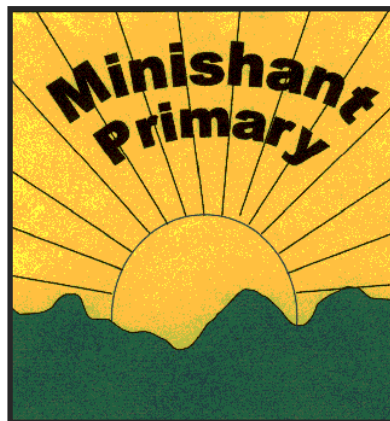


SOUTH AYRSHIRE COUNCIL  
EDUCATIONAL SERVICES



## Minishant Primary School



# H A N D B O O K

**2021/2022**

Merrick Crescent  
Minishant  
Ayrshire  
KA19 8ET  
(01292) 612144

Email: [minishant.mail@minishant.sayr.sch.uk](mailto:minishant.mail@minishant.sayr.sch.uk)

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

## Contents

	Page No.
<b>SECTION A General School Information</b>	
1. Head Teacher's Welcome Statement	1
2. School Information	2
• Name	
• Address	
• Telephone Number	
• Email Address	
• Website	
• Head Teacher	
• Denominational Status	
• Accommodation and capacity	
• House Structure	
• Nursery Provision	
• Parent Council	
3. Catchment Map and Area	3
4. School Staff	4
5. Management Team	4
6. Choosing a School	4
7. The School Year and School Hours	4-5
8. Enrolment	6
 <b>SECTION B Home / School / Community</b>	
1. Parental Involvement and Home School Links	7
2. Parents as Partners	8-9
3. School Ethos, Aims and Values	9-11
4. Breakfast Club	11
 <b>SECTION C Teaching and Learning</b>	
1. Curriculum for Excellence	12
2. The Core Curriculum	13-19
3. Opportunities for Wider Achievement	19
4. Composite Classes	19-20
5. Religious and Moral Education	20
6. Health and Wellbeing	21
7. Sensitive Aspects of Learning	21
8. Equal Opportunities and Inclusion	22-23
9. Homework Policy	23-24
10. Assessment and Reporting	25-26
11. Transition	26-27
12. Support for Pupils	
• Getting it Right for Every Child (GIRFEC)	27
• Additional Support for Learning	27-28
• Staged Intervention	28-29
• Supports Available	30
• Parental Requests for Assessment	31
• Parental Support and Information Relating to Additional Support Needs	32-33
• Psychological Service	33-34

SOUTH AYRSHIRE COUNCIL  
EDUCATIONAL SERVICES

13. Child Protection	34
14. School Improvement	35
15. Pupil Council	35-36

**SECTION D School Policies and Practical Information**

1. Attendance	37-38
2. School Uniform Policy	39
3. Playground Supervision	39
4. Parental Complaints Procedure	40
5. School Meals and Free School Meal Information	40
6. Footwear and Clothing Grant Information	41
7. Transport Guide to Parents	41-42
8. Insurance	42
9. Valuable Items	43
10. Use of Mobile Phones	43
11. Use of Social Media	43
12. Health and Medical Information	44
13. Health Promotion and Nutrition	44
14. NHS Ayrshire and Arran	45
15. Data Protection Regulations	46-48
16. Freedom of Information (Scotland) Act 2002	48
17. Helpful Addresses and Websites	48-49

<b>APPENDIX</b>	50-54
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## **SECTION A – General School Information**

### **1. Introduction by Head Teacher**



Dear Parents

I am delighted to welcome you to Minishant Primary School. I hope you find this handbook helpful and informative. If you have any questions at all, please do not hesitate to contact me.

Minishant Primary is a small rural school and we pride ourselves on community involvement. At all times, we strive to involve the local and wider community in the life of the school. Similarly, we work in partnership with local businesses and organisations to immerse the school in all aspects of village life.

We have a very dedicated staff who endeavour to provide your child with the highest standards of learning and teaching. They provide a safe, nurturing environment which will allow your child to achieve their full potential. Above all, your child will be treated as an individual and always be given opportunities to experience success.

Your child's primary school years should be enjoyable and provide lasting memories for you to treasure. At Minishant Primary School, we will provide your child with the best possible experiences to fulfil this aim.

I look forward to working with you in the future.

Wendy Rigg  
Head Teacher

SOUTH AYRSHIRE COUNCIL  
EDUCATIONAL SERVICES

**2. School Information**

<b>Name</b>	Minishant Primary School
<b>Address</b>	Merrick Crescent Minishant Ayrshire KA19 8ET
<b>Telephone Number</b>	(01292) 612144 or 01292 441803
<b>Email address</b>	<a href="mailto:minishant.mail@south-ayrshire.gov.uk">minishant.mail@south-ayrshire.gov.uk</a>
<b>Website address</b>	<a href="https://blogs.glowscotland.org.uk/sa/minishantps/">https://blogs.glowscotland.org.uk/sa/minishantps/</a>
<b>Head Teacher</b>	Mrs Wendy Rigg – telephone 01292 612144
<b>Denominational status</b>	Mixed – Non Denominational
<b>Accommodation and capacity *</b>	Maximum Roll – 50 Present Roll – 32 (November 2020)
<b>House structure</b>	Culroy House – Red Doon House – Yellow
<b>Nursery provision</b>	No nursery provision
<b>Parent Council</b>	Chair: Lorraine Campbell email: <a href="mailto:campbell242@hotmail.com">campbell242@hotmail.com</a>

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

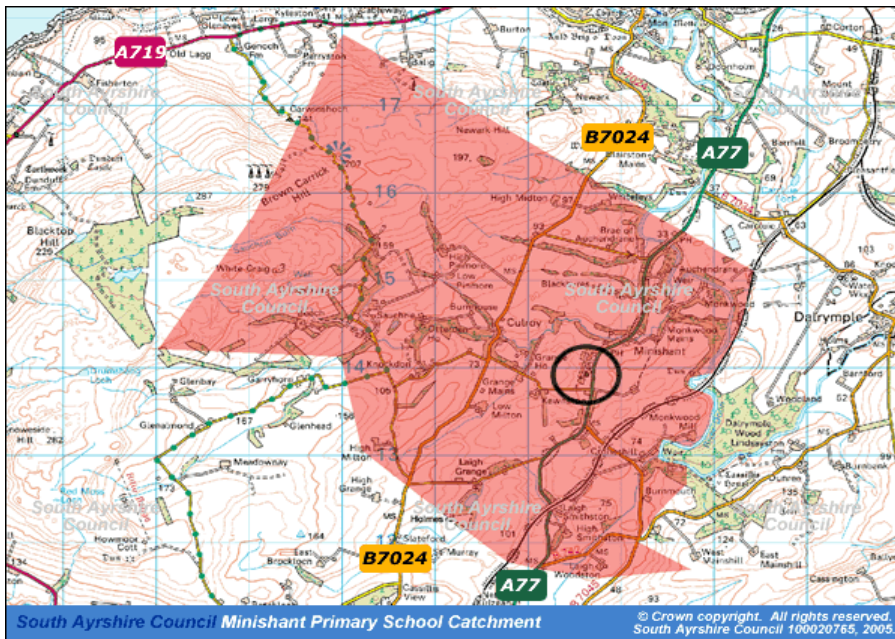
*The definition of 'parent' used is the broadly framed definition set out in the 1980 Act which is as follows: 'Parent' includes guardian and any person who is liable to maintain or has parental responsibilities in relation to, or has care of a child or young person. This is a wide definition which can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

SOUTH AYRSHIRE COUNCIL  
EDUCATIONAL SERVICES

**3. Catchment map and area**

Details of the school's catchment area and street names are available for inspection at the school and parents can also access them on the Council's web site at [www.south-ayrshire.gov.uk](http://www.south-ayrshire.gov.uk). Catchment map and area available from the School Management Section, Care, Learning and Wellbeing, County Buildings, Wellington Square, Ayr, KA7 1DR

Useful links to additional information to be found in Appendix A



Gaelic provision is not offered at Minishant Primary School

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

A Catchment Map and area are also available from the School Management Section, Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR

SOUTH AYRSHIRE COUNCIL  
EDUCATIONAL SERVICES

**4. School Staff**

Name	Designation
Mrs W Rigg	Head Teacher
Mrs S Devlin	Principal Teacher (0.5)
Mrs C Leavy	Class Teacher (Class 1 – P1-4)
Miss B Scott	Class Teacher (Class 2 – P5-7)
Mrs H Buchanan	Clerical Assistant
Mrs E McGill	School Assistant
Mrs J Smith	School Assistant
Mrs K Brown	Janitor/Cleaner

**5. Management Team**

Name	Designation
Mrs W Rigg	Head Teacher
Mrs S Devlin	Principal Teacher (0.5)

**6. Choosing a School**

Under the placing request arrangements parents have the right to choose a school other than the catchment denominational or non-denominational school for their area. This is known as a placing request and application forms can be obtained from the school office or Educational Services, County Buildings, Wellington Square, AYR KA7 1DR, telephone 01292 612465. Unfortunately it is not possible to guarantee that a placing request will be successful but parents will have the right of appeal should it be unsuccessful. Full details of the placing request arrangements are contained in the application form or on the Council website: <http://www.south-ayrshire.gov.uk/schools/placing-requests.aspx>.

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

**7. The School Year and School Hours**

Open	.....	9.00 am
Interval	.....	10.30 am – 10.45 am
Lunch	.....	12.30 pm – 1.15 pm
Close	.....	3.00 pm

Children starting Primary 1 in August 2021 will attend school for the full day from the start of the new school term.



SOUTH AYRSHIRE COUNCIL  
EDUCATIONAL SERVICES

**Approved School Holiday Arrangements: 2021-2022**

Term	Dates of Attendance / Holidays		
<b>First</b>	Teachers' In-service	Tues	17 Aug 2021
	Teachers' In-service	Wed	18 Aug 2021
	Pupils return	Thurs	19 Aug 2021
	Local Holiday *	Fri	17 Sept 2021
	Local Holiday *	Mon	20 Sept 2021
	School re-opens for staff & pupils	Tues	21 Sept 2021
	School closes at 3.00pm	Fri	8 Oct 2021
	October Week Holiday		11-15 Oct 2021
	Teachers' In-service	Mon	18 Oct 2021
	School re-opens for Pupils	Tues	19 Oct 2021
	School closes at 2.30pm for Christmas holidays	Wed	22 Dec 2021
	<b>Second</b>	School re-opens for staff & pupils	Thurs
School closes at 3.00pm		Thurs	10 Feb 2022
Local Holiday		Fri	11 Feb 2022
Local Holiday		Mon	14 Feb 2022
Teachers' In-service		Tues	15 Feb 2022
School re-opens for Pupils		Wed	16 Feb 2022
School closes at 2.30pm for Easter holidays		Fri	1 April 2022
<b>Third</b>	School re-opens for staff & pupils	Tues	19 Apr 2022
	May Day holiday	Mon	2 May 2022
	School closes at 3.00pm	Wed	4 May 2022
	Teachers' In-Service	Thurs	5 May 2022
	School re-opens for pupils	Fri	6 May 2022
	Local Holiday	Mon	30 May 2022
	School re-opens for staff & pupils	Tues	31 May 2022
School closes at 1.00pm	Wed	29 Jun 2022	

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

## **8. 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 D.1. below "Choosing a School").

In South Ayrshire, the dates and times for enrolment in January are selected by the Education Authority and published in the local press. Children who attain the age of 5 years between 1 March 2021 and 28<sup>th</sup> February 2022 should register for school week beginning 18<sup>th</sup> January 2021. To minimise the number of visitors to the school, registration will take place online. Further details about registration will be placed in local newspapers and social media to raise awareness of the new online system.

Whilst we operate an open door policy at Minishant and normally welcome everyone to the school, during the current Covid 19 pandemic we are unable to allow visitors (apart from contractors carrying out essential maintenance) into the school. We are happy to speak to parents over the phone and always welcome comments and feedback about the school.

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

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

It is a firm policy of the school to involve parents in their children's education at every opportunity. The staff very much appreciate the interest and co-operation of parents in the work and life of the school. This interest encourages positive relationships between school and home and results in pupils feeling more confident in school.



Parent's evenings are held on two evenings of the school year (with staff in attendance) to discuss pupil progress. A further two evenings for parents are organised throughout the term as an opportunity for Parents/Carers to explore their child's classroom environment experiencing some of the activities that take place. These are known as Access Hour.

The school is most aware of its role in the community and seeks to foster in the pupils a sense of community and an awareness of needs of others. All parents and friends of the school are kept informed by letters, text messages, twitter, email, diary updates, special activities and meetings.

Termly class newsletters are sent out to parents.

The school website [www.Minishant.sayr.sch.uk](http://www.Minishant.sayr.sch.uk) contains copies of all newsletters, School Improvement Plan and Standards and Quality Report as well as other relevant information.

The homework jotter is a means of developing the home/school link. Parents and teachers are encouraged to note concerns or comment. The jotter should be checked nightly and signed.

The school regards the relationship between Home and School as a partnership and wishes to promote this co-operation at all times.

If you are able to help in any way, please contact the school. You will be made most welcome.

The school is well supported with a Parent Council.

## **2. Parents as Partners**

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

- Involved with their child's education and learning.
- Be active participants in the life of the school.
- Express their views on school education generally and work in partnership with their children's schools.

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

- Receive information about the school and its activities.
- Hear about what partnership with parents means in our school.
- Be invited to be involved in ways and times that suit them.
- Identify issues you want the parent council to work on with the school.
- Be asked your opinion by the parent council on issues relating to the school and the education it provides.
- Work in partnership with staff.
- Enjoy taking part in the life of the school in whatever way possible.

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

The main aims of the Parent Council are to:

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

SOUTH AYRSHIRE COUNCIL  
EDUCATIONAL SERVICES

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](http://www.parentzonescotland.gov.uk)

Chair	Lorraine Campbell	Email: campbell242@hotmail.com
Vice Chair Treasurer Secretary Parent Members	Jackie Murray	

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland. Parent Councils can join too and it runs an independent helpline service for all parents. They can be contacted by telephone on: 0131 226 4378, fax 0870 706 5814 or email on [sptc@sptc.info](mailto:sptc@sptc.info) or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB

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

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

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

The school has a clear set of values which are embraced by everyone at Minishant Primary. The ethos of the school is warm, friendly and inclusive and provides an excellent environment for pupils to learn in. We promote positive behaviour, good manners, and positive relationships, and endeavour to motivate pupils by taking part in a range of curricular, extra-curricular, community and global citizenship events. Our school is a children's rights respecting school and we take account of children's views and opinions in making our plans for the school.

**OUR SCHOOL VALUES**

**Friendship, Honesty, Individuality, Ambition and Respect**

**Minishant Primary School's aims are:**

**1: We aim to create a positive school ethos that promotes inclusion and equality by:**

- Helping every pupil benefit from education, including those with barriers to learning or additional support needs.
- Ensuring relationships are based on mutual respect and understanding.
- Creating a climate where pupils, staff and parents feel valued and proud of their school.

**2: We aim to provide a stimulating and enjoyable curriculum for our pupils that will:**

- Equip pupils with the knowledge, skills, attitudes and high expectations necessary to prosper in a changing society.
- Be differentiated to suit the needs of individuals and groups of learners.
- Foster creativity in education, encouraging children to think independently, experiment and ask questions.
- Be delivered through high quality teaching and a wide variety of learning opportunities.

**3: We aim to improve the standard of achievement and attainment within the school by:**

- Promoting an ethos of achievement.
- Encouraging and supporting all pupils to work to the best of their ability, achieving the highest possible standards of attainment.
- Raising standards of attainment in the core skills of numeracy and literacy.
- Providing a high quality service with quality assurance and quality improvement built in.
- Monitoring pupil attainment and achievement closely.

**4: We aim to assist our pupil's personal and social development and to teach them the values and responsibilities of citizenship in a democratic society by:**

- Teaching pupils respect for themselves, others and the environment.
- Encouraging pupils to take responsibility.
- Promoting social confidence.
- Making a positive contribution to all aspects of school life.

**5: We aim to promote an effective partnership that links home, school and community by:**

- Keeping parents fully informed by reports, newsletters and workshops.
- Actively involving parents in their children's education.
- Supporting the work of the Parent Council.
- Promoting Minishant Primary School as an eco-school.

**6: We aim to develop an effective framework for learning by:**

- Supporting a quality programme of professional development and review.
- Supporting and encouraging the self-discipline of pupils.
- Striving to achieve an attractive, stimulating and safe school environment that is conducive to teaching and learning and takes into account the different learning styles of our pupils.
- Providing opportunities for pupils to develop their personalities, talents and mental and physical abilities to realise their potential.
- Ensuring that the principles of curriculum design are addressed.
- Involving pupils - sharing views and decisions about their learning including learning, teaching and assessment.

**4. Breakfast Club**

The School runs a free Breakfast Club between 8.15am and 8.45am in the IFE Wing.

School Assistant, Mrs McGill runs the club and provides healthy options each morning. There are a range of breakfast items available such as cereal, toast, crumpets, bagels, fruit and even smoothies!

Our Active School Coordinator, Ryan Douglas, regularly attends the Breakfast Club to provide sporting activities before the school starts at 9.00am.

Please inform the school office if your child wishes to attend the club.

## SECTION C – Teaching and Learning

### 1. *Curriculum for Excellence*

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

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

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

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

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

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

## 2. **The Core Curriculum**

At Minishant we fully embrace the Curriculum for Excellence. Our aim is to educate pupils to be successful learners, confident individuals, responsible citizens and effective contributors.

To facilitate this, our curriculum allows children to be creative and responsible by encouraging both independent learning and team work. As children have different learning styles we ensure pupils are given opportunities to learn in different ways and in a wide variety of contexts. There is a strong emphasis on active learning throughout the curriculum.

Aspects of health and wellbeing, numeracy and literacy can be found across the whole curriculum and it is the responsibility of all teachers to promote these. The learning experiences planned and delivered promotes pupils' confidence, independent thinking, valuable skills for work and for life and positive attitudes and dispositions. We use business links to effectively support the experiences planned for in the classroom.

### **Languages**

#### **Literacy and English**

Using a variety of teaching methods and resources we aim to develop and extend literacy skills in all children, offering opportunities to:

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

In developing English language skills children will:

- Engage with a wide range of texts and develop an appreciation of the richness and breadth of Scotland's literary and linguistic heritage.
- Enjoy exploring and discussing word patterns and text structures.
- Make links across the curriculum to demonstrate how they can apply their literacy skills in a wide range of contexts.



## **Reading**

Reading underpins all learning. For this reason we put a strong emphasis on the teaching of reading. Our aim is to establish a love of reading whilst developing core knowledge and skills.

Our children start learning to read with Oxford Reading Tree and an extensive selection of other books. We use the Jolly Phonics programme and Primary Ed resources to develop phonic work and reading strategies. Reading has a high priority throughout the school and literacy circles are developed in the upper primary.

We have a school library, reading buddies and pupils take part in regular ERIC (Everyone Reading Together) time each week.

## **Writing**

At Minishant we aim to develop the children's skills in all types of writing activities.

The development of writing is a high priority in Minishant Primary. Pupils engage in weekly writing lessons where specific skills and knowledge are addressed. Pupils also have many opportunities to apply what they have learned in other areas of the curriculum, e.g. social subjects, science, interdisciplinary learning.



## **Speaking and Listening**

One of our main aims is to help our children become effective contributors - communication is therefore a priority. Children are encouraged to talk in a variety of situations – with partners while discussing a piece of work or to convey instructions in team work. Children are also encouraged to talk about their learning. Many of our resources are specifically designed to develop both speaking and listening but we continue to use the child's own experiences as a major resource for development of speaking skills.

Listening is taught as a skill using listening activities, listening games and focussed questioning during class, paired, trio, group and independent activities.

## **Modern Languages**

Learning a new language encourages children and young people to broaden their horizons as they explore the language and its associated culture. At Minishant Primary pupils receive tuition in French.

Through learning a new language children will:

- Gain a deeper understanding of their first language and appreciate the richness and interconnected nature of languages.
- Have an enhanced understanding and enjoyment of other cultures and of their own and gain insights into other ways of thinking and other views of the world.
- Develop skills that they can use and enjoy in work and leisure throughout life.

The study of language plays an important role in all language learning and the development of literacy skills.

### **Numeracy and Mathematics**

At Minishant Primary we use a variety of teaching methods and resources to ensure that children:

- Develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work.
- Engage with more abstract mathematical concepts and develop important new kinds of thinking.
- Understand the application of mathematics, its impact on our society past and present, and its potential for the future.
- Develop essential numeracy skills which will allow them to participate fully in society.
- Establish firm foundations for further specialist learning.
- Understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills.
- Interpret numerical information appropriately and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions.
- Apply skills and understanding creatively and logically to solve problems, within a variety of contexts.
- Appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts.



Mental maths is practised throughout the school on a daily basis and children are encouraged to develop and use mental strategies.

### **Physical Education**

Minishant Primary is a health promoting school where diet and exercise are key issues. Physical Education is an important aspect of school life with pupils receiving 2 hours of P.E. throughout the week. Ryan Douglas, our Active Schools Coordinator, organises various opportunities for children to experience new activities and to work with other pupils within the Carrick Cluster. Our senior pupils are given the opportunity to complete 'Young Leaders' training to enable them to deliver fitness sessions. Pupils will embark on 'Awards of Ambition' which is a programme aligned to the Duke of Edinburgh Awards for secondary schools, as well as the newly named 'Active Schools Junior Coaching Academy' where pupils will be trained to deliver P.E. sessions to their peers.

We have many aspects which we aim to develop e.g. football, volleyball, gymnastics, hockey and dance. The children in P5-7 take part in a block of swimming lessons.



Pupils who are unable to take part in P.E. lessons (for example through ill health) should have a note from a parent. 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.

## **Social Studies**

At Minishant we aim to teach our pupils the skills of investigation, research and reporting, while developing informed attitudes and knowledge and understanding.

Learning in the social studies enables children to:

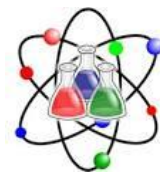
- Develop an understanding of the history, heritage and culture of Scotland, and an appreciation of local and national heritage within the world.
- Broaden their understanding of the world by learning about human activities and achievements in the past and present.
- Develop an understanding of their own values, beliefs and cultures and those of others.
- Develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking.
- Explore and evaluate different types of sources and evidence.
- Learn how to locate, explore and link periods, people and events in time and place.
- Learn how to locate, explore and link features and places locally and further afield.
- Engage in activities which encourage enterprising attitudes.
- Develop an understanding of concepts that stimulate enterprise and influence business.
- Establish firm foundations for lifelong learning and for further specialised study and careers.

## **Sciences**

At Minishant Primary we use a number of different contexts for learning in sciences which draw upon important aspects of everyday life and work. This includes a STEM week during the month of March when children are immersed in various activities based round Science, Technologies, Engineering and Mathematics.

This allows children to:

- Develop curiosity and understanding of the environment and their place in the living, material and physical world.
- Demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences.
- Develop skills for learning, life and work.
- Develop the skills of scientific inquiry and investigation using practical techniques.
- Develop skills in the accurate use of scientific language, formulae and equations.
- Apply safety measures and take necessary actions to control risk and hazards.
- Recognise the impact the sciences make on their life, the lives of others, the environment and on society.
- Recognise the role of creativity and inventiveness in the development of the sciences.
- Develop an understanding of the Earth's resources and the need for responsible use of them.



- Express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding.
- Develop as a scientifically-literate citizen with a lifelong interest in the sciences.
- Establish the foundation for more advanced learning and future careers in the sciences and the technologies.

Children are actively involved in the Eco Schools project and we have achieved our third Green Flag status. The school community is committed to renewing this flag in the near future.

### **Expressive Arts**

Experiences in the expressive arts involve creating and presenting and are practical and experiential. Evaluating and appreciating are used to enhance enjoyment and develop knowledge and understanding.

While learning through and about the expressive arts children will:

- Experience the inspiration and power of the arts.
- Recognise and nurture their creative and aesthetic talents.
- Develop skills and techniques that are relevant to specific art forms and across the four capacities.
- Have opportunities to deepen their understanding of culture in Scotland and the wider world.

Learning can be enhanced and enriched through partnerships with professional arts companies, creative adults and cultural organisations.

At Minishant we encourage the pupils to experience all aspects of expressive arts and develop these through a programme of study developed for multi-composite classes. All children are given the opportunity to perform in assemblies and the annual school show, while also benefiting from cluster initiatives.



### **Music**

At Minishant, the focus for learning includes singing, making music and appreciation. Whenever possible, the children have access to cultural experiences such as visits to the theatre, pantomime and musical companies. Children are encouraged to perform and have various opportunities for this such as assemblies and concerts. Class teachers also teach music in line with their interdisciplinary learning.

Through the Youth Music Initiative (YMI), a YMI instructor visits the school every 3 weeks to support music projects within the school.

## **Art and Craft**

The children are taught a variety of techniques and opportunities are made available for them to use a wide range of materials and media. The children's creativity is encouraged at all times. Art and craft is an integral part of the school curriculum.



Children's work is entered into the bi-annual Maclaurin Art Competition for Primary pupils where we have been very successful with numerous entries exhibited.

Art and Craft activities also feature in our after school clubs. Examples of pupils artwork is also displayed on the school website.

## **Technologies**

Technology includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.



Learning in the technologies enables children to:

- Develop an understanding of the role and impact of technologies in changing and influencing societies.
- Contribute to building a better world by taking responsible, ethical actions to improve their life, the lives of others and the environment.
- Gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community.
- Become an informed consumer and producer who has an appreciation of the merits and impacts of products and services.
- Be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues.
- Broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community.
- Broaden their awareness of how ideas in mathematics and science are used in engineering and the technologies.
- Experience work-related learning, and establish firm foundations for lifelong learning, and specialised study and careers.

Pupils are encouraged to apply ICT skills in all areas of the curriculum as they become increasingly confident and interested in this area.

At Minishant Primary School we give all children access to all areas of technology and offer them the opportunity to develop skills in ICT across the curriculum. Staff have up to date Active Boards in each classroom and children have the opportunity to use computers, iPads, laptops etc. to support and develop their learning which is taking place. The children are encouraged to use multi-media techniques throughout the curriculum including software such as Education City to further support learning. Pupils and staff are able to access the Learning Teaching Scotland's ICT resource GLOW which addresses every curricular area and allows inter school work as well as the ability to log on at home.

The children are given opportunities to contribute to the school website and will study basic website design.

All pupils are developing electronic profiles, recording their successes and achievements via an i-pad.

Minishant currently has a STEM room which is full of resources that the children can access to support their learning in Science, Technologies, Engineering and Mathematics.

### **Food Technologies**

We are extremely lucky to have a community kitchen within the main building of the school. Our pupils access the kitchen for food technology lessons in line with Curriculum for Excellence guidance.

### **3. Opportunities for Wider Achievement**

Opportunities are provided to enhance our pupils learning experience.

Over the past year we were able to offer the following:

Football and Multi-Sports lessons organised by the Active Schools Coordinator, Ryan Douglas. Parents will be kept informed of similar activities that will be held and we ask them to encourage their children to participate in them as much as possible. We have a large hall within the IFE wing for indoor activities and a large playing field for outdoor games.

In addition, Ryan supports the pupils in P7 to work towards their Award of Ambition.

Wider achievements are celebrated each week at assembly. Children share achievements - which can be from both within the school or outwith school, with their peers.

### **4. 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.

SOUTH AYRSHIRE COUNCIL  
EDUCATIONAL SERVICES

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.

### **5. Religious and Moral Education**

Following national guidance on religious observance as set out in the Scottish Government letter of 21 February 2011 entitled “Curriculum for Excellence – Provision of Religious and Moral Education in non-denominational schools and religious education in Roman Catholic Schools”, we encourage children, through our programmes of work in this area, to develop knowledge and understanding of Christianity and other world religions and to appreciate values such as honesty, liberty and justice. A full school weekly assembly is held with the Head Teacher. There are also visiting speakers.

Following the same guidance, parents have the right to withdraw their children from religious observance. Arrangements for this should be made with the Head Teacher.

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.

Parents can access further information relating to national advice on Education Scotland website i.e. 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’ and in the Scottish Government Circular dated 21 February 2011, ‘*Curriculum for Excellence – Provision of Religious Observance in Schools*’

## **6. Health and Wellbeing**

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

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

At Minishant Primary we aim to provide a learning environment which allows children to:

- Develop self-awareness, self-worth and respect for others.
- Meet challenges, manage change and build relationships.
- Experience personal achievement and build resilience and confidence.
- Understand and develop physical, mental and spiritual wellbeing and social skills.
- Understand how what they eat, how active they are and how decisions they make about their behaviour and relationships affect their physical and mental wellbeing.
- Participate in a wide range of activities which promote a healthy lifestyle.
- Understand that adults in their school community have a responsibility to look after them, listen to their concerns and involve others where necessary.
- Learn about where to find help and resources to inform choices.
- Assess and manage risk and understand the impact of risk-taking behaviour.
- Reflect on strengths and skills to help them make informed choices when planning their next steps.
- Acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.
- Develop positive relationships, support school rules and the parent-school partnership and enhance the learning environment.

## **7. Sensitive Aspects of Learning**

The 3-18 curriculum entitles pupils to a broad, general education until they reach year four in secondary school. At various stages within the primary school, aspects of emotional and physical development programmes will be introduced to pupils and this could be in conjunction with our partner agencies in Health. Prior to these programmes being implemented, we will write to parents to ask if they would wish to withdraw their child from these lessons. Examples of this would be sessions on relationships, sexual health, parenthood and drug awareness.

## 8. *Equal Opportunities and Inclusion*

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

The national legislation around equal opportunities and social inclusion includes:

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

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

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

Each school has a Pupil Support Coordinator who along with the Named Person (if this is not the same individual) 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 Rigg.

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

All staff have a responsibility for promoting equality of opportunity and social justice, inside and outside the classroom, with teachers and school assistants offering support for individuals. Mrs Devlin (Principal Teacher), co-ordinates Equal Opportunity developments in the school.

## 9. Homework Policy

Minishant Primary actively encourages parents to contribute to the life of the school. We very much value the input and support given by parents, in particular supporting their child to value and complete homework tasks in a timely manner and to the very best of their ability.



### Purpose of Homework should include

1. Encouraging pupils to develop the skills, confidence and motivation needed to study effectively on their own.
2. Consolidating and reinforcing the skills and understanding developed at school.
3. Extending school learning.
4. Sustaining the involvement of parents in the management of pupils' learning, and keeping them informed about the work pupils are doing.
5. Managing particular demands, such as preparing for future learning.

### When planning homework tasks for pupils, teachers will ensure:

1. Children experience a range of activities including:
  - Practical tasks
  - Internet based activities
  - Numeracy practice
  - Preparation of talks
  - Reading
  - Learning of tables, spelling or other materials
  - Completion and/or extension of work begun in class
  - Additional research
  - Collecting information
  - Investigations.
2. The purpose of the homework given is clear to pupils and the task itself is fully explained.
3. Homework is clearly related to on-going classroom work. Tasks set will vary in their nature, and will not necessarily be of a formal pencil and paper style. It will rarely be appropriate for homework to be set for new work, which has not been introduced in class.

SOUTH AYRSHIRE COUNCIL  
EDUCATIONAL SERVICES

4. Homework will be organised in a clear predictable pattern. This enables older pupils, in particular, to plan their homework pattern.
5. Homework will be manageable. (Overburdening pupils with homework often proves to be counterproductive.)
6. The level of difficulty of homework will be carefully gauged and will take account of pupils' needs and abilities. The homework will challenge pupils but not be so difficult that it is beyond their capabilities.
7. Homework will, on occasion, allow pupils to exercise initiative and creativity.
8. Homework will promote self-confidence and understanding.
9. There is appropriate feedback to the pupils about their performance. A long delay between submission of homework, and a response from teachers is not desirable.
10. Helping pupils to develop strategies for dealing with homework should be the concern of all staff.
11. Every effort should be made to have pupils' homework completed and submitted as required.

Homework will be set on a regular basis throughout the school. Time spent on homework should range from approximately 15 minutes for younger children (P1-P3), 20 minutes for Primary 4 and Primary 5 pupils and up to 30 minutes for Primary 6 and Primary 7 pupils. Pupils will be set specific tasks for homework which must be completed; however, they also have the freedom to choose how many other tasks/which particular tasks that have been set as optional, that they wish to compete. The homework jotter must be signed by parents when children complete the tasks set.

As with every other curricular area, homework is monitored by the Head Teacher as part of our monitoring process to further improve the education at Minishant and develop the home/school link.



## **10. Assessment and Reporting**

### **Assessment**

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

Assessment is a central part of everyday learning and teaching for children and young people. Teachers gather evidence on an ongoing and informal basis through asking questions, observing children working together and making comments on their work.

SOUTH AYRSHIRE COUNCIL  
EDUCATIONAL SERVICES

Children may assess their own work or that of their classmates. Some assessment is more formal, such as projects, investigations, case studies and tests. The assessment of children's progress throughout primary school and in secondary S1–S3 is based partly on teachers' views: their "professional judgement". In making these judgements, teachers draw on their professional knowledge and understanding of the child using a very wide range of assessment information including standardised assessments.

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

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

### **National Standardised Assessments**

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

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

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

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

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

### **Tracking and monitoring Progress**

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

The Head Teacher meets with class teachers to discuss pupil progress three times per year. Whilst tracking pupil progress, support for individual pupils may be identified and put in place

SOUTH AYRSHIRE COUNCIL  
EDUCATIONAL SERVICES

through a process of Staged Intervention (see Section 12 – Support for Pupils).

### Reporting

Teachers report to parents in November and May. The first interim report is a brief overall report on the child's progress following on from the main report of the previous session. The second report in May is more detailed on achievement and skills development. The report gives up-to-date information to parents on their child's strengths and development needs.

At Minishant Primary we have four Parents' sessions each academic year. Two of these are for teacher/parent interviews where parents can discuss their child's education - the first is in November and the second in May. The other two are parent workshop evenings which keep parents up to date with current national and school initiatives.

However, parents are welcome to contact their child's class teacher at any time throughout the year if they wish to talk about their child's progress.

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

## 11. Transition to Secondary School

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

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

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



Carrick Academy  
Kirkoswald Road  
Maybole  
KA19 8BP

Telephone: 01655 883003

## 12. Support for Pupils

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

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

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

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

### Additional support for learning

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

### Support for pupils

Mrs Wendy Rigg, Head Teacher, is the Pupil Support Co-ordinator for Minishant Primary School and is available to speak to parents about any concerns or questions they have regarding support for their child.

Mrs Elaine McGill and Mrs Jane Smith, School Assistants, support children in a variety of ways i.e. early interventions, one to one and group support and also provide support to class teachers and other members of staff working closely with our children.

SOUTH AYRSHIRE COUNCIL  
EDUCATIONAL SERVICES

We are accredited as a Dyslexia and Inclusive School incorporating various strategies in each class and across the school to support all children.

**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 being “looked after” by the Local Authority

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

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

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

Staged intervention can be broken down into three main stages:

**Stage 1(a) - In class support**

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

**Stage 1(b) – In school support**

Where a child’s additional support needs require intervention from a specialist teacher (e.g. Additional Support for Learning staff) or targeted support from a School Assistant they will be

deemed to be supported at Stage 1(b). An action plan should be created and reviewed.

### **Stage 2 - Additional support from a service that is universally available**

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

### **Stage 3 - Specialist help from a multi-agency team**

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

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

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

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

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

### **Supports available**

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

- Psychological Services;
- Peripatetic Services e.g. Visual Impairment and Hearing Impairment;
- Home Link Team;
- Looked After and Accommodated Service;
- Learning and Inclusion Team;

SOUTH AYRSHIRE COUNCIL  
EDUCATIONAL SERVICES

- School Support Assistants;
- Additional Support for Learning Teachers;
- Home Tutoring;
- Outreach services from Specialist Centres.
- Counselling services for children over the age of 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.

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

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

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

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

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

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

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

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

SOUTH AYRSHIRE COUNCIL  
EDUCATIONAL SERVICES

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

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

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

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

**Quality Improvement Manager**  
County Buildings  
Wellington Square

SOUTH AYRSHIRE COUNCIL  
EDUCATIONAL SERVICES

AYR  
KA7 1DR  
Tel: 01292 612504

**Principal Educational Psychologist**

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

**Co-ordinator (Inclusion)**

Educational Services  
County Buildings  
Wellington Square  
Ayr  
KA7 1DR  
Tel: 01292 612406 or 612292

**Enquire**

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

**Scottish Child Law Centre**

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

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

**Resolve**

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

**Advocacy Service**

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

**Psychological Service**

SOUTH AYRSHIRE COUNCIL  
EDUCATIONAL SERVICES

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.

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

If you would like further information please refer to the Ayrshire GIRFEC website: <http://www.girfecayrshire.co.uk/home/> and the Guide to information Sharing for

parents/carers in Ayrshire and Arran at <http://www.girfec-ayrshire.co.uk/wp-content/uploads/2014/08/GIRFEC-Parents-and-Carers-e-guidanceJune-2017.pdf>

### **13. Child Protection**

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

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

The school has a Child Protection Co-ordinator, Mrs Rigg, 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.

### **14. School Improvement**

#### **School Improvement Plan**

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

SOUTH AYRSHIRE COUNCIL  
EDUCATIONAL SERVICES

For session 2021-2022 our priorities for development are as follows:

- To raise attainment in Literacy & English
- To raise attainment in Numeracy & Mathematics
- Wellbeing, equality and inclusion for all
- To improve employability skills for all children

Parents are updated regularly on improvement priorities.

Our most recent HMIE report can also be found on our school website along with South Ayrshire Council's follow-up inspection. <http://www.minishant.sayr.sch.uk/ak.html>

### **Standards and Quality Report**

Each session a Standards and Quality Report is produced detailing the main achievements of the school over the last 12 months. The report provides a variety of information about how well our pupils are attaining, the many successes we have had, the wide variety of experiences children can expect at Minishant Primary School and how they will benefit from learning here. This is available on the school

website: <https://blogs.glowscotland.org.uk/sa/minishantps/>

## **16. Pupil Voice**

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

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

The Pupil Council is encouraged to run meetings properly, and learn enterprising strategies. Member of the Pupil Council also present information to the whole school at assembly and take responsibility for certain aspects of playtime. They are encouraged to be mentors to younger pupils.

SOUTH AYRSHIRE COUNCIL  
EDUCATIONAL SERVICES

At Minishant, our Pupil Council consists of pupil representatives from P1-P7 and they work with Mrs Devlin.

Every pupil in Minishant Primary has the opportunity to become involved in committee work. Committees this session include Pupil Council, Eco Schools, Rights Respecting Schools, Dyslexia Friendly Schools, Sports Committee and JRSO (Junior Road Safety Officers).



## SECTION D School Policies and Practical Information

### 1. 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 outwith the school holiday when the option is available of taking leave during the school holiday, the absence will be considered unauthorised.

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

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

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

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

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

### **Advice to parents**

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

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

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

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

## **2. 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.

## **3. Playground Supervision**

An adult presence is provided in playgrounds at break times in terms of the **Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990**.

On most days at Minishant we have three adults (Mrs Brown our Janitor and Mrs McGill and Mrs Smith our School Assistants) present at interval. Our School Assistants carry out playground supervision at lunchtimes.

Mrs Brown is on playground duty from 8.45am in the morning before school starts.

Minishant has a Playground Policy which is available from the School Office on request.

#### 4. Parental Complaints Procedure

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

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

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

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

#### 5. School Meals and Free School Meals



Meals are delivered to the school from Doonfoot Primary School kitchen. Special diets are available if required on medical grounds. Parents should inform the school if this is necessary and provide a medically issued diet sheet where appropriate.

Payment of meals is made by Friday for the week ahead. The present cost is £2.15 per day. Milk is 25p per carton (plain milk only). Pupils will be given a milk request form at the start of each term. Milk is free for P1-P3 pupils.

The current criteria for entitlement to free school meals are reviewed annually in April and updated information will be available on the council's website at <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 **£16,105**), Child Tax Credit and Working Tax Credit (where income is less than **£7,330**, Universal Credit where earned income is £610 or less per month, income related element of Employment and Support Allowance and support under part V1 of the Immigration and Asylum Act 1999 are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools, customer service centres and from Education Support Services, County Buildings, Wellington Square, Ayr KA7 1DR , Telephone 01292 612168

Pupils may also choose to have a packed lunch which they can eat alongside those taking a school lunch.

**Free school meals are available to all P1-P3 pupils.**

## **6. Footwear and Clothing Grant Information**

The current criteria for entitlement to a footwear and clothing grant is reviewed annually in April and updated information will be available on the council's website at <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 **£16,105**), Child Tax Credit and Working Tax Credit (where income is less than **£16105**), Universal Credit where earned income is £1,343.08 or less per month, income related element of Employment and Support Allowance, Council Tax reduction or Housing Benefit are entitled to a footwear and clothing grant. Information and on-line application forms can be accessed from the above link.

## **7. Transport Guide for Parents (excludes nursery provision)**

South Ayrshire Council has a policy of providing free transport to all primary pupils whose main address is more than two miles from their catchment school by the recognised shortest safe walking route. Parents who consider they are eligible for free school transport should obtain an application form from the school, Educational Services, County Buildings, Wellington Square, AYR KA7 1DR Tel – 01292 612284 and [www.south-ayrshire.gov.uk/schools](http://www.south-ayrshire.gov.uk/schools). These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

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

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

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

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

SOUTH AYRSHIRE COUNCIL  
EDUCATIONAL SERVICES

Misbehaviour could result in your child losing the right to free transport.

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

**Seatbelt Statement**

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

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

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

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

**Privileged seats**

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

**8. 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.

### 9. 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.

### 10. Use of Mobile Phones



Mobile phones are **not** allowed at Minishant Primary School.

If there are exceptional circumstances where a parent wishes a child to have a phone with them the parent must inform the school by telephone or in writing.

### 11. 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 ;

SOUTH AYRSHIRE COUNCIL  
EDUCATIONAL SERVICES

- 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.

### **12. Health and Medical Information**

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

### **13. Health Promotion and Nutrition**

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

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

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

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

Further guidance can be found at:

[www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf](http://www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf)

**14. NHS Ayrshire & Arran  
Oral Health Promotion Initiatives in Nursery and Primary Schools**

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

**Childsmile:**

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

- A core toothbrushing programme – In Ayrshire & Arran, daily supervised toothbrushing takes place in all nursery schools and many primary schools. Free Childsmile oral health packs containing a toothbrush and fluoride toothpaste are given out twice a year to children at nursery school and on entry to primary school in Primary 1. During their first year of life, all babies are given an oral health pack and a drinking cup to encourage healthy weaning by swapping bottle for cup as soon as baby is able to drink from a cup. All children should be registered with a dentist (General Dental Practitioner) and visit regularly to help keep their teeth as healthy as possible. **Remember - water and milk are recommended as safe drinks for teeth for all children.**
- **An infant programme** – Childsmile Practice promotes oral health from birth. Parents of 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 Promotion Teams will also deliver oral health promotion messages, and be supported by Dental Health Support Workers who are the main contact point for parents, teachers, all school staff, dental practice staff and School Nurses.

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

**The National Dental Inspection Programme:**

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

### **15. 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, please see the full privacy notice.

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

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

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

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

If you remain dissatisfied, you have the right to complain to the Information Commissioner: Information Commissioner's Office, 45 Melville Street, Edinburgh, EH3 7HL

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

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

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

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

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

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

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

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

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

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

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

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

SOUTH AYRSHIRE COUNCIL  
EDUCATIONAL SERVICES

**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.

**16. The Freedom of Information (Scotland) Act 2002**

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

Public Authorities have to allow access to the following information:

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

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

**17. Helpful Addresses and websites**

Organisation	Address	Telephone Number
Educational Services South Ayrshire Council	County Buildings Wellington Square Ayr KA7 1DR	0300 123 0900 <a href="http://www.south-ayrshire.gov.uk">www.south-ayrshire.gov.uk</a>
Councillor Ian Campbell	County Buildings Wellington Square Ayr KA7 1DR	01292 612472
Councillor Brian Connolly	County Buildings Wellington Square Ayr KA7 1DR	01292 612274
Councillor William Grant	County Buildings Wellington Square Ayr KA7 1DR	01292 612479
Learning & Teaching Scotland	<a href="http://www.ltscotland.org.uk/parentzone">www.ltscotland.org.uk/parentzone</a>	
HMIE	<a href="http://www.hmie.gov.uk">www.hmie.gov.uk</a>	
Parent Zone	<a href="http://www.education.gov.scot/parentzone/">www.education.gov.scot/parentzone/</a>	

SOUTH AYRSHIRE COUNCIL  
EDUCATIONAL SERVICES

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

- (a)** Before the commencement or during the course of the school year in question, and/or
- (b)** In relation to subsequent school years.

## **SCHOOL POLICIES AND PRACTICAL INFORMATION**

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

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

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

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

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

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

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

Education Scotland's Communication Toolkit for engaging with parents –

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

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

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

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

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

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

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

## **PARENTAL INVOLVEMENT**

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

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

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

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

## **SCHOOL ETHOS**

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

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

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

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

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

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

SOUTH AYRSHIRE COUNCIL  
EDUCATIONAL SERVICES

**Building Curriculum for Excellence Through Positive Behaviour and Relationships** - outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support –  
<http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

**Scottish Catholic Education Service's resource 'This is Our Faith'** which supports the teaching and learning of Catholic religious education –  
<http://www.sces.uk.com/this-is-our-faith.html>

## **CURRICULUM**

**Information about how the curriculum is structured and curriculum planning** –  
<http://www.educationscotland.gov.uk/thecurriculum/>

**Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas** –  
<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

**Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing** –  
<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

**Broad General Education in the Secondary School – A Guide for Parents and Carers** –  
[http://www.educationscotland.gov.uk/resources/b/genericresource\\_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64](http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64)

**Information on the Senior Phase** –  
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnerexpect/seniorphase.asp>

**Information on Skills for learning, life and work** –  
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnerexpect/skillsforlearning.asp>

**Information around the Scottish Government's 'Opportunities for All' programme** –  
<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

**Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services** –  
<http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

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

## **ASSESSMENT AND REPORTING**

**Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework** –  
[http://www.educationscotland.gov.uk/Images/BtC5Framework\\_tcm4-653230.pdf](http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf)

**Information about Curriculum for Excellence levels and how progress is assessed** –  
<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

**Curriculum for Excellence factfile - Assessment and qualifications –**  
[http://www.educationscotland.gov.uk/publications/c/publication\\_tcm4624968.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp)

**Information on recognising achievement, reporting and profiling –**  
<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

## **TRANSITIONS**

**Curriculum for Excellence factfile - 3-18 Transitions** - provides information on the transitions children and young people will face throughout their education and beyond –  
[http://www.educationscotland.gov.uk/publications/c/publication\\_tcm4660285.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp)

**Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement** - provides guidance on career information, advice and guidance strategy –  
<http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

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

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

**Enquire** is the Scottish advice service for additional support for learning –  
<http://enquire.org.uk/>

**Parenting Across Scotland** offers support to children and families in Scotland –  
<http://www.parentingacrossscotland.org/>

## **SUPPORT FOR PUPILS**

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

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

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

## **SCHOOL IMPROVEMENT**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SOUTH AYRSHIRE COUNCIL  
EDUCATIONAL SERVICES

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.

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