are finding adapting to the requirements of more formal learning a challenge.

We aim to provide these children with the skills required for them to then go on to achieve their true potential in school.

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 their Child's Plan.

They will be encouraged to take part in any meeting where people are discussing them. They will help to set their own targets and to review these.

How can parents make requests for assessment?

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

As a parent or carer you will be fully consulted and kept informed at all stages of the assessment process by the Pupil Support Co-ordinator (Linda Murdoch) or Named Person (Gayle Ferguson).

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

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

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

Quality Improvement Manager

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

Principal Educational Psychologist

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

Co-ordinator (Inclusion)

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

Enquire

Scottish Enquire helpline: 0845 123 2303
 Textphone: 0131 22 22 439
 Email: info@enquire.org.uk

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

Circles Network
 2 Bridge Street
 Ayr, KA7 1JX
 Tel: 01292 264396 or 07557150035
 Website: [South Ayrshire - Circles Network](#)

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

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

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

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.

Each educational establishment in South Ayrshire has an allocated educational psychologist. Further details on this service can be found on their website: www.eps.south-ayrshire.gov.uk.

Information Sharing

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

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

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

Child Protection

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

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

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

SCHOOL IMPROVEMENT

How has the school improved over the last twelve months?

The annual *Standards and Quality Report*, latest version produced in August 2021, can be accessed through the school website and is also available on request. The purpose of this report is to provide a summary of the quality of education in Girvan Primary School over the course of the previous session (2020/2021). It highlights the achievements of the school, details what the school does well and also summarises identified areas for improvement. The school improvement plan is also available within the school website and also can be seen on display in school. Details of attainment and involvement of parents and agencies can be found within these documents. The last Inspection report from Education Scotland can be found within the Education Scotland website www.educationscotland.gov.uk

SCHOOL POLICIES AND PRACTICAL INFORMATION

The school has a number of policies in place including policies relating to the curriculum, learning and teaching, anti-bullying, behaviour and use of social media. These are available on the school website, should you wish paper copies please contact the school office.

After School Clubs and Activities

Over the course of the year, the Active Schools Co-ordinator provides a variety of after school sporting activities for all stages. These include tennis coaching, badminton, football, street games and multi sports. From time to time school staff also offer after school clubs such as choir, football, dance, basketball, crafts and homework. Parents are informed of these opportunities by letter and asked to complete an application form.

The School Year and School Hours

The school day for pupils runs from 9am to 3pm.

The lunch breaks are staggered at the moment with 12.15 and 12.30 lunches

Breaks are a 15 minute break at 10.15 for all pupils.

Online applications for Free School meals are available at south-ayrshire.gov.uk

A list of School Holiday dates for this session (2022 - 2023) and next session (2023-2024) is included at the end of this handbook. Changes to this calendar are rare and are communicated to parents by letter. School Holiday dates are also published on the South Ayrshire Council website.

Pupil Voice

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

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

Pupil Quality Assurance

Schools cannot learn how to become better places for learning without asking the students

Pupil Quality Assurance refers to pupil involvement, role and guidance in a school setting. The benefits of Pupil Quality Assurance is increased pupil engagement, improved relationship between pupils and teachers, better communication between pupils and the school.

Inviting pupil voice to play a leading role in quality assurance of our school offers an opportunity and provides a route towards school improvement.

Many children take part in Pupil Quality Assurance throughout the year when they are asked their opinion on many aspects of school life –

- Curriculum
- Learning, teaching and assessment
- Personalised support

- Family learning
- Ensuring wellbeing, equality and inclusion
- Raising attainment
- Achievement and Increasing creativity and employability

The results of the Pupil Quality Assurance Groups, discussions and action plans are then displayed on the “You Said, We Did” board.

Choosing a School

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

Full details of the Placing Request process are available on the Council’s website <http://www.south-ayrshire.gov.uk/schools/placing-requests.aspx> or you can contact Educational Services on 01292 612162.

Attendance

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

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

Family holiday not authorised by the school

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

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

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

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

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

Extended leave with parental consent

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

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

Advice to parents

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

Routine and expected visits out with school

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

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

School uniform policy

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

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

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

At Girvan Primary School our Primary 1 – 3 pupils wear grey skirts/trousers, a polo shirt in school colour and grey or green sweatshirts; our Primary 4 – 7 pupils wear the same uniform but also have the option of black skirt/trousers and black sweatshirt. Most of our pupils wear school uniform as described but a few pupils choose to wear traditional shirts and school ties which is perfectly acceptable.

School uniform is now available from the online shop, details of which can be obtained from school.

Playground Supervision

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

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

Appropriate staff will carry out playground supervision under the guidance of the head teacher. Supervision should be 15 minutes before school opens for classes, during breaks between classes and after classes finish at the end of the school day.

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

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

At Girvan Primary we offer a wide range of hot and cold meals and snacks at lunchtime. Pupils who have specialist dietary requirements are well catered for. We now operate a cashless system with carers able to top up the lunch account online or use the money envelopes. This prevents the need for pupils to carry money with them each day and also offers the opportunity for parents and carers to see what is chosen. Pupils may choose to bring a packed lunch.

The current criteria for entitlement are included below, however this is reviewed annually in April and updated information is 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 £17,005), Child Tax Credit and Working Tax Credit (where income is less than £7,920 Universal Credit where earned income is £660 or less per month, income related element of Employment and Support Allowance and Support under part VI of the Immigration and Asylum Act 1999 are entitled to a free school meal. Information and on-line application forms for free school meals can be accessed from the above link.

From August 2022, free school meals are available to all P1-P5 pupils and all pupils attending special schools.

Clothing Grant information

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

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than £17,005), Child Tax Credit and Working Tax Credit (where income is less than £17,005, Universal Credit where earned income is £1,417.08 or less per month. Income related element of Employment and Support Allowance, Council Tax Reduction, Housing Benefit and Support under part VI of the

Immigration and Asylum Act 1999 are entitled to a clothing grant. Information and on-line application forms for clothing grants can be accessed from the above link.

Transport guide to parents (excludes nursery provision)

South Ayrshire Council has a policy of providing free school transport to all secondary pupils whose main address is more than three miles and primary pupils whose main address is more than two miles from their catchment school by the recognised suggested suitable walking route. Parents who consider they are eligible for free school transport should complete the online Free School Transport Form which can be obtained via <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 first paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure their child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicles. Misbehaviour could result in your child losing the right to free transport.

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

Seatbelt statement

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

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

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

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

Privileged seats

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

Any information on transport appropriate to the school should also be included.

Insurance

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

Valuable items

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

Use of Mobile Phones

We do not encourage pupils to bring phones to school. Any pupil who brings a phone does so at their own risk and should keep it switched off during the school day and handed in to School Office to be locked away until end of the day.

Use of Social Media

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

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

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

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

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

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

Health and Medical Information

School Nurse: Andrea Dorans, Maybole Health Centre

01655 884344

The School Medical Officer is Dr Lui.

Mrs Dorans is the nurse for all the schools in the Girvan Academy cluster and can be contacted either by leaving a message at school reception or, if the matter is urgent, by leaving a message on her answer machine at the above number.

Where Primary 1 and Primary 7 children are offered a health interview with the school nurse, parents are encouraged to be present. Any concerns from parents, nurse or teachers will be addressed and, if necessary, the pupil can be referred to the appropriate service (e.g. community paediatrician, audiologist, optician, etc.) Height and weight screening are initially carried out in Primary 1, and repeated in later years if necessary. Colour vision checks are no longer routinely carried out but will take place on request from parents. A school nurse is also available to carry out hearing and / or vision testing if any anxiety is raised.

Unfortunately head lice can be a common problem in primary schools. Parents and carers are asked to wet comb their child's hair at least once weekly. If any lice are found, treatment can be prescribed, free of charge, by your pharmacist. (You will need to register your child at the pharmacy). A helpful information sheet is issued annually in August however a copy is always available from the school office on request. Additionally, the school nurse can be approached for advice.

Sickness and Accidents

It is in the interest of your child for you to keep the school informed of any health matter, ailment, allergy or condition which affects your child. All of our School Assistants are qualified "First Aiders" and other personnel have also received first aid training. If a pupil becomes ill or has an accident at school, first aid, if appropriate, is administered and arrangements are made for the child to go home. For this reason it is important that the school has correct and up-to-date information regarding address and telephone numbers of home, parents' place of work and the emergency contact. (For reasons of easy communication it is important that the emergency contact lives locally, has a telephone and is not in full time employment). Contact forms are put out to parents at the start of every session and we ask parents to notify us if the information previously given is changed. Since so many parents rely on mobile phones to be contacted it is important that you inform us when these numbers change. It is very distressing for a child to be aware that we are not having success in contacting their parents when they are sick or hurt and in need of their reassurance. If it proves impossible to contact the parents or the emergency contact, and an injury appears serious, the emergency services will be called.

Please note that school staff do not routinely administer medication of any kind to pupils. Should you wish to administer medicine, tablets, ointment, drops etc. to your child yourself, during the school day, please telephone the school to warn us of the time to expect you and we will arrange quiet facilities for you to attend to your child in private. Please bring the medication with you and under no circumstances allow your child to be responsible for medication at school. Please note that inhalers do not fall into this category. The school nurse has advised us that it is important that asthma patients always have access to their inhalers and in addition they must be encouraged to become independent in their use of them. Consequently, if your child has been advised to do so, he/she should be encouraged to carry their inhaler and you should alert the school to your child's condition. We will issue a medicine in school form for you to complete.

If a child has been vomiting or has had diarrhoea, please do not return your child to school until 48 clear hours have elapsed since the last incident of sickness or diarrhoea.

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

NHS Ayrshire & Arran NHS - Oral Health Promotion Initiatives in Nursery and Primary Schools

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

Childsmile

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

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

For more information about the Childsmile Programme, please visit the website at: www.child-smile.org

The National Dental Inspection Programme

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

Data Protection Act

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

How we will use the information about you and your child

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

Who we share your information with

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

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

What are my rights?

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

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

If you have a complaint

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

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

Email: DataProtection@south-ayrshire.gov.uk | 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/publications/school-education-statistics-privacy-notices/>

Your Rights and Further information

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

The Freedom of Information (Scotland) Act 2002

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

Public Authorities have to allow access to the following information:

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

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

Helpful Addresses and Websites

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

www.south-ayrshire.gov.uk

www.education.gov.scot/parentzone/

www.hmie.gov.uk

Local Councillors

Mr A Lamont
Mr G Scott
Mr A Clark

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

Schools should consider the most relevant school, local and national policies and include details or links for parents to sources of further 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 literacy, numeracy and health and wellbeing –

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

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

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

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 fact file - 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:

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本出版物還有純文字中文版。

有關更多資訊，請聯絡：

0300 123 0900

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

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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

Date	Holiday
First term	
17 August 2023	Inservice day
19 August 2023	Inservice day
21 August 2023	Pupils return
22 September 2023 - 25 September 2023	Schools closed
16 October 2023 - 20 October 2023	Schools closed
24 October 2023	Inservice day
24 October 2023	Pupils return
25 December 2023 - 5 January 2023	Schools closed
Second term	
8 January 2024	Pupils return
12 February 2024	Schools closed
13 February 2024	Inservice day
14 February 2024	Pupils return
Third term	
29 March 2024 - 12 April 2024	Schools closed
15 April 2024	Pupils return
2 May 2024	Inservice Day
3 May 2024	Pupils Return
6 May 2024	Schools Closed
24 May 2024 - 27 May 2024	Schools closed
28 May 2024	Pupils Return
28 June 2024	Last day of term for pupils and staff

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