

**MONKTON PRIMARY SCHOOL
&
EARLY YEARS CENTRE
HANDBOOK**



DECEMBER 2023

**STATION ROAD
MONKTON
KA9 2RH**



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HEAD TEACHER WELCOME

Dear Parent/Carer

Thank you for choosing Monkton Primary School and Early Years Centre for your child. Monkton PS & EYC is a very friendly, welcoming place set in the heart of the village. The school's catchment area extends beyond the village into the cottages, farms and hamlets within the surrounding green belt area.

The current school and EYC opened in January 2008 and the fabulous building contributes to a very unique and stimulating learning environment (**UNCRC Article 27**).

We use our school environment and the wider community to enable our pupils to make the most of our local area. The sports facilities allow us to meet national recommendations in terms of PE provision (**UNCRC Article 31**). The facilities in the dining hall ensure all pupils have access to a healthy, freshly cooked meal each day (**UNCRC Article 24**).

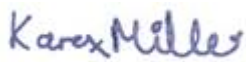
There is a strong sense of commitment to achieve our vision. All staff members are highly motivated to provide the very best in education for your child. We create many opportunities for the children to be confident, successful, responsible and effective in their understanding and contributions to the local and wider community (**UNCRC Articles 28 & 29**).

There are also many opportunities for you to become involved in the life of the school through the very active Parent Council, pupil/parent groups and by completing surveys which we send asking for your valuable feedback. Parents can also get involved in a more informal way by volunteering to help out in the classroom or at organised events / trips. Throughout the school year, you will be invited to a range of activities that will give children the chance to share their learning as well as planned events such as the nativity, school shows and fairs.

We are very involved with the wider community and where possible work with local businesses and groups including the Monkton Community Council, local businesses and local church. We have very good relationships with our partners to ensure that we provide the very best care and support for your child.

We hope that this handbook will be helpful and give you a valuable insight into the life of the school and EYC. If you have any queries, please do not hesitate to pop into the school, telephone or e-mail at any time.

The staff and I look forward to working with you to ensure that your child achieves all they can in order to "fly as high as the sky!"



Karen Miller
Head Teacher

Note

As we are a Unicef Gold Rights Respecting School, the handbook is linked to the United Nations Convention on the Rights of the Child Articles.

SCHOOL INFORMATION

Name	Monkton Primary School & Early Years Centre
Address	Station Road, Monkton KA19 2RH
Telephone Number	01292 473456
Website	https://blogs.glowscotland.org/uk/sa/monktonpsandeyc/
Email address	monkton.mail@south-ayrshire.gov.uk
Twitter	@MonktonPS-Primary and Early Years Twitter
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 website 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.
Stages of education provided	Currently we provide Early Years (3-5 years old) and Primary School education (Primary 1-7).
Present roll	The working capacity of our school is 175. Our roll for 2023/24 is 164. The working capacity may vary dependent upon the number of pupils at each stage and the way in which the classes are organised. There are currently 22 children within the EYC.
Denominational status	Non-denominational
Gaelic language provision	There is currently no Gaelic language provision.
Head Teacher	Mrs Karen Miller
Named Person	Mrs Gillian Ramsay
House structure	Children are allocated a house when they begin in Primary 1. Our house names are: Bruce (Blue), Douglas (Red) Stewart (Green) & Wallace (Yellow).
Early Years Centre provision	The centre has a limit of 24 children at any one time and provides full day sessions – 9am – 3pm term time only.
Parental concerns and complaints procedure	If a parent has a parental concern then usually the first point of contact will be the Class Teacher. If the issue requires further exploration, a member of the management team will arrange a meeting. Information can be found on the South Ayrshire Council website if an official complaint is required - school_complaints_leaflet_for_parents_and_carers.pdf (south-ayrshire.gov.uk)
Pupil absence procedure	If a child is absent without prior notification to the school then a text will be sent to the main contact from the school office. Parents should then inform the school via a phone call. If there is going to be a planned absence then a letter should be written for the attention of the Head Teacher. Attendance is closely monitored and if your child's attendance falls below 90%, a letter will be sent home to inform parents and offer support to increase this.

SCHOOL ETHOS, AIMS AND VALUES

At Monkton we encourage every child to be the best they can be. Our ambition is to close the attainment gap by stretching and challenging all children. Children are encouraged to have high standards and be aspirational about their future.

AT MONKTON WE FLY AS HIGH AS THE SKY!

Fantastic futures for all!

Learning life skills!

You have pride in the school!

Hard working children and helpful staff!

In Monkton everyone is included!

Great learning experiences!

Heart of the Monkton community!

SOUTH AYRSHIRE COUNCIL EDUCATIONAL SERVICE'S VISION

Our vision and ambition in South Ayrshire Education Support Services is to achieve excellence and equity. We have the highest expectations for all learners so that they achieve their potential regardless of their circumstances. We want to achieve this in a context where we act with integrity in a climate of mutual trust and respect and have the highest ambition for every learner. It is our ambition to close the attainment gap while constantly stretching and challenging children and young people who are attaining at the highest levels to achieve more. Closing the gap while challenging every learner will guide and define the work of Education Support Services.

CHILDREN'S RIGHTS

As a school and EYC we are committed to respecting children's rights and to protecting and promoting their wellbeing. We are a Unicef Gold Rights Respecting School and take account of children's views and opinions in making plans for the school and EYC.

PRESTWICK CLUSTER VALUES

Several years ago, the Prestwick cluster schools worked together on a 'VALUES' project. These values are identified below and continue to lie at the heart of our work.



Honesty



Respect

Equality

Responsibility



Compassion



The cluster schools meet regularly and continue to share information and good practice through an ethos of team working and professional engagement. The development of assessment is a key priority in our cluster Improvement Plan and transition plays a key role in cluster working. To reflect the work that they do, the cluster has agreed the following promise:-

OUR PRESTWICK PROMISE

We aim to work collaboratively across the cluster, supporting and challenging each other to improve outcomes for children and young people and to help raise attainment for all. We will work together across establishments to support equity and address gaps by sharing time, expertise and resources. By working collaboratively, we endeavour to reduce workload and provide consistent approaches, pedagogy and systems to promote high quality learning and teaching.

ENROLMENT

SCHOOL

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

Children who reach the age of 5 years between 1st March and 28th/29th February of the following year are eligible for enrolment for the Primary 1 class beginning in August each year.

Children who live in the catchment area of a particular school require to enrol at that school when they will be informed of their right to make a placing request to another school of their choice and will be informed of the conditions pertaining to this.

EARLY YEARS CENTRE

All children who will be aged 3 or 4 years during the following school session can complete an online application form to attend their preferred Early Years Centre. This takes place online and usually towards end of February. Again, parents are welcome to contact the school in advance for a visit if required.

PARENTAL INVOLVEMENT

Parents are kept informed by staff of all school activities and are invited to participate in all appropriate events. Many parents offer help in various ways, from attending school assemblies to transporting children to events. Parents are encouraged to make appointments to discuss with the Class Teacher any problems concerning their child. An atmosphere of cooperation is encouraged between school and parents for there to be mutual benefit for children.

The school promotes open communication and operates an 'open door' policy. Parents are encouraged to get in touch via phone call to the office or email the school mailbox. Our homework diary also helps establish good home/school links and parents can write a short message in these to the class teacher, when required.

Each year P1-P7 pupils receive one written report at the end of the year. In addition, there are two parent appointments each year. Should parents be unable to attend parent interviews, other mutually suitable times may be arranged. We also hold meet the Teacher sessions in September.

Parents of Primary 7 pupils are invited to parents' information events at Prestwick Academy prior to their child's transfer to Secondary School. Pupils attend Prestwick for three days in June and follow a similar timetable to that of S1 pupils.

Parents of children entering Primary 1 are invited to bring their children to school for visits in May/June. The Primary one teacher visits the feeder EYC's during the summer term to get to know the children before they move up in August.

Parents of children in the EYC have the opportunity to visit the EYC regularly throughout the year through stay and play and to meet key workers to go through their child's care plan. We also use Learning Journals to also share learning in the EYC and to communicate with parents/carers.

Termly class newsletters are sent home to share what children are learning in class. Twice weekly Instagram posts to share learning in P1-3 classes – private Instagram page – closed group. Also sharing the learning events/activities that parents are invited to throughout the year.

SCHOOL/COMMUNITY LINKS

The children are encouraged to take part in local activities (**UNCRC Articles 29 & 31**). Various aspects of the local environment are studied by pupils as part of their Social Studies programme. We have excellent links with Monkton Community Council. Many community members and people who work in our community are well-known faces in the school, some visiting us from the EYC through to P7 to support our school aims. The school has good working relationships with members of Prestwick North Parish Church (UNCRC Article 30) and local businesses which has further enhanced our community links.

PARENTS AS PARTNERS - PARENT COUNCIL AND PARENT FORUM

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

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

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

- receive information about the school and its activities
- hear about what partnership with parents means in the school;
- be invited to be involved in ways and times that suit them;
- identify issues they want the Parent Council to work on with the school;
- be asked their opinion by the Parent Council on issues relating to the school and the education it provides
- work in partnership with staff;
- and enjoy taking part in the life of the school in whatever way possible

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

The main aims of the Parent Council are to:

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

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

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

NATIONAL PARENT FORUM OF SCOTLAND – enquiry@parentforumscotland.org

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

THE CURRICULUM

THE CURRICULUM FOR EXCELLENCE

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

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

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

Every child is entitled to a broad general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy and numeracy – the language and number 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. There will be a continued emphasis by all staff on looking after our children's health and wellbeing to ensure that the school is a place where children feel safe and secure.

THE CORE CURRICULUM

The curriculum can be described as all experiences which school provides for each pupil.

We provide a curriculum which ensures:

- Challenge and enjoyment for pupils
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

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

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

The primary curriculum is divided into these main areas:

- Mathematics
- Language – including French and Spanish at specific stages
- Health & Wellbeing
- Social Subjects
- Sciences
- Technologies
- Expressive Arts
- Religious and Moral Education

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

Level	Stage
Early	the pre-school years and P1 or later for some
First	to the end of P4, but earlier or later for some
Second	to the end of P7, but earlier or later for some
Third or Fourth	S1-S3 but earlier for some – the fourth level broadly equates to SCQF Level 4
Senior Phase	S4-S6 – and college or other means of study

Appendix A of the handbook contains more detailed information on each of the eight curricular areas.

OPPORTUNITIES FOR WIDER ACHIEVEMENT

At Monkton Primary, we provide a wide range of activities for children at lunchtime and at the end of the school day. All activities are very popular and well attended.

All P5-7 children are given the opportunity to choose which pupil group they would like to be part of. These groups include Junior Road Safety Officers, Eco Committee, Inclusion Ambassadors, Pupil Council, Rights Respecting School Group and Digital Leaders Group.

Children from P5 & P6 are trained in Bikeability - Cycling Training Level 1 and 2.

Each session we participate in a range of competitions and events that challenge the children in performing at their very best.

The Active Schools Co-ordinator arranges a range of activities such as multi-sports, dance, football, golf, bowling and basketball throughout the school year.

Visits to places of interest enhance interdisciplinary classroom topics and develop understanding and are organised for all classes throughout the session. These include places such as Culzean, Kelvingrove Museum, Dumfries House, Glasgow Science Centre, Burns Cottage, Monkton and Prestwick North Parish Church, Amazonia, Millport and Arran. The school also arranges visits to other venues including theatres, sporting events and museums.

Every year P7 pupils will have a residential visit. This destination may change from time to time to add to the variety of the children's experiences and promote outdoor learning.

The school has excellent facilities which are available for individuals/groups from the community and if you are interested in organising a group and wish use of these facilities please contact the Lets Department, telephone number 01292 612655.

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 decision to organise classes to make best use of available staff, resources and space. Balancing up the various factors involves both educational and organisational considerations.

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

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

RELIGIOUS AND MORAL EDUCATION

Religious and Moral Education is seen as an integral part of the general school education and not as a separate, different activity. The programme gives a prominent place to Christianity but also includes exploration of the other major faiths.

Pupils have a need to understand how important religious faith is to the believer and to develop sensitivity and tolerance to the belief of others especially where they differ from one's own.

Parents have the right to withdraw their child from religious education and/or religious observance. Any parent who does not wish his or her child to take part should contact the Head Teacher so that alternative arrangements may be made for the child. These policies have regard to national advice set out in SOIED Circular 6/9, the Education (Scotland) Act 1980 and the Scottish Government Circular February 2011, Curriculum for Excellence – Provision of Religious Observance in Schools.

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.

SENSITIVE ASPECTS OF LEARNING (UNCRC Article 16 & 34)

Sensitive aspects of learning are dealt with carefully and delicately with the appropriate person supporting our curriculum. For example, Our Positive Steps – sex education programme is implemented in close collaboration with our school nurse. The Health and Wellbeing programme follows the experiences and outcomes of CfE and a wide variety of resources are used to support this.

HOMEWORK POLICY (UNCRC Articles 17 & 18)

We are committed to promoting homework which makes learning progressive, open-ended and fun for pupils as well as engaging for parents. We aim to achieve this by setting homework that is related to class topics, reflects current learning, is challenging, encourages a variety of learning styles and allows pupils to learn and interact with others.

Homework has been shown to make learning effective when it is in a context that is meaningful to the learner, advances the needs of the learner, serves some 'real world' purpose and builds on prior learning. Every child is given a homework diary which sets out the homework routine for both parent and child and serves as an important means of communication between parents and teacher.

Homework tasks will vary in length depending on stage, ability of the child and area of the curriculum, however the school has an agreed expectation for P1-7 tasks. Parents should encourage children to complete homework but no child should sit 'stuck' for any length of time. If this happens, please refer back to school.

HEALTH AND WELLBEING – Relationships policy

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

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

Through the Health and Wellbeing curriculum, children are encouraged to value themselves, to be aware of others and their needs, and how to keep themselves safe.

Our Bounce Back and Ice Pack programmes encourage pupils to be actively engaged in their learning, to discuss with others and to be resilient.

At Monkton, we have high expectations in relation to behaviour. We have a clear and structured Respectful Relationships policy within the EYC and school. As a Gold Rights Respecting School, we will continue to embed our school charters and each class has created individual class charters to ensure that everyone has shared high expectations across the school and EYC. Our expectations are discussed and reinforced within classrooms, the playground and at weekly assemblies. The aim is always to encourage children to take responsibility for the choices they make in relation to the way that they behave. As you will appreciate, some children's perception of situations does not always match that of others.

Where some children require extra support for literacy or numeracy, other children may require enhanced support to help them to regulate their emotions and behaviour. Our nurturing staff are trained to support this. We live in a very diverse society, where some children have experienced trauma or are diagnosed as having ADHD or Autism. These children will be nurtured and supported by the entire Monkton Community to achieve their fullest potential, whilst also being supported to learn to take responsibility for their actions. We thank all parents/carers for showing a great awareness and understanding of this. We are well supported by the local authority with this, as we all work together to ensure equity and that "In Monkton, everyone is included!" (one of our aims).

Our 'Respectful Relationships' policy was implemented in August 2020 and has been reviewed several times when pupils, parents and staff were all asked for feedback and then the policy was altered to reflect this feedback. The policy promotes positive relationships and helps ensure consistency throughout the school. Weekly assemblies and display boards give information and celebrate the successes of our pupils. As a Rights Respecting School, the children have worked collegiately to develop various charters – playground, assembly, dining hall, corridor and class charters. This gives a consistent message about behaviours and expectations throughout the school and EYC.

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 or named individual for that establishment (if this is not the same individual) who has pastoral care responsibilities to ensure each child's needs are met. They will work alongside Pupil Support staff within their own school and also centrally. Central staff include Inclusion Co-ordinators, ASN teams, Psychological Services and Quality Improvement Managers.

If you need further information on any of the above contact the school Pupil Support Co-ordinator – Mrs Gillian Ramsay.

At Monkton Primary School and EYC, we aim to provide children with an educational and social environment which will enable all children to reach their full potential irrespective of race, creed, sex or religion.

To promote this statement we undertake to:

- Make all areas of the curriculum available to boys and girls alike
- Apply disciplinary measures in a uniform manner to both sexes
- Allocate tasks within the school fairly
- Avoid the use of any language, or texts, by staff or pupils which could be looked upon as racist or sexist

To promote social justice we aim to:

- Provide equality for all pupils
- Promote self-respect and a positive self-image for all pupils
- Further develop existing good practice in relation to school/local industry liaison
- Improve inter-agency contacts and liaison with support agencies
- Develop better communication with parents with regard to CfE and progress of pupils

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 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.

P4 and P7 will complete these in November and P1 in April/May. Further details are in our parent/carer leaflet on assessment.

Parents are invited to come into school at various points during the session to meet their child's teacher, see the resources being used and hear about the varying aspects of the curriculum. We also have parent workshops during the session to familiarise parents with new school initiatives and classes also arrange interdisciplinary parent events to show parents what they have been learning and how they have been learning. Individual appointments are offered to parents around October (in person), February (phone call) and May (in person) along with two shorter tracking reports and a third more detailed one at the end of the year.

Our standards and expectations for assessment include:

- providing quality feedback to learners
- monitoring and tracking progress in learning
- providing information to those outside the school on learners' progress and achievements
- providing information for use beyond the school, including qualifications and awards

With the purposes of assessment being very clear:

- greater breadth and depth of learning
- greater focus on the secure development of skills and knowledge
- progress across a breadth of learning
- application of learning in different and unfamiliar contexts
- effective planning and tracking of progress
- summary of achievements
- effectively prepares children and young people for the next stage in learning

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

Tracking and Monitoring Progress

The progress of individual learners is tracked and monitored during the session by teaching staff along with the HT and DHT who together will make predictions with regards to progress and also set targets. Data from standardised assessments is scrutinised alongside CfE judgements. Pupil progress meetings take place regularly across the year. Tracking and monitoring data is compared against other schools in the Prestwick Cluster and Family of Schools (schools with a similar SIMD demographic).

TRANSITION

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

- Curricular frameworks designed to ensure continuity of learning:
- the arrangements that are in place to support pupils making transition and what role their parents can play, moving to primary education, moving from primary to secondary education, and on leaving school
- The majority of Monkton pupils transfer to Prestwick Academy

Transfer to Secondary School

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

SUPPORT FOR PUPILS

Getting it Right for Every Child (GIRFEC)

The Children and Young People (Scotland) Act 2014 introduces an approach for all children's services to work together to meet every child's needs. **The 'Getting It Right for Every Child'** (known as "GIRFEC") Practice Model is an assessment and planning framework which centres on the individual and specific needs of each child. Every child under the age of 18 is supported within the school by a Pupil Support Co-ordinator or similar named individual within the school who should be available to help and support the child and do whatever is necessary to promote the child's 'wellbeing'.

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

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

Additional support for learning

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

What are additional support needs (ASN)?

Some children and young people need extra help in school to make progress. It is the duty of the education authority to support all children and young people with additional support needs. Children and young people may need help with their reading or writing, to make sure they can get into and around the school; or to support their learning through difficult family circumstances. Additional support needs can last for any length of time. Further examples of situations where additional support may be needed for a child or young person who:

- Has a learning difficulty
- Is highly able
- Has emotional or social difficulties
- Is bereaved
- Is deaf or blind
- Is being bullied
- Is not attending school regularly
- Is 'Looked After' by the local authority

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

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

Additional support for learning means giving children extra help or support so they can get the most out of their education and reach their fullest potential. A child or young person is said to have additional support needs if they need more – or different support – to what is normally provided in schools or pre-schools to children of the same age. Children can need support for many reasons. Some may need a lot of support all the way through school. Others will only need a small amount for a short time.

Staged Intervention

Staged Intervention is the assessment and planning framework which aims to identify and plan interventions for pupils to ensure that they receive the earliest, most effective and least intrusive response to their needs. The role and contribution that parents/carers can make to a child's learning is of huge value.

Monkton Primary's Staged Intervention approach is in line with local authority guidance:
Stage 1 - The Family and Universal Services – In Class Support

Where additional supports can be delivered through class-based strategies/interventions, additional School Assistant support, or other appropriate intervention(s), an Action Plan is not required. A Staged Intervention Information Form should be completed instead. This will highlight the areas of difficulty/support requirements and strategies to employ. It will also reflect the views of the child and their parent/carer.

Where a child or young person is identified as more able, they should be recorded as a Stage 1 and use a Staged Intervention Information Form to record the support implications and class-based strategies employed to meet their support needs. It is important to note that a range of evidence must be available to support identification of more able pupils.

Stage 2 – The Family and Universal Services – In School Support

Where an additional teaching resource has been allocated from within the establishment (e.g. Cluster Additional Support for Learning Teacher), a Staged Intervention Form and Action Plan will be completed. All staff supporting a child or young person should have opportunities to contribute to the establishment of appropriate outcome focussed targets. This input will be clearly reflected in the plan.

Stage 3 – Additional Support from a Service which is Universally Available

- Once a wellbeing need has been identified that cannot be met within Monkton Primary School, the named person will contact the appropriate service/agency, following discussion and agreement from the parent and/or child, to discuss what universally available support may be put in place to meet the identified wellbeing need.
- Support may come from within Education and be requested through the Inclusion Monitoring Group e.g. English as an Additional Language support, it may be from Health e.g. Speech and Language Therapy or from a voluntary agency e.g. parenting support.
- Once the proposed support has been discussed and agreed with the service the named person will use the service guidance to complete the **Request for Assistance Form** and will send it to the service/agency.
- A **Staged Intervention Information Form** and **Action Plan** will be in place.
- All staff supporting a child or young person should have opportunities to contribute to the establishment of appropriate outcome focussed targets.

Stage 4 – Specialist Help from a Multi-Agency Team

- At this stage a My Plan will be completed.
- The multi-agency Team with the Family meeting will agree supports and monitor outcomes. The Named person will invite the child, parents and relevant services to attend.
- An important task for the multi-agency Team with the Family meeting is to allocate a **lead professional** who will construct, co-ordinate, review and communicate with all partners involved in the My Plan. It is important to note that there will only be one My Plan.
- This does not preclude other specialist assessments taking place, or where there is a Co-ordinated Support Plan in place, but these must be incorporated into the My Plan (this is a statutory requirement if a targeted intervention is agreed).
- In addition to Latest Pastoral Notes all significant events for an Integrated Chronology should be recorded on AYRshare and professionals with access to AYRshare should take a copy of the Integrated Chronology to discuss at the Team with the Family meeting.

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.
- All placements will be confirmed by the Central Admissions Group (CAG) or GIRFEC Advisory Resource Forum (GARF) following recommendations at the Team with the Family meeting with the parents/carers, professionals supporting and the child where appropriate.
- At Stage 5 children and young people are required to have a My Plan. Where the plan is held by another service all educational targets must be incorporated into this plan. As at Stage 4, all children at Stage 5 will be considered to have a statutory plan due to the targeted nature of this support.

Co-ordinated Support Plan (CSP)

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

Supports available

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

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

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

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

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

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

What role do children and young people play?

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

How can parents make requests for assessment?

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

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

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

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

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

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

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.

<p>Quality Improvement Manager County Buildings Wellington Square AYR KA7 1DR Tel: 01292 612504</p>	<p>Principal Educational Psychologist Queen Margaret Academy Dalmellington Road Ayr KA7 3TL Tel: 01292 612819</p>
<p>Co-ordinator (Inclusion) Education Services County Buildings Wellington Square Ayr KA7 1DR Tel: 01292 612426 or 612292</p>	<p>Enquire Scottish Enquire helpline: 0845 123 2303 Textphone: 0131 22 22 439 Email: info@enquire.org.uk</p> <p>Enquire, the Scottish advice service for Additional Support for Learning provides free, independent and impartial advice through its helpline.</p>
<p>Scottish Child Law Centre 54 East Cross Causeway Edinburgh Midlothian EH8 9HD Tel: 0131 667 6333 Email: enquiries@sclc.org.uk</p> <p>The Scottish Child Law Centre provides free legal advice and information for and about children and young people.</p>	<p>Resolve Children in Scotland 5 Shandwick Place Edinburgh EH2 4RG Tel: 0131 222 2456</p>
<p>Advocacy Service Circles Network 2 Bridge Street Ayr, KA7 1JX Tel: 01292 264396 or 07557 150 035 Website: South Ayrshire - Circles Network</p>	

PSYCHOLOGICAL SERVICE

Educational Psychologists have five core functions 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, the school or the local authority. For example, the Educational Psychologist can work with school staff and parents/carers to assess a child's strengths and areas of development, as well as work directly with a child/young person to provide support. They can also work with school staff to support them to develop policies and interventions 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 to the Educational Psychologist regarding a child, school staff will ask parental permission first. Once this is provided, the school will keep the parent or carer up to date with discussions. If the child or young person is then formally referred to the service, parents 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 a formal referral has been received and accepted. Parental permission is sought prior to opening a Psychological Services case file.

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

Information Sharing

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

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

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

CHILD PROTECTION

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

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

The school has a Child Protection Co-ordinator who will lead on the school's response to concerns for children's and young people's safety and where they may be at risk of significant harm. The Authority has a designated officer for Child Protection who will ensure schools work effectively to keep children safe and well.

If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', that something is not right, talk about this to Karen Miller, Child Protection Co-ordinator or Gillian Ramsay, Depute Child Protection Co-ordinator (as per poster at front of school).

SCHOOL IMPROVEMENT

Each year an Improvement Plan is created from continuous evaluations and evidence gathering which takes place throughout the session. Evidence is gathered from a range of partners including staff, pupils, parents, cluster colleagues and partners in the wider community (**UNCRC Articles 12 & 13**). This session key improvements include:

- Improvement in attainment in Literacy
- Improvement in attainment in Numeracy
- Improve the Health and Wellbeing (HWB) of children at Monkton PS and EYC
- Closing the poverty related attainment gap
- Improving outcomes for vulnerable groups including looked after children and young people.

The Prestwick Schools Cluster work in close partnership when planning for School Improvement. Our Standards and Quality Report which is posted on our school website highlights the many achievements during the session. This includes wider achievements of the pupils and overall assessment information.

A copy of the most recent EYC inspection report can be found on the Care Inspectorate website - [Welcome to the Care Inspectorate](#). Whilst a copy of the most recent school inspection report can be found at the following link:

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/MonktonPrimarySchoolSouthAyrshire.asp>

SCHOOL POLICIES AND PRACTICAL INFORMATION

Pupil Voice

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

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

Monkton Primary Pupil Council:

- Give pupils a chance to tell their teachers and staff their ideas
- Represent each class in the school
- Meet regularly to talk about important things
- Discuss class suggestions

We use Wee HGIOS – How good is OUR school to evaluate the school with pupils.

A list of available school policies can be access via the school website [Monkton Primary School and Early Years Class \(glowscotland.org.uk\)](http://www.monktonprimaryschool.org.uk)

Choosing a school

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

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

Attendance

Section 30 of the 1980 Education Act lays a duty on every parent of a child of “school age” to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of the Education (School and Placing Information) (Scotland) Amendment, Etc. Regulations 1993 requires each 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 out with school

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

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

School uniform policy

Given that there is a substantial parental and public approval of uniform, schools in South Ayrshire are free to encourage the wearing of school uniform. In encouraging the wearing of uniform, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils.

Against this background it should be noted that it is the policy of South Ayrshire Council not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite to their attending and engaging in all of the activities of the curriculum.

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

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

Monkton Primary school uniform

The school uniform comprises of:

White or pale blue polo shirt or shirt and tie

Black skirt, pinafore or trousers

Blue tartan skirts or pinafores (if preferred)

Royal blue sweatshirt or cardigan

Black blazer or blue checked dresses (in summer)

Pupils are required to wear suitable clothing for P.E - shorts, tracksuit bottoms, jogging trousers or leggings, White or pale blue t-shirt or polo shirt and slip on or Velcro black gym shoes.

The uniform can be purchased from www.jw-brown.co.uk or www.beschoolwear.co.uk.

Playground Supervision

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

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

Appropriate staff will carry out playground supervision under the guidance of the Head Teacher. Supervision should be 10 minutes before school opens for classes, during breaks between classes and after classes finish at the end of the school day.

Regular meetings between the supervisor/s, Depute Head Teacher and Head Teacher are important to share information and to maintain the respectful relationships in the school. This may include sharing information about suspected incidents of bullying or abuse etc.

Parental complaints procedure

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

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

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

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

If you have a concern (Early Years and Childcare only) and wish to complain to the Care Inspectorate directly, please write to: Care Inspectorate, Compass House, 11 Riverside Drive, Dundee, DD1 4NY

Public Private Partnership (PPP) Programme

Monkton Primary has been replaced with a modern school, which enhances the learning experience of all our learners. The school building is now managed under a 30 year contractual arrangement with Education 4 Ayrshire Limited (E4A), which includes ongoing repairs.

Free School Meals and Clothing Grant

The current criteria for entitlement is detailed below, however this is reviewed annually and updated information is available on the Council website - [Free school meals and clothing grant 23/24 - South Ayrshire Council \(south-ayrshire.gov.uk\)](https://www.south-ayrshire.gov.uk/free-school-meals-and-clothing-grant-23/24)

Children of parents receiving

- Child Tax Credit where household income is £18,725 or less
- Child Tax Credit and Working Tax Credit where the household income is £8,717 or less
- Universal Credit where earned income is £726 or less per month
- Income- based Jobseekers Allowance
- Income Support
- Any Income related element of Employment and Support Allowance
- Support under part VI of the Immigration and Asylum Act 1999

From August 2023, free school meals are available to all P1-P5 pupils and all pupils attending special schools.

Educational Maintenance Allowance (EMA)

Pupils who stay on at secondary school after the statutory leaving age may be eligible for an Education Maintenance Allowance. The allowance is subject to a learning agreement between the pupil and the school. Information and on-line application form can be accessed from the following link

<https://south-ayrshire.gov.uk/article/28209/Education-maintenance-allowance>

School Transport guide to parents (excludes Early Years provision)

South Ayrshire Council has a policy of providing free school transport to all secondary pupils whose main address is more than three miles and primary pupils whose main address is more than two miles from their catchment school by the recognised suggested suitable walking route. Parents who consider they are eligible for free school transport should complete the online Free School Transport Form which can be obtained via [School transport application form - South Ayrshire Council \(south-ayrshire.gov.uk\)](#) 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 limits (see first paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure the 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 obtained via [School transport application form - South Ayrshire Council \(south-ayrshire.gov.uk\)](https://www.south-ayrshire.gov.uk). 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 Education Support Services, County Buildings, Wellington Square, Ayr, KA7 1DR at any time during the year. Parents should note that privileged seats are allocated in October and are not available on local service contracts. Privileged seats can be withdrawn if an entitled pupil requires transport and cease at the end of each school session.

Insurance

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

Valuable items

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

Use of Mobile Phones

Children should not bring mobile phones or devices to school but when it is necessary for them to do so, they should hand them into the office in the morning and collect at end of day – smart watches should be put into school mode during the school day.

Use of Social Media

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

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

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

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

- only share information that you 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 private and personal relationships with pupils
- take care to avoid becoming personally involved in a 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 the Head Teacher or line manager

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

Health and Medical Information

Information should be given on any medical matters pertaining to pupils. There should be an indication of the procedures followed if a child/young person takes ill at school. Parents should be made aware of the necessity to inform the school of any particular medical requirements and of the arrangements to be made if a child/young person has to be taken home. Parents should ensure that the school has a contact number for them and in addition the name and number of an emergency contact.

Health Promotion and Nutrition

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

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

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

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

Further guidance can be found at:

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

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

The National Dental Inspection Programme:

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

Data Protection Act

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

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

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

Who do we share your information with?

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

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

What are my rights?

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

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

If you have a complaint

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

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

Email: DataProtectio@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

E-mail: 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.

The Freedom of Information (Scotland) Act 2002

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

Public Authorities have to allow access to the following information

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

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

Helpful Addresses and Websites

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

www.south-ayrshire.gov.uk

www.education.gov.scot/parentzone/

www.hmie.gov.uk

Kyle local councillor(s):

Julie Dettbarn – SNP

Stephen Ferry – Conservative

Duncan Townson - Labour

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

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

SCHOOL POLICIES AND PRACTICAL INFORMATION

School website as first port of call - [_Monkton Primary School and Early Years Class \(glowscotland.org.uk\)](http://www.monktonprimary.co.uk)

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

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

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

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

Children (Scotland) Act 1995)

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

Standards in Scotland's Schools (Scotland) Act 2000

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

Education Scotland's Communication Toolkit for engaging with parents

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

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

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

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

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

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

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

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 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/>

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>

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>

Choices and changes provides information about choices made at various stages of learning
<http://www.educationscotland.gov.uk/supportinglearners/choicesandchanges/index.asp>

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/>

PARENTAL INVOLVEMENT

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

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

Parentzone provide information and resource for parents and Parent Councils

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

SCHOOL 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

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

For further information please contact:

0300 123 0900

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

Aby uzyskać więcej informacji, proszę skontaktować się z:

0300 123 0900

本出版物還有純文字中文版。

有關更多資訊，請聯絡：

0300 123 0900

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

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

0300 123 0900

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

If you do and you think that they would like a larger print version or an

audio cassette version of the text contact Council staff on:

0300 123 0900

Monkton Primary School & Early Years Centre

Station Road
Monkton
Ayrshire
KA9 2RH



01292 473456



monkton.mail@south-ayrshire.gov.uk



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



@MonktonPS–Primary and Early Years Twitter



m_p_s_2_r_h –Primary Instagram

EYC use See Saw