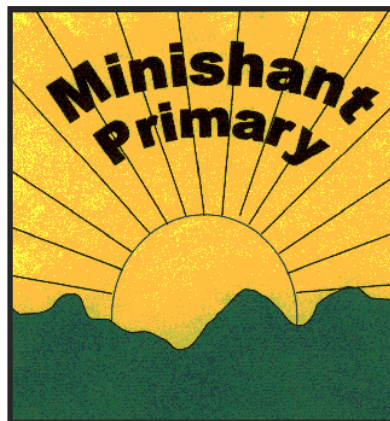




Minishant Primary School



H A N D B O O K

2024/2025

Merrick Crescent
Minishant
Ayrshire
KA19 8ET
(01292) 612144

Email: minishant.mail@minishant.sayr.sch.uk

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

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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. In Minishant Primary, we provide a happy and safe environment, where all pupils are encouraged and supported to reach their potential.

Our setting of Minishant village, places our school at the heart of the community and as such we create respectful relationships which ensures that our children value their active contributions, not only to the life and work of the school, but also to their wider local area.

We aim to equip our children with quality learning and teaching experiences within which our learners are supported to reach their fullest potential. We have a positive, inclusive school ethos and our pupils feel well supported in school. We are committed to providing a nurturing, stimulating and inclusive environment where children are encouraged to acquire the knowledge, skills and attributes that are needed to approach life and learning with confidence.

The partnership between home and school is central to achieving this and we aim to ensure all parents are fully informed and involved in their child's education and we would wish you to be actively involved in our school.

Please be assured that no worry about your child is too small to share with us, please do not hesitate to contact our school at any time and we will do all that we can to help.

Shirley Devlin
Head Teacher

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2. School Information

Name	Minishant Primary School
Address	Merrick Crescent Minishant Ayrshire KA19 8ET
Telephone Number	(01292) 612144 or 01292 441803
Email address	minishant.mail@south-ayrshire.gov.uk
Website address	https://blogs.glowscotland.org.uk/sa/minishantps/
Head Teacher	Mrs Shirley Devlin – telephone 01292 612144
Denominational status	Mixed – Non Denominational
Accommodation and capacity *	Maximum Roll – 50 Present Roll – 21 (December 2023)
House structure	Culroy House – Red Doon House – Yellow
Stages of education provided	Primary 1 to Primary 7
Teaching by means of the Gaelic language	Gaelic provision is not offered at Minishant Primary School
Nursery provision	No nursery provision
Parent Council	Chair: currently vacant

* 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.

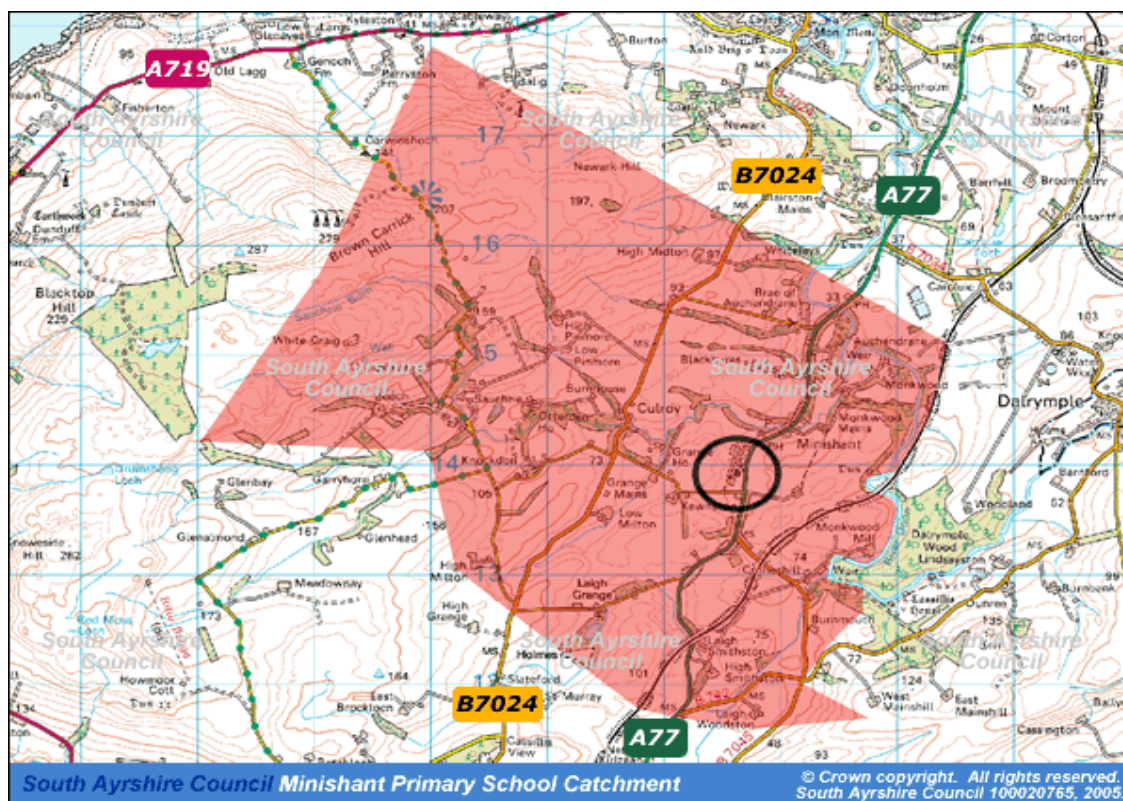
The definition of 'parent' used is the broadly framed definition set out in the 1980 Act which is as follows: 'Parent' includes guardian and any person who is liable to maintain or has parental responsibilities in relation to, or has care of a child or young person. This is a wide definition which can 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).

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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. Catchment map and area available from the Resource Planning Section, Educational Services, County Buildings, Wellington Square, Ayr, KA7 1DR

Useful links to additional information to be found in Appendix A



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

A Catchment Map and area are also available from the Resource Planning Section, Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR. Useful links to additional information can be found in Appendix 2.

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4. School Staff

Name	Designation
Mrs S Devlin	Head Teacher
Mrs S Beattie	Principal Teacher
Mrs C Leavy	Class Teacher (Class 1 – P1-4),
Mr S Lowrie	Class Teacher (Class 2 – P5-7)
Mrs B Russell	Class Teacher (Class 2 – P5-7) Currently on Maternity Leave
Mrs J Smith	Clerical Assistant
Mrs E McGill	School Assistant
Ms Z Jess	School Assistant
Mrs K Brown	Janitor/Cleaner/Catering Assistant

5. Management Team

Name	Designation
Mrs S Devlin	Head Teacher & Pupil Support Coordinator
Mrs S Beattie	Principal Teacher & Pupil Support Coordinator in Mrs Devlin's absence

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. 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:

[Placing requests - South Ayrshire Council \(south-ayrshire.gov.uk\)](http://south-ayrshire.gov.uk)

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.

Or you can contact Educational Services on 01292 612162.

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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 2024 will attend school for the full day from the start of the new school term.

Teachers' In-service	Fri	16 Aug 2024
Teachers' In-service	Mon	19 Aug 2024
Pupils return	Tues	20 Aug 2024
Local Holiday *	Fri	20 Sept 2024
Local Holiday *	Mon	23 Sept 2024
School re-opens for staff & pupils	Tues	26 Sept 2024
School closes at 3.00pm	Fri	13 Oct 2024
October Week Holiday		14-18 Oct 2024
Teachers' In-service	Mon	21 Oct 2024
School re-opens for pupils	Tues	22 Oct 2024
School closes at 2.30pm for Christmas holidays	Fri	20 Dec 2024
School re-opens for staff & pupils	Mon	6 Jan 2025
School closes at 3.00pm	Fri	7 Feb 2025
Local Holiday	Mon	10 Feb 2025
Teachers' In-service	Tues	11 Feb 2025
School re-opens for Pupils	Wed	12 Feb 2025
School closes at 2.30pm for Easter holidays	Fri	4 Apr 2025
School re-opens for staff & pupils	Tues	22 Apr 2025
School closes at 3.00pm	Fri	2 May 2025
May Day holiday	Mon	5 May 2025
School re-opens for staff & pupils	Tues	6 May 2025
School closes at 3.00pm	Fri	23 May 2025
Local Holiday	Mon	26 May 2025
Teachers' In-service	Tues	27 May 2025
School re-opens for pupils	Wed	28 May 2025
School closes at 1.00pm	Fri	27 Jun 2025

NB: Good Friday: 18th April 2025. Easter Monday 21st April 2025

* 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 parents register their children for education via an online process which is available to parents from Monday 15th January 2024 until Friday 19th January 2024. The website address and link will be posted in the local press and on the South Ayrshire Council website.

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").

Children who attain the age of 5 years between 1st March 2024 and 28th February 2025 should register for school week beginning 15th January 2024.

We have an open-door policy at Minishant and welcome everyone to the school. Comment and feedback about the school is welcome and keeps us informed. We try very hard to see or speak to callers when they arrive at school but there may be occasions, due to class commitments, when an appointment is offered.

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 events for parents are organised throughout the term as an opportunity for Parents/Carers to share in some of the activities and learning that take place.

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 Head Teacher's newsletter, letters, text messages, twitter, email, diary updates, special activities and meetings.

Termly class newsletters are sent out to parents.

The school website <https://blogs.glowscotland.org.uk/sa/minishantps/> 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 by our parent group.

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.

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at [Parentzone Scotland | Parent Zone \(education.gov.scot\)](http://Parentzone Scotland | Parent Zone (education.gov.scot))

SOUTH AYRSHIRE COUNCIL
EDUCATIONAL SERVICES

The Minishant Primary School Parent Council

Chair	Currently vacant	
Vice Chair	Adele Ross	
Treasurer	To be appointed	
Secretary	To be appointed	
Parent Members	Craig Kennedy Elaine Kennedy Kirsty McArdle Dana Thomson	

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 or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB

National Parent Forum of Scotland – [National Parent Forum of Scotland \(npfs.org.uk\)](http://npfs.org.uk)

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. Children sit and chat over breakfast or play games such as board games, lego and softball. This is a lovely way for children to start their morning and they go into class ready to learn.

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 an extensive selection of books and ICT resources to develop phonic knowledge 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. 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 '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:

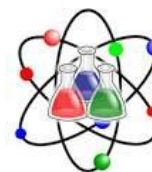
- Develop an understanding of the history, heritage and culture of Scotland, and an appreciation of local and national heritage within the world.
- Broaden their understanding of the world by learning about human activities and achievements in the past and present.
- Develop an understanding of their 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.

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. Pupils have the opportunity to learn to play an instrument under the instruction of a visiting music specialist.

Through the Youth Music Initiative (YMI), a YMI instructor visits the school every week to support music projects within the school. Children are supported by on-line lessons during the weeks in between.

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. Arts and crafts are an integral part of the school curriculum.



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.

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 six months, since Covid restrictions were lifted, we have been able to offer Spirit of Sport lessons for P5-P7 pupils, and an outdoors after-school club for P1-P4 pupils both organised and led by our Active Schools coordinator Emma Parker.

Parents will be kept informed of similar activities that will be held as the school year progressed 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 which is fully accessible, and a large playing field for outdoor games.

Our Active Schools Coordinator also supports the pupils in P7 to work towards their Award of Ambition.

Wider achievements are celebrated each week and recorded in their Learning Journals/Pupil Profiles. Children share their achievements, which can be from both within the school or outwith school, with their peers at Assembly each week.

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.

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

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challenge discrimination.

- Develop positive relationships, support school rules and the parent-school partnership and enhance the learning environment.

Promoting positive behaviour in Minishant Primary School is the responsibility of everyone including the cooperation of parents, and our policy ensures that it is implemented in a fair and consistent way. The relationship between pupils and teachers focuses on building trust, mutual consideration, understanding and tolerance on both.

Promoting positive behaviour is necessary to ensure the safety and well-being of all (United Nations Convention on the Rights of the Child Article 19). The Relationship Policy can be viewed on our school website at <https://blogs.glowscotland.org.uk/sa/minishantps/> This, along with our Whole School Charter, Playground Charter and Lunch Hall Charter all form an integral part of our approach to building positive relationships.

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 Managers.

If you need further information on any of the above contact Mrs Devlin, your school Pupil Support Co-ordinator.

South Ayrshire Council has an Equality and Diversity policy which fully meets current legislation and which all staff adhere to. At Minishant Primary School we ensure that every pupil is treated equally, fairly and with respect. and given an equal opportunity to reach his/her potential.

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 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 could 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.
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 complete. 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. 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.

From August 2017, new national standardised assessments (SNSA) were introduced in all schools in Scotland. These assessments will provide an additional source of nationally consistent evidence for teachers to use when assessing children's progress. Schools across South Ayrshire use a wide range of assessments.

Scottish National Standardised Assessments

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

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

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

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.

Progress and Achievement

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

Reporting

Teachers report to parents in October and May. The first parents' meeting is a face-to face or telephone appointment and gives an outline of the child's progress following on from the main report of the previous session. The report and parents' meeting 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 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 October and the second in May. We also offer parent workshop/events which keeps 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.

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Reporting pupil progress to parents can take many forms. Please see table below for examples. (Education Scotland -reporting to parents and carers)

Reporting activities for individual learners	Reporting activities for group/class/school/setting
<ul style="list-style-type: none"> • Learning conversations – pupil and teacher/ pupil and pupil and/or pupil and parent/carer • Learners' reflections on their learning/Learning Logs • Achievement Logs • Parents' consultation meetings involving parents, teachers and learners, as appropriate • Homework/Shared Learning activities • Learning profiles/folios • Monthly/termly tracking information • Written reports • Monthly/termly progress reports • Review meetings • Progress within additional support for learning plans • Interagency meetings • On-going feedback in classwork 	<ul style="list-style-type: none"> • Assemblies • Open days/events • Leading learning events • 'Meet the teacher' sessions • School concerts/shows • Achievement wall displays • Wall displays showcasing learning • School/class newsletters highlighting learning • Pupil led Glow blogs • Curriculum workshops • Information events • 'Soft starts' where parents can join their children in class • Class showcase events • Social media • Curriculum workshops led by learners and/ or staff • School website/Twitter • Class Blogs • Parent Council meetings • Pupil Council meetings

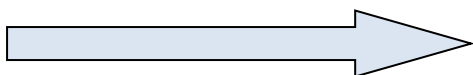
11. Transitions

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 an 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.

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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 Team with the Family will assess the child's wellbeing. If the child is receiving additional support or assistance in school or from other services (for example from social work, health services or Third Sector or charity partners) then in consultation with parents/carers the Team With the Family will assess whether there are any wellbeing needs and if necessary, review the Child's My Plan.

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 Shirley Devlin, 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 Ms Zowie Jess, 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.

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

Team with the Family Model

A Team with the Family model is proportionate to the needs of the child and is facilitated at different levels by the named person having a discussion with the child and family.

Staged intervention can be broken down into three main stages:

Stage 1 – The Family and Universal Services - In class support

Where additional supports can be delivered through exclusive use of class-based strategies/interventions

Stage 2 The Family and Universal Services – In school support

Where a child's additional support needs require intervention from a specialist teacher (e.g. additional support for learning staff or targeted support from a School Assistant they will be deemed to be supported at Stage 2. An Action plan should be created and reviewed.

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

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

Stage 4 – Specialist Help from a Multi-Agency Team

At this stage a My Plan will be completed. Informed consent will be sought from the parent to share information with the appropriate services.

A team with the family meeting will be convened to determine how agencies can provide support.

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

Stage 5 – Authority Specialist Placements or Outwith Authority Placements

Where a child or young person is placed in a specialist authority base or outwith the local authority they will be deemed to be supported at Stage 5.

At Stage 5, children and young people are required to have a My Plan. There the plan is held by another service, all educational targets must be incorporated into this plan and a Team with the Family meeting will take place a minimum of annually or more often if appropriate. Plans held by other agencies will generally be reviewed during an appropriate multi-agency forum.

For more information on any of the above stages of intervention, please contact the school.

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

Supports available

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

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

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

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

As parents/carers, you will be fully involved in both the assessment of your child's needs and the plan of any outcomes detailed on your child's plan. Parent's and children's views should be taken into account and recorded through the child's plan. Opportunities are also given by South Ayrshire Council to parents/carers to contribute to policy and procedure development

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including the Additional Support for Learning Parents Forum, engagement during improvement visits and consultation on the Children's Service Plan.

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

What role do children and young people play?

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

How can parents make requests for assessment?

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

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

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

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

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

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

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

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

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

Quality Improvement Manager

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

Principal Educational Psychologist

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

Co-ordinator (Inclusion)

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

Enquire

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

Scottish Child Law Centre

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

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

Resolve

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

Advocacy Service
Advocacy Service

Circles Network
2 Bridge Street
Ayr, KA7 1JX
Tel: 01292 264396 or 07557 150 035
Website: [South Ayrshire - Circles Network](#)

Psychological Service

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

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

These services 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 relationship-based policies, teaching and learning, etc.

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

The Psychological Service works within South Ayrshire's staged approach to supporting young people with additional support needs. The first stage of the process involves support at the classroom level by class teachers and other support staff based within the school. If a school wish to consult or chat to the Educational Psychologist regarding a child, school staff will always ask parental permission first. Once this is provided, the school or psychologist will keep the parent or carer up to date with discussions although it is likely that the parent will be involved in discussions.

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

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

Further details on the service can be found on their website: www.eps.south-ayrshire.gov.uk

Information Sharing

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

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

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

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 Devlin, 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.

For session 2023-2024 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 School Improvement Plan can be found on our website:

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

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. Members of the Pupil Council also present information to the whole school at assembly and

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take responsibility for certain aspects of playtime. They are encouraged to be mentors to younger pupils.

At Minishant, our Pupil Council consists of pupil representatives from Class 1 and Class 2 and they work with Mr Lowrie.

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, Say It Out Loud, Phunky Foods 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 (e.g. 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.

Agreed Uniform

The school uniform at Minishant is grey skirt or trousers, navy blue sweatshirt (with or without the school logo), a white or gold polo shirt (with or without the school logo) or a white shirt (with or without a school tie).

3. *Playground Supervision*

The Safety and Supervision of Pupils (Scotland) Regulations, 1990 sets out the legislative requirements in respect of the supervision of children. The regulations apply to special schools and primary schools with more than 50 children. At these schools, children must be supervised by at least one adult. However, on most days at Minishant we have three adults (Mrs Brown our Janitor and Mrs McGill and Ms Macaulay 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.

Regular meetings take place between the playground supervisor/s and the Head Teacher to share information and to maintain the good behaviour in the school. This may include sharing information about suspected incidents of bullying or abuse.

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

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

4. *Parental Complaints Procedure*

A complaint is an expression of dissatisfaction by one or more members of the public about the Councils 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:

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- Visit one of South Ayrshire Council's Customer Service Centres, or any local office.
- Phone South Ayrshire Council Customer Services Team on 0300 123 0900

- E-mail: listeningtoyou@south-ayrshire.gov.uk
- Write to: Customer Services, South Ayrshire Council, Freepost NAT 7733, Ayr, KA7 1DR

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

5. School Meals



Meals are delivered to the school from Cairn 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 and meal selection is made through a cashless system called ParentPay. The present cost is £2.35 per day for two courses. Milk is free for P1-P5 pupils.

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-P5 pupils.

6. Free School Meals and Clothing Grant Information

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 [Free school meals and clothing grant application 23/24 - South Ayrshire Council \(south-ayrshire.gov.uk\)](https://www.south-ayrshire.gov.uk/free-school-meals-and-clothing-grant-application-23/24)

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than **£18,725**), Child Tax Credit and Working Tax Credit (where income is less than **£8,717**, Universal Credit where earned income is **£726** 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 the above link.

6. School Transport Guide for Parents (excludes Early Years)

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 suggested suitable walking route. Parents who consider they are eligible for free school transport should complete the online Free School Transport Form which can be obtained via [School transport application form - South Ayrshire Council \(south-ayrshire.gov.uk\)](https://www.south-ayrshire.gov.uk/school-transport-application-form). Applications should be completed and submitted by the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

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

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

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

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

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

Seatbelt Statement

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

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

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

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

Privileged seats

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

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 from 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

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the wider community. Their use is carefully considered by the school to ensure the safety of the school community. The benefits of using social media tools should significantly outweigh any concerns and schools should be able to demonstrate the steps they have taken to reduce any identified risks.

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

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

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

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

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

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.

For any children suffering from asthma, an asthma plan and risk assessment is kept in school along with the necessary medication. Inhalers must be replaced if their use-by date passes.

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Any medicine required to be taken during school hours, must have a form signed by the parent/carer indicating name of the medication, dosage, and frequency before staff members can administer the medicine.

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

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.**

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- **An infant programme** – Childsmile Practice promotes oral health from birth. Parents of new-born 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

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

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the information you have given with other information we hold, share your information with other Council Services and share your information with other local authorities, for the purpose of protecting public funds and to prevent or detect fraud or crime.

What are my rights?

You have various rights in relation to the personal data that the Council holds about you. This includes the right to ask us to provide you with access to your personal information and to rectify any inaccuracies contained within the personal information. For more information about these rights, please see the full privacy notice.

If you have a complaint

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

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

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

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

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

If you have no Internet Access

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

How to access our full Privacy Notice

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

Education Statistics Privacy Notice Transferring Educational Data About Pupils

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

Why do we need your data?

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

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

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

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

Your Rights and Further information

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

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.

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

17. Helpful Addresses and websites

Organisation	Address	Telephone Number
Educational Services South Ayrshire Council	County Buildings Wellington Square Ayr KA7 1DR	01292 612294 www.south-ayrshire.gov.uk
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	www.ltscotland.org.uk/parentzone	
HMIE	www.hmie.gov.uk	
Parent Zone	www.education.gov.scot/parentzone/	

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/engaging_parents/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 –
<https://www.educationscotland.gov.uk/parentzone/index.asp>

SCHOOL ETHOS

Supporting Learners - guidance on the identification, planning and provision of support
<http://www.educationscotland.gov.uk/supportinglearners/>

Journey to Excellence - provides guidance and advice about culture and ethos –
<http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

Health and wellbeing guidance on healthy living for local authorities and schools
<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

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

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

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

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

CURRICULUM

Information about how the curriculum is structured and curriculum planning –

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

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

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

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing –

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

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

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

Information on the Senior Phase –

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

Information on Skills for learning, life and work –

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

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

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

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

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

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

ASSESSMENT AND REPORTING

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

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

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

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

Curriculum for Excellence factfile - Assessment and qualifications –

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

Information on recognising achievement, reporting and profiling –

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

TRANSITIONS

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

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

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

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

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

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

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

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

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

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

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

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

SUPPORT FOR PUPILS

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

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

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

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

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

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

SCHOOL IMPROVEMENT

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

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

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

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

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

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

Scottish Credit and Qualifications Framework (SCQF)

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

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

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

Amazing Things - information about youth awards in Scotland –

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

Information on how to access statistics relating to School Education –

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

**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

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