



**Muirhead Primary School**

**Buchan Road, Troon**

**☎ 01292 690033**

**[muirhead.mail@south-ayrshire.gov.uk](mailto:muirhead.mail@south-ayrshire.gov.uk)**



**HANDBOOK  
2022-23**

Article 13: You have the right to information

Article 28: You have the right to go to school and learn

Article 29: You have the right to be the best you can be

	Page No
<b>SECTION A</b>	
<b>General School Information .....</b>	<b>4</b>
1. Head Teacher Welcome Statement.....	4
2. Leadership Team .....	5
3. School Information .....	6-10
• School Name	
• Address	
• Telephone Number	
• Email Address	
• Website	
• School App	
• School Roll	
• Denominational Status	
• School Hours	
• Management Team	
• School Staff	
• Accommodation and Capacity	
• House Structure	
• Catchment Area and Map	
4. Enrolment .....	11
5. Parental Involvement.....	11-12
6. School Ethos, Aims and Values .....	13
<b>SECTION B</b>	
<b>The Curriculum .....</b>	<b>14</b>
1. Curriculum for Excellence .....	14-19
2. Opportunities for Wider Achievement .....	19-20
3. Composite Classes .....	20
4. Promoting Positive Behaviour .....	21-22
5. Sensitive Aspects of Learning .....	22
6. Equal Opportunities and Inclusion.....	22-23
7. Assessment .....	23
8. Reporting .....	24
9. Transition .....	24-25
<b>SECTION C</b>	
<b>Support for Pupils .....</b>	<b>25</b>
1. GIRFEC.....	25
2. Additional Support for Learning .....	25
3. What are Additional Support Needs (ASN).....	25
4. How do we make sure we can meet the ASN of pupils in South Ayrshire? and Staged Intervention Process .....	26
5. Supports Available .....	27
6. How can parents help support children and young people with ASN? .....	27
7. What role do children and young people play?.....	27
8. How can parents make requests for assessment.....	27-28
9. What can parents do if they don't agree with the authority?.....	28
10. Where can parents get support and information relating to ASN?.....	28-29
11. Psychological Service .....	29-30
12. Child Protection .....	30

<b>SECTION D</b>	<b>School Improvement.....</b>	<b>31</b>
	1. School Improvement Plan.....	31
<b>SECTION E</b>	<b>School Policies and Practical Information.....</b>	<b>31</b>
	1. Pupil Voice .....	32
	2. Choosing a School .....	32
	3. Attendance.....	32
	4. Family holiday not authorised by the school.....	32
	5. Extended leave with parental consent .....	33
	6. Advice to parents .....	33
	7. Routine and expected visits out with school .....	33
	8. School Uniform Policy .....	33
	9. Clothing and Footwear Grant information .....	34
	10. Playground Supervision .....	34
	11. Parental Complaints Procedure .....	35
	12. School Meals and Free School Meal Information .....	35-36
	13. Education Maintenance Allowance (EMA) .....	36
	14. Transport Guide to Parents .....	36
	15. Seatbelt Statement .....	37
	16. Privileged seats .....	37
	17. Insurance.....	37
	18. Valuable Items .....	37
	19. Use of Mobile Phones .....	37
	20. Use of Social Media.....	38
	21. Health and Medical Information.....	38
	22. Health Promotion and Nutrition.....	39
	23. NHS Ayrshire & Arran – Oral health Promotion Initiatives.....	39
	24. Data Protection Act.....	40
	25. The Freedom of Information (Scotland) Act 2002.....	41
	26. Helpful Addresses and Websites .....	42-43
<b>SECTION F</b>	<b>EYC Class .....</b>	<b>44</b>
	1. Head Teacher Welcome Statement.....	45
	2. Early Years Centre Information.....	45
	3. Applying for an EYC Place .....	45-46
	4. Starting Early Years .....	46
	5. Toys from Home .....	46
	6. Clothing.....	46
	7. Arrival and Collection of Children .....	47
	8. EYC Curriculum.....	47
	9. Planning .....	48
	10. Links with Primary 1.....	48
	11. Children with Additional Support Needs (ASN) .....	48
	12. Equality .....	49
	13. Medical Information .....	49
	14. Accidents.....	49
	15. Sunscreen.....	49
	16. Assessment and Reporting to Parents.....	50
	17. Next Steps .....	50
	18. Parental Contributions.....	50
	19. Parental Partnerships .....	50
	20. How can I help as a parent.....	51
	21. Quality Assurance .....	51
	22. General Information .....	52-53
	23. Helpful Addresses / Websites .....	42-43

## SECTION A – General School Information

### Article 13: Your right to information

#### **1. Welcome by Head Teacher**

As the Head Teacher of Muirhead Primary School and Nursery Class, I would like to extend a warm welcome to you and hope you find our handbook both informative and useful.

Our school provides a high quality educational experience for children from birth to 12 years, arranged in nine classes, from Early Years through to Primary 7.

At Muirhead Primary we are a Rights Respecting School where we strive to provide all our pupils with a well-balanced and varied curriculum to allow all pupils to reach their full potential. The Curriculum is organised to develop pupils aesthetically, intellectually, morally and physically. The Curriculum embraces and embeds the 4 capacities encouraging pupils to become successful learners, confident individuals, effective contributors and responsible citizens in an ever changing world.

We are extremely proud of our high level of achievements across the curriculum, and encourage all pupils to give of their best at all times.

All our staff, pupils and parents work in partnership, and as a result ensure that Muirhead Primary is a school that will continue to make significant progress on its journey to excellence.

Please do not hesitate to contact me should you require any further information.

**June Stefani**  
**Head Teacher**

**Tel No: 01292 690033**

## 2. Leadership Team

Name	Designation	Areas of Responsibility include:
Mrs June Stefani	Head Teacher (0.6) Children's Development (0.4) Rights Officer	<ul style="list-style-type: none"> <li>Overall responsibility for the school</li> <li>Pupil support including Dyslexia Friendly School, GIRFEC, HWB, Inclusion and Nurture, Assessment</li> <li>Overall responsibility for positive behaviour, anti-bullying and children's rights</li> <li>Lead and manage learning and teaching</li> <li>Lead and develop people</li> <li>Lead change and improvement in all aspects of the curriculum and school life</li> <li>Responsibility for Quality Assurance and Self-Evaluation</li> <li>Responsibility for the management of assessment and reporting</li> <li>Child Protection Co-ordinator</li> <li>Management of resources</li> <li>Early Level which includes Early Years Centre and transition from Early Years Centre to Primary 1</li> <li>First Level which includes transitions between stages</li> <li>Second Level which includes transitions between stages and secondary school</li> <li>Outdoor learning</li> <li>Nurture</li> <li>Partnerships with parents and the wider community</li> <li>Wider Achievement Opportunities / Extra Curricular Programmes</li> <li>Health &amp; Safety</li> </ul>
Mrs Gillian Bell	Depute Head Teacher/ Acting Head Teacher 0.4	<ul style="list-style-type: none"> <li>Responsibility for positive behaviour and anti-bullying</li> <li>Early Years Centre to Primary 3</li> <li>Depute Child Protection Co-ordinator</li> <li>Literacy across the curriculum and dyslexia friendly</li> <li>Support change and improvement in all aspects of the curriculum with particular focus on leading Literacy and Languages</li> <li>Assessment and moderation</li> <li>Partnerships with parents</li> <li>Mentoring probationers, students and work experience</li> <li>Health &amp; Safety</li> </ul>
Mr Iain Lindsay	Principle Teacher/Acting DHT (0.4)	<ul style="list-style-type: none"> <li>Leading Numeracy across the curriculum</li> <li>Supporting planning and assessment in Physical Education</li> <li>Mentoring NQT</li> <li>Active Schools and wider achievement programmes</li> <li>Partnership with parents</li> <li>Health &amp; Safety</li> </ul>

## 3. School Information

Article 13: You have the right to Information

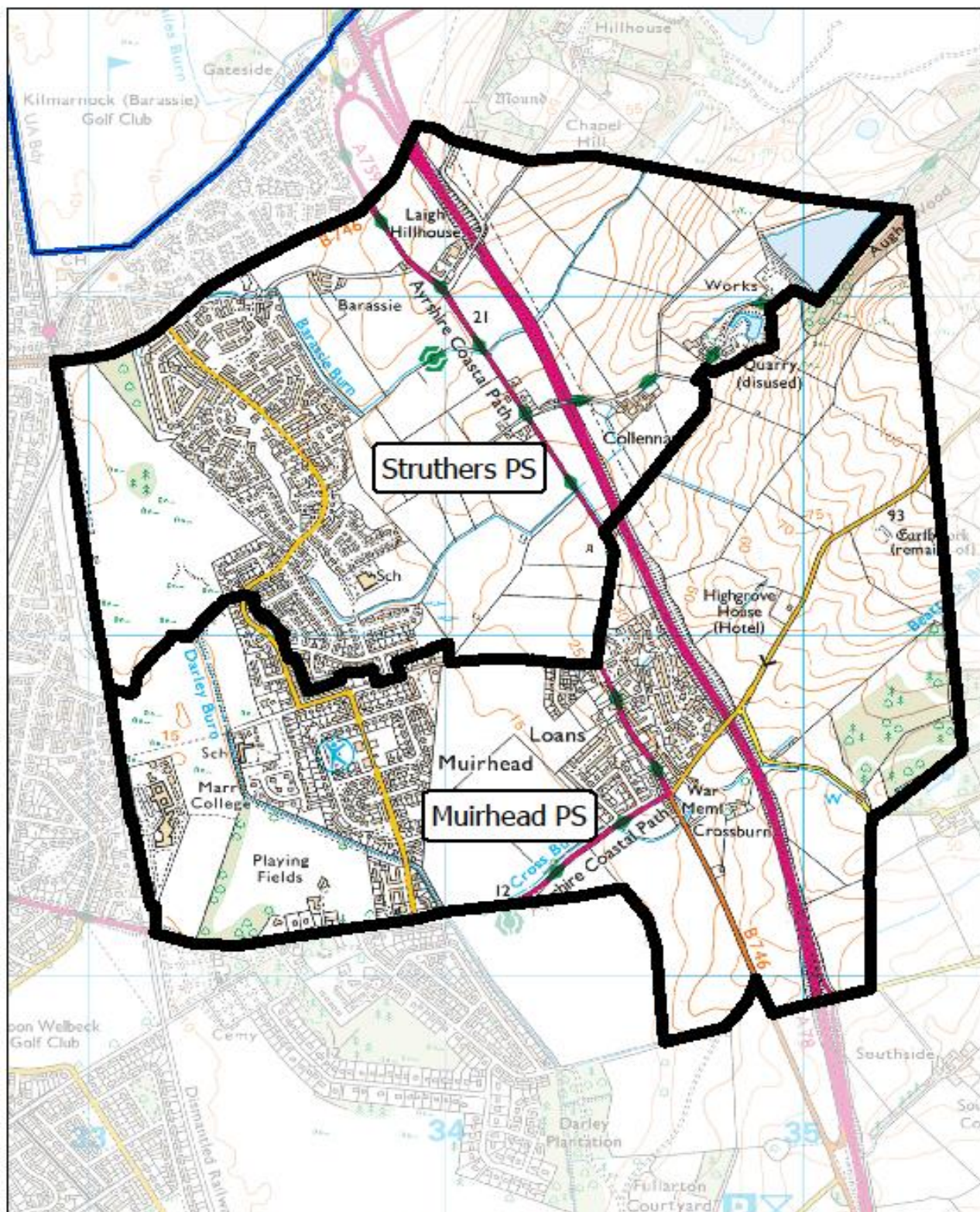
<b>Name</b>	<b>Muirhead Primary School</b>
<b>Address</b>	Buchan Road TROON KA10 7BT
<b>Telephone Number</b>	01292 690033
<b>Email address</b>	muirhead.mail@south-ayrshire.gov.uk
<b>Website</b>	<a href="https://blogs.glowscotland.org.uk/sa/muirheadps/">https://blogs.glowscotland.org.uk/sa/muirheadps/</a>
<b>School App</b>	Muirhead Primary School Groupcall Xpressions Both apps are free to download
<b>Twitter</b>	@muirhead_ps
<b>Head Teacher</b>	Mrs J Stefani
<b>Named Person</b>	Mrs J Stefani
<b>School Roll</b>	138 + Early Years
<b>Denominational Status</b>	Non-denominational
<b>Gaelic language</b>	Starting through music
<b>Early Years Centre Hours</b>	8.45 – 3.00pm
<b>School Hours</b>	9.00 – 10.30am Work Period 1 10.30 – 10.45am Morning Interval 10.45 – 12.30pm Work Period 2 12.30 – 1.15pm Lunch 1.15 – 3.00pm Work Period 3 3.00 – 4.00pm * After School Clubs are normally provided at certain times across the year for a variety of activities. *Subject to covid restrictions.
<b>Leadership Team</b>	Mrs J Stefani, Head Teacher Mrs G Bell, Depute/Acting Head Teacher Mr I Lindsay, Principal/Acting Depute Teacher

**School Staff**

Mrs L Macpherson	Early Years Teacher
Miss O McGinn	Primary 1 Class Teacher
Mrs G Brocklebank	Primary 2 Class Teacher
Mrs A Harris	Primary 3 Class Teacher
Mrs A Clydesdale	Primary 4 Class Teacher
Mrs Caryn Mair	Primary 5 Class Teacher
Mr I Lindsay	Primary 6 Class Teacher
Mr C McCaw	Primary 7 Class Teacher
Mrs A Hoey	Teacher – Boost Group – PEF Funded 0.2
Mrs C Mitchell	Pupil Support Teacher 0.2
Mrs Alison Hoey	Pupil Equity Fund Teacher 0.2
Mr S McAughtrie	Brass Instructor
Mrs R Jeffries	Senior Early Years Practitioner (0.6)
Miss M Kenney	Senior Early Years Practitioner (0.4)
Mrs M Anderson	Early Years Practitioner
Miss Carly MacPhee	Early Years Practitioner
Mrs L Lawson	Early Years Practitioner
Miss R Robertson	Early Years Practitioner
Miss M Sinclair	Early Years Practitioner
Miss A Stewart	Early Years Practitioner
Miss R Wallace	Early Years Practitioner
Mrs D Mooney	Clerical Assistant
Ms D Edmonds	Clerical Assistant (0.4)
Mrs K Bruce	School Assistant
Mrs A Cuthbertson	School Assistant
Mrs J O'Neill	School Assistant
Mrs P McGarva	School Assistant
Mrs Vicky Paterson	School Assistant
Mrs J MacKinnon	School Assistant
Mrs J Murray	School Assistant
Mrs M Bastianeli	Catering Supervisor
Mrs D Wilson	Catering Assistant
Mrs D Miller	Catering Assistant
Mrs S Knox	Catering Assistant
Mr A Hosie	Janitor
Mrs A Thomson	Cleaning Supervisor
Mrs M Linton	Cleaner
Mr R Tait	Active School Co-ordinator
Ms S Muir	School Nurse

<b>Accommodation and capacity</b>	<p>The school has seven Classrooms, an ICT Suite, Gym Hall and several out of class teaching areas. In addition, there is Office accommodation, a Medical Room and Infant, Early Years and Senior Libraries.</p> <p>Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.</p>		
<b>House structure</b>	<p>The school operates a four house system:</p> <p><b>Carrick</b> (red)</p> <p><b>Cunningham</b> (yellow)</p> <p><b>Galloway</b> (green)</p> <p><b>Kyle</b> (blue)</p>		
<b>Stages of Education</b>	of	Early Years Centre	0 – 3 years
			3 – 5 years
		School	5 – 12 years
<b>Parent Council</b>	<p>Chair            Mrs E Gilgallon</p> <p>Email           weeitalian@yahoo.com</p> <p>Facebook      Muirhead Primary School Parent Council</p>		
<b>Pupil Absence</b>	<p>If a pupil is absent from school owing to illness or for some other reason, parents are asked to notify the school by telephone. It is essential that parents give the child a note on their return to school, confirming the reason for absence.</p>		
<b>Complaints Procedure</b>	<p><i>If you have a concern (Early Years and Childcare only) and wish to complain to the Care Inspectorate directly, please write to:</i></p> <p><b>Care Inspectorate, Sovereign Road, Suite 3, Academy Road, Irvine, KA12 8RL</b></p>		
<b>Catchment Area</b>	<p>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 <a href="http://www.south-ayrshire.gov.uk">www.south-ayrshire.gov.uk</a>. Catchment map and area (available from the Resource Planning Section, Educational Services, County Buildings, Wellington Square, Ayr, KA7 1DR</p> <p>Useful links to additional information to be found in Appendix 2.</p>		





## Proposed Muirhead and Struthers PS Catchments

Scale 1:14000

**AYRSHIRE**  
COUNCIL



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## Muirhead Primary School Catchment Area

### Streets

Afton Gardens	1-12	Kyle Crescent	All
Aldersyde Avenue	All	Lochlea Avenue	All
Baird Court	1-8	Main Street	All
Beechwood Paddock	All	McAdam Court	1-8
Buchan Road	All	McLaren Court	1-8
Burns Road	All	McMillan Court	1-6
Central Avenue	3-59	Merrick Avenue	All
Collenan Avenue	All	Mossgiel Avenue	All
Collins Drive	All	North Drive	All
Craikslan Place	All	Old Loans Road	All
Crossburn Drive	All	Ramsay Court	1-6
Crossburn Lane	All	Ruthven Place	All
Crossburn Terrace	All	Sandhill Gardens	All
Crummieholm Gardens	All	Scott Crescent	All
Deveron Road	1-55 & 2-66	Seaview Terrace	All
Dundonald Road	89-99, 107-113, 139-143 & 149-155	Simpson Court	1-6
		Smeaton Court	1-8
		South Drive	All
		Stable Wynd	All
		Teviot Place	All
East Grove	All	Troon Road	All
Ferrier Court	1-6	Wardlaw Crescent	All
Fleming Court	1-6	West Crescent	All
Fullarton Place	All	West Grove	All
Hall Lane	All		

### Farms/Cottages

Bushyburn  
Craikslan Cottages (Nos 1-2)  
Crossburn Bungalow  
Crossburn House  
Crummieholm  
Glenburn Dairy  
Highgrove House  
Milestone Cottage  
Navrig  
Robertloan Farm  
Robertloan House  
Shepherds Cottage  
The Stables  
Wallacefield Cottage

#### **4. Enrolment**

##### **Article 28: Your right to learn and go to school**

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

During the summer, term parents and children about to enter P1 will be invited to the school on several occasions. This will provide opportunities to meet staff and other pupils and to experience some school activities. School routines and arrangements will be explained to parents and any questions answered.

Parents, who are seeking to obtain a place in the school for their child at any stage, can arrange a visit to view the school and ask any questions they may have, by making an appointment with the Head Teacher.

#### **5. Parental Involvement**

The Parent Council are extremely active within Muirhead Primary and they support staff and pupils at various school events. They have also been extremely successful in raising funds for the school.

The school communicates with parents in a variety of ways to ensure that parents are fully informed about pupil progress and about the work of the school.

- ❖ Termly Newsletters
- ❖ Curriculum Events
- ❖ Curriculum Leaflets
- ❖ E-mails
- ❖ Parent Workshops
- ❖ Text Messaging
- ❖ Groupcall Xpressions App
- ❖ School Website
- ❖ Muirhead Primary School App
- ❖ Surveys & Questionnaires
- ❖ Twitter
- ❖ Learning Journals
- ❖ Teams
- ❖ Glow

Parents can become involved in the children's learning in a variety of ways.

- Contributing to Out of School Activities
- Taking part in surveys
- Completing Questionnaires
- Attending Curriculum Events
- Attending Curriculum Workshops / Outdoor learning programmes
- Supporting School Fairs and Events
- Taking an active role in the Parent Council / Forum
- Attending School Assemblies

### **Supporting Parents**

The school launched its website early in 2013, which gives parents access to a range of school information.

There is a Parent Information Board next to the school office and also an information area at the front door, which has a variety of relevant leaflets and documents to support parents.

### **Parents as Partners**

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

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

All parents/carers are automatically members of the parent forum at their 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
- 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 following parents have been elected:

- |               |                                    |
|---------------|------------------------------------|
| ○ Chairperson | Emma Gilgallon                     |
| ○ Vice Chair  | Heather Carson/Michelle Sutherland |
| ○ Secretary   | Emma Mallinson                     |
| ○ Treasurer   | Melanie Dunlop                     |

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
- raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role)

All parents are welcome to attend meetings, as well as local councillors.

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

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](mailto:sptc@sptc.info) or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

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

Article 28: Your right to learn and get to school

Article 29: Your right to become the best that you can

### **Muirhead Community Vision:-**

Motivating Muirhead taking Makaton forward  
Understanding and supportive of our community  
Inspire incredible individuality in all  
Respectful, responsible and leaders in children's rights  
Healthy, happy school is our goal  
Equality, equity and education for all  
All achieving, active and included  
Difference is supported and celebrated

### **It is our aim to:-**

- Enable everyone to reach their full potential.
- Celebrate and develop the skills and talents of all pupils.
- Provide support and challenge for each pupil.
- Involve our whole school community in the work and life of our school.
- Ensure that our school is a welcoming place for all.
- Ensure that children's rights are at the core of what we do.
- Make learning fun.
- Keep everyone safe.

Our core values: **Equality, Respect, Responsibility, Positivity** and **Honesty**, underpin everything we do within Muirhead Primary School.

We currently work in partnership with Troon Churches Together, The Mica Project, The Muirhead Residents and Tenants Association and Morrisons to ensure the community is working to meet the needs of all.

We are currently a Rights Respecting Gold School. We were re-accredited at Gold in February 2020.



## SECTION B – The Curriculum

### Article 28: Your right to an education

#### 1. The Curriculum

##### Curriculum for Excellence

Curriculum for Excellence is the Scottish curriculum for all 3–18-year-olds – wherever they learn. See <https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/what-is-curriculum-for-excellence> for further information. It aims to transform Scottish education, **raise standards of achievement**, and provide young people with the skills, knowledge, and attributes they will need for learning, life, and work in the twenty first century. This is encapsulated in the aim to improve the life chances of every young person in Scotland and develop their four capacities as: successful learners, confident individuals, responsible citizens, and effective contributors.

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

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

Every child is entitled to a **broad general** education, whatever their level and ability. Every single teacher and practitioner will be responsible for **literacy and numeracy** – the language and numbers of 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.

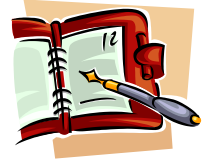
All pupils are entitled to personal **support** to help them fulfil their potential and make the most of their learning opportunities with **additional support** wherever that's needed.

Guidelines for the curriculum are provided at National Level by the Scottish Government, by South Ayrshire Council and by other agencies. In Muirhead Primary School the curriculum is designed, taking these guidelines into account, to provide a well-balanced programme of learning. All pupils work at their own level, with all pupils setting achievable targets in their learning. There are a variety of increased opportunities for pupil personal achievement.

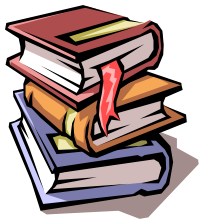
Across all stages of the school our pupils learn in an active and practical manner. Children work co-operatively and are given opportunities to interact, discuss, discover, and learn from each other.

LITERACY / ENGLISH

The development of language skills are crucial to a child's success in school. High priority is placed on giving pupils a command of the English language and the ability to use it effectively. This includes having knowledge about language, listening attentively, talking effectively, reading with understanding, and writing fluently and legibly, with accurate spelling and punctuation.



## READING



Our core Literacy resource is North Lanarkshire's Active Literacy programme, which allows reading to be taught in a structured way using various resources such as Storyworlds/Discovery Worlds and Literacy/Lighthouse/PM books. Books are banded into levels to offer pupils breadth and depth of reading experiences. Blooms Taxonomy and critical literature circles strategies underpin reading at Muirhead. Children also engage with big books and the 3 Read approach from Early Years. Novels and media are also used to explore and learn about language through the use of our Literacy Evolve/Wordsmith programmes. We are also part of a South Ayrshire Pilot using the Gilets reading resource. This is having a positive impact on children's reading skills.

From the beginning children are taught to recognise letters and their sounds (phonics). Our Active Literacy programme is being used across the whole school to develop children's phonic, spelling and writing skills. Children who experience difficulty in reading are supported carefully, making use of a variety of resources including Rapid Reading, Lexion, Toe by Toe and Reading Wise. ICT is also used to support reading, e.g., Teach Your Monster to Read and Dreamscape.

All pupils at Muirhead Primary have access to a wide and varied selection of reading material. It is our aim that all children become aware of the enjoyment of reading and that they will acquire a positive reading habit which will remain with them for the rest of their lives. We are fortunate to have a parent volunteer who organises our library in school. Pupils are encouraged to continue their enjoyment for reading at home by visiting the library.

Our library is dyslexia friendly.

In the classroom children are taught to be active listeners. A variety of resources and activities are used such as CD's, games, stories and music. Talking and listening skills are developed through every aspect of the curriculum. All pupils are given the opportunity to exercise these skills in groups, individually, to the class and at the school assemblies. They are encouraged to speak about personal experiences, feelings and opinions.



## WRITING

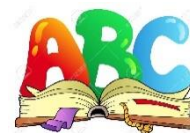


Children's skills in personal, functional and imaginative writing are developed within literacy and across the other areas of the curriculum. Pupils are given experience of a variety of writing styles for different purposes at their own level of development. The key resources used to support writing across the school are "Active Literacy", "PM Writing", "Models for Writing" and "Write to the Top". Through these programmes, the children are taught about tools for writing, organising information and creating texts.

Formal handwriting skills are taught using Nelson Handwriting. A high standard of writing and presentation of work is expected from all pupils. Nelson grammar is used to support the technical aspects of writing.

## SPELLING

Spelling is taught in a structured, progressive way throughout the school, using North Lanarkshire's Active Literacy programme as our core pedagogy. This resource develops the pupil's depth and understanding of blending sounds to make and build words. There is a leaflet available on request.



## MODERN LANGUAGES



Currently all pupils in Primary 5, 6 and 7 are given an opportunity to learn French. The programme of work in use has been devised in liaison with Marr College and other primary schools in the cluster. Children from Early Years to P4 have had experience of learning French as part of their curriculum.

## NUMERACY AND MATHEMATICS

Primary Maths Scotland, Glasgow

Teejay Mathematics, Heinemann Active Maths and Mathletics are the main resources for the teaching of maths at Muirhead. As well as basic numeracy, the children learn about shape, position, measurement, money, information handling, and calculator work. The emphasis, through teaching, is to encourage pupils to think for themselves and to encourage them to think in a strategic way, applying problem solving skills.

Counts,



Children learn NumberTalks strategies and thinking from P1-P7.

Little Big Maths is used to support Numeracy and Maths in our Early Years Centre.

We place great emphasis on mental maths and each class undertakes work involving mental maths, daily. Big Maths and Numbertalks are the main resources used to support mental maths. Interactive and practical approaches are encouraged across the school.

Teachers supplement the work of the core scheme with their materials and additional texts to provide reinforcement or to challenge our more able pupils.

Head Start and Teejay assessments are undertaken and recorded in the teacher's assessment folder and pupil tracking profile. We also use the national assessments at P1, 4 and 7 as well as GL assessments from P3-7.

Children are encouraged to learn maths in a context, and to apply gained skills across all aspects of their learning. Children are being supported to develop their concrete, pictorial and abstract thinking in numeracy and maths.

## SCIENCE



Science is an important part of our heritage and we use it every day in our lives. It is our aim, through their learning in science, that the children develop an interest in, and understanding of, the living, material, and physical world. Children develop these skills through interdisciplinary topics and through STEM week and P6 Marr Transition Developing Young Workforce – World at Work week.

The children are encouraged to ask questions, experiment, observe, collect, measure, analyse, interpret, draw conclusions and report on findings. They learn science through activities within Planet Earth, forces, electricity, biology, materials etc.

Through work on Science Technology Engineering Maths (STEM) children are encouraged to develop skills across these areas.



We also work with South Ayrshire Council's STEM leaders, who link STEM to the outdoors.

## SOCIAL STUDIES

A clear social studies programme has been developed across the school. All pupils from Early Years to P7 are provided with activities, which develop skills and involve pupils in using and applying knowledge. Opportunities also exist to use the local environment and to bring visitors into the school to speak and work with the children.

During the studies, the pupils will develop many skills including map skills, note taking, using reference books, libraries, presentation skills, research.

The learning in social subjects is organised into three areas: -

1. People, past events and societies
2. People, place and environment
3. People in society, economy and business



Topics are planned both in a discreet and in an interdisciplinary way. Pupils are very much involved in planning their learning and setting targets with the teacher.

## TECHNOLOGIES

The framework includes creative, practical, and work-related experiences and outcomes, which develop skills for business, digital literacy, computing science, food, textiles, craft, design, engineering, graphics and applied technologies

Children are being encouraged to develop skills and confidence in the use of computers, computer-based packages, recording microphones. We do have the iPads though, and access to the Digital Lending Library.

All children use our Teams and GLOW as platforms to engage with learning. Our early years pupils are involved in learning journal, which shares progress with parents.

Our ICT suite, which has recently been updated, is timetabled to allow focused teaching. In addition, all classes have use of an interactive whiteboard, which enhances learning and teaching.

Our children have produced a technologies safety charter to support safer technologies use.

Construction materials are widely used across the school.

## EXPRESSIVE ARTS



This covers the areas of art and design, music, drama and dance.

In **music**, pupils are given the opportunity to sing a variety of songs and play instruments, in turn developing a sense of rhythm and pitch. The pupils are given opportunities to listen and to and create music of their own. The school enjoys its link with Marr College and many pupils are fortunate to receive brass and percussion tuition from visiting teachers. We also have a Gaelic specialist working with us this session. In relation to supporting pupils, we also have specialist input from Listening Music Therapy specialists as part of pupil equity funding. Children in P5 receive vocal training from South Ayrshire Council Youth Music Initiative

**Art** is taught throughout the school with our aim being to provide all pupils with systematic experiences of drawing, painting, picture making and three-dimensional work – developing skills at each stage.

**Drama** is taught to encourage pupils to express ideas and thoughts through role-play and improvisation while developing language skills at all levels. Children at all stages are given experiences in performance and presentations to peers and to larger audiences. We work closely with FIB Youth Theatre to provide drama opportunities for pupils across the school. All pupils are involved in a drama presentation once per session. They also experience a live theatre production as part of our drama curriculum.

In **Dance**, the children have opportunities to be creative and to develop technical skills. This will take the form of creative dance and social dance. Some of our pupils are taught Scottish Country Dancing and take part in local competitions.

## RELIGIOUS & MORAL EDUCATION

Religious and Moral Education, provided under the auspices of Church of England, enables children and young people to explore the world's major religions and views.

In line with national guidance, the main aims of our programme in Muirhead Primary are:

- ❖ To help pupils to develop a knowledge and understanding of Christianity and other world religions (in Muirhead these are Judaism, Islam and Christianity)
- ❖ To appreciate moral values such as honesty, liberty, justice, fairness and a concern for others
- ❖ To investigate and help children understand what religion has to offer
- ❖ To develop own beliefs, attitudes, moral values and practices through personal search



The programme gives a prominent place to Christianity but also includes exploration of other major faiths. This helps pupils to acquire a broader understanding and tolerance of other people's beliefs.

Throughout the nine years of primary education in Muirhead, the children will learn about three world religions, at various stages of the school. We also have an extensive assembly programme, which develops RME at whole school level, supported by our local chaplain, and we have recently introduced visits to our local church to celebrate Christmas.

Parents with different faiths or beliefs other than Christianity may request that their children be permitted to be absent from school to celebrate recognised religious events. If parents require any support in relation to practising their faith then please contact the school. Parents have the right to withdraw their child. 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 will be noted as an authorised absentee in the register.

Please contact the school for further information.

## HEALTH & WELLBEING



As a health promoting school, Muirhead has built very positive relationships with staff, pupils, and parents and outside agencies. Our core resource, which is used to support emotional and social growth, is the Ice-pack Programme. The Bounceback resource is used as a supplementary resource to support Health & Wellbeing. We also have our pupil support teacher trained as a mental health and wellbeing champion and some of our support staff are trained to support pupils should they need it.

We encourage a greater emphasis on health throughout the curriculum, covering physical, emotional and mental health. As well as a cross-curricular approach to health promotion within classrooms, we also follow a calendar of whole school health events. The EYC is served nutritionally balanced snacks and meals at lunchtime; Cafe 5 also provides a healthy choice tuck shop for children in Primaries 3 – 7. All food and drinks supplied at Muirhead, through tuck shop, school meals and EYC snacks, comply with the Health and Nutrition Act (2007).

Learning in Health & 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.

All pupils have access to PE three times per week and are expected to wear the appropriate kit. Within the guidelines currently in use, various aspects of PE are explored and taught in a structured way throughout the school. We ensure all children have access to a wide and varied range of activities including games, gymnastics, health and fitness, athletics, dance and swimming. As a health promoting school, pupils are regularly given the opportunity to access a range of additional sporting activities, which encourage an active lifestyle.

Our Pupil Equity Fund supports our Outdoor Learning programme. Children have opportunities to work at Fullarton Woods with the outdoor team, while the focus is on pupil leadership skills and teamwork. Parental volunteers are always welcome.

### ***2. Opportunities for Wider Achievement***

Article 15: Your right to choose your own friends and to join or set up groups

It is the policy of the school to provide, an extensive range of wider curricular activities for pupils. These activities are organised each session in conjunction with our Active Schools Co-ordinator, Rory Tait.

The wider curricular activities vary from term to term, but include Rugby, ICT, football, basketball, homework, dance, drama, arts and crafts and pupil-led clubs including Book Club. We are also involved in RSPB, John Muir Award, and Dynamic Youth Award. The assistance of parents in this programme is always welcome, and any parent willing to use his or her talents and interest in any way, will be given the assistance and encouragement to do so. The Head Teacher would be delighted to hear from anyone in this position.

Our Outdoor Learning programme supports achievements in RSPB, Woodland Trust, Hi5, Award of Ambition and John Muir Award.

### Eco School

Our Eco Committee is positively proactive. We currently have members from P1-P7. These pupils are elected annually and roles and responsibilities are shared. The school currently has its Green Flag. The Eco Committee meets regularly with a staff representative. Issues raised within classes are discussed and new initiatives and projects are developed.

All pupils have the opportunity to work outdoors with the outdoor team, developing team and leadership skills and promoting Health & Wellbeing.

Currently the school recycles paper, mobile phones, batteries and ink cartridges. The pupils have also organised whole school events such as guest speakers, Christmas card recycling and litter picking.

Contributing to the committee helps develop children's awareness of the environment, communication and organisational skills.

### Makaton Group

Muirhead Primary values inclusive practices and wishes to meet learner's needs in a holistic and fully integrated way. As part of our total communication approach, we have introduced Makaton signing to support the development of literacy and communication throughout the school.

Makaton is a language programme designed to help hearing people with learning or communication difficulties. It uses signs and symbols, with speech, in spoken word order. It is not used as a substitute for speech but is used in conjunction with it.

Makaton is suitable for everyone, as the signs and symbols used are similar to many of the associated actions. Makaton also slows down the pace of speech, which gives the listener time to process and understand what has been said. Communicating in this way can give all pupils an additional and supportive way to express themselves within the classroom and wider school community.

We have Makaton Friendly School status and are on the national map.

### Rights Respecting Pupil Council

Our RRPC meets frequently across the year to identify topical issues to progress. The group consults with pupils across the school and helps to support improvement work. The RRPC also collaborates with other pupil councils in the cluster.

### Breakfast Club

We run a breakfast club from 8.15am to 8.45am. It is open to all pupils from P1 to P7. This is run by school staff. Pupils attending Breakfast Club are offered toast, cereal, milk, water or fruit juice. It is a great way to start the day with lots of fun activities as well. The cost of the breakfast club is £1.00 per day.

## ***3. Composite Classes***

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

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

Head Teachers take into account a number of considerations when organising their class structures. In allocating children to composite classes, Head Teachers bear in mind the progress children have made in their learning. For

example, a group of children of similar ability, or working at broadly the same pace – particularly in mathematics/numeracy and/or language/literacy – may be allocated to the same class. Parents should be reassured that, by using information about how pupils are progressing to inform groupings for composite classes, no child is being disadvantaged by being “kept back” or “pushed on”.

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

#### **4. Promoting Positive Behaviour**

##### **Rationale**

Promoting positive behaviour in Muirhead Primary School and Early Years Centre is the responsibility of all staff and this policy should provide a fair and consistent approach. The relationship between pupils and staff focuses on building trust, mutual considerations, understanding and tolerance. Everyone should be aware that promoting positive behaviour is necessary to ensure the safety and well-being of all (*United Nations Convention on the Rights of the Child Article 19*).

Muirhead Primary School and Early Years Centre is a Rights Respecting School at GOLD Level, which means that we uphold UNICEF values, based on the United Nations Convention on the Rights of the Child (UNCRC). The Convention outlines what adults must do to enable children to grow and be healthy (Article 24); to learn (Article 28); to receive protection (Article 19); to have their views listened to (Article 12) and to be treated fairly (Article 2). Our Positive Behaviour Policy links to the UNCRC through Class and School Charters (created with the children) which are evident throughout the school.

##### **United Nations Convention on the Rights of the Child**

The Convention says that every child has:

- The right to a **childhood** (including protection from harm)
- The right to be **educated** (including all girls and boys completing primary school)
- The right to be treated **fairly** (including changing laws and practices that are unfair on children)
- The right to be **heard** (including considering children's views)

These articles are part of our policy.

The values of Muirhead Primary School and Early Years Centre are **Equality, Honesty, Positivity, Respect** and **Responsibility**. The whole community should strive to demonstrate these values at all times.

##### **Aims of Policy**

**Our aims are:**

- To develop a consistent approach to promoting positive behaviour.
- To reduce instances in which pupils are displaying behaviour that needs supported to be more positive.
- To work in partnership with parents to promote positive behaviour
- To ensure that we create a caring environment where pupils are both safe and happy
- To support the development of the whole child while approaching discipline in a holistic manner
- To encourage pupils to be responsible citizens and recognise the contributions that they can make in school and in the wider community in line with A Curriculum for Excellence

## **South Ayrshire Council's Anti-Bullying Statement**

Article 19: Your right to be safe.

### **Combating Bullying**

In recent years, there has been an increasing degree of attention given to the issue of bullying in schools. Although there are relatively few instances of bullying in South Ayrshire schools, it is widely recognised that being bullied is a frightening experience and can have a seriously detrimental effect on a child's or young person's educational and personal development.

Children and young people have the right to work and learn in an atmosphere that is free from victimisation, harassment and fear and South Ayrshire Council is committed to working in partnership with schools and parents in ensuring that all of our pupils feel safe and happy within our schools.

### **Statement of Intent**

The aims and objectives of South Ayrshire Council in formulating this statement are:

- To reduce and eradicate wherever possible instances in which pupils are subjected to bullying in any form.
- To establish appropriate procedures for dealing with incidents of bullying in all our schools.
- To ensure that all pupils and staff are aware of their school policy and fulfil their obligations to it.

### **Muirhead Primary Statement**

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

#### ***5. Sensitive Aspects of Learning***

Article 16: Your right to privacy

There will be times throughout your child's school life when additional support, other than the standard curriculum, might be necessary. If we feel your child needs additional help, e.g. bereavement support, Circle Time or indeed any other support to assist with barriers to learning, you will be informed in the first instance and asked for your support. The school also uses a programme called Ice Pack, which helps to support children through any issues that they are dealing with.

The school also has very good working relationships with other services, including our School Nurse.

You will be kept informed of the progress with the additional intervention.

#### ***6. Equal Opportunities and Inclusion***

Article 23: Your right to special education and care if you have a disability

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 (TAC) meetings to assess and plan with available resources (the ASL Act). There is a particular focus in gathering the views of children, young people and their parents relating to the support required to minimise barriers to learning.
- **Links to community:** If it is agreed that a placement out with a child's community is appropriate to meet their needs, it is important to consider ways in which a child can maintain links and relationships with peers from their own community (the ASL Act).
- **Involvement of child and parent/carer:** It is vital that the child or 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 Co-ordinator or named individual for that establishment (if this is not the same individual), who has pastoral 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 Officers.

If you need further information on any of the above, please contact the school directly by phone or email.

## 7. Assessment

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.

### 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.

### **Tracking and Monitoring**

Pupil progress across the year is carefully tracked and monitored throughout the session. The Senior Leadership team meets regularly with staff to discuss pupil progress and plan for next steps in learning.

Staff use a variety of assessment methods to make robust, professional judgements about pupil learning.

## ***8. Reporting***

Two formal opportunities and one informal per year are provided for parents to meet with class teachers to discuss progress. The formal meetings generally take place one afternoon and evening in October/November and the same in May, with the informal one in Feb/March. A written report is provided for parents in advance of the May meetings, forming the basis for discussion. At these times, the School Leadership Team (SLT) are also available to discuss any areas of concern with parents. Parents do not need to wait for these meetings to discuss their children but are welcome to call at the school any time. It is advisable to telephone to make an appointment first.

The Curriculum for Excellence assessment data and the data relating to pupils performance in SQA examinations in the Senior Phase (S4 - S6) for South Ayrshire school is reported to members of the public in the annual performance report, which is published in February each year.

## ***9. Transition***

### **Transfer to Secondary School**

Pupils are normally transferred between the ages of 11½ and 12½ 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.

Pupils from Muirhead Primary normally transfer to:

Marr College  
Dundonald Road  
TROON  
KA10 7AB  
  
Telephone Number: 01292 690022





While parents have the right to enrol their children at a secondary school of their choice, within the regulations governing placing requests, parents should bear in mind that close liaison arrangements exist between Muirhead Primary School and Marr College. These arrangements ensure as smooth a transition as possible for the children and that their education will be a continuous process from primary to secondary.

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.

## **SECTION C – Support for Pupils**

### **Article 29: Your right to be all you can be**

#### **1. *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 for that establishment 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 Social Work, Health Services or third sector or charity partners) then, in consultation with parents/carers, the TAC will assess whether there are any wellbeing needs and, if necessary, review the **Child's Plan**.

#### **2. *Additional Support for Learning***

South Ayrshire Council has duties outline 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.

#### **3. *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

#### ***4. How do we make sure we can meet the Additional Support Needs of Pupils in South Ayrshire?***

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

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

Staged Intervention can be broken down into the following stages:

##### Stage 1(a) – In class support

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

##### Stage 1(b) – In school support

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

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

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

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

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

A Team Around the Child meeting (TAC) will be convened to determine how agencies can provide support.

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

##### Co-ordinated Support Plan

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 one year. For further information see [www.enquire.org](http://www.enquire.org).

## **5. Supports Available**

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

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

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

## **6. How can parents help to support children and young people with ASN?**

As parents/carers you will be fully involved in both the assessment of your child's needs and the pan of any outcomes detailed on your Childs Plan. Parents' 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.

## **7. What role do children and young people play?**

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

## **8. How can parents make requests for assessment**

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

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

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

### ***9. What can parents do if they don't agree with the authority?***

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

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

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

### ***10. Where can parents get support and information relating to ASN?***

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 Support Needs Tribunal for Scotland. Telephone numbers and webpages are listed below.

#### **Quality Improvement Manager**

County Buildings  
Wellington Square  
Ayr, KA7 1DR  
Tel: 01292 612504

#### **Principal Educational Psychologist**

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

#### **Co-ordinator (Inclusion)**

Educational Services  
County Buildings  
Wellington Square  
Ayr, KA7 1DR  
Tel: 01292 612426 or 612292

## **Enquire**

Scottish Enquire helpline: 0845 123 2303

Textphone: 0131 22 22 439

Email: [info@enquire.org.uk](mailto:info@enquire.org.uk)

Enquire, the Scottish advice service for Additional Support for Learning provides free, independent and impartial advice through it's helpline

## **Scottish Child Law Centre**

54 East Cross Causeway

Edinburgh. EH8 9HD

Tel: 0131 667 6333

Email: [enquiries@sccl.org.uk](mailto:enquiries@sccl.org.uk)

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

## **Resolve**

Children in Scotland

5 Shandwick Place

Edinburgh, EH2 4RG

Tel: 0131 222 2456

## **Advocacy Service**

John Pollock Centre

Mainholm Road

Ayr, KA8 0QD

Tel: 01292 285372

## **11. Psychological Service**

Educational Psychologists have five core functions to their service delivery including:

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

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

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

The Psychological Service works within South Ayrshire's staged approach to supporting young people with additional support needs. The first stage of the process involves support at the classroom level by class teachers and other support staff based within the school. If a school wish to consult 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](http://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, 3<sup>rd</sup> 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](http://www.girfec-ayrshire.co.uk/wp-content/uploads/2014/08/GIRFEC-Parents-and-Carers-e-guidance-June-2017.pdf)

## **12. Child Protection**

### **Article 19: Your right to be safe**

Procedures and guidance are important but cannot, in themselves, protect children; a competent, skilled and confident workforce, together with 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
- 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 feel' that something is not right, talk about this to the school's Child Protection Co-ordinator or another member of staff.

**Child Protection Co-ordinator**

**Mrs June Stefani**

**Depute Child Protection Co-ordinator**

**Mrs Gillian Bell**

## **SECTION D – School Improvement**

### **Article 12: Your right to have your say**

#### **School Improvement Plan**

Our school, through a careful process of self-evaluation and in partnership with our Cluster and TLC (Teaching and Learning Collaborative), works collegially to progress identified areas for improvement. In session 2022-23 the improvement priorities include:

- Literacy and English
- Numeracy and Mathematics
- Health and Wellbeing
- Assessment and Moderation

Our collective aim is to close the attainment gap between our most and least disadvantaged pupils. Our priorities are underpinned by the UNCRC and children's rights. We use our pupil equity fund to target support within each priority.

Parents are updated annually by leaflet and newsletter and have opportunities to contribute to the plan.

## **SECTION E – School Policies and Practical Information**

### **Article 13: Your right to information**

#### ***1. Pupil Voice***

## Article 12: Your right to have your say

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.

Our Pupil Council is proactive with representatives from Early Years – Primary 7. These pupils are elected by their peers. Once elected, roles and responsibilities are given.

The council meets regularly with a staff representative. The council makes a democratic contribution (following discussion with their peers) to the development and running of the school, by contributing positive suggestions and decisions that enhance the everyday life of the school.

Contributing to the council allows pupils to demonstrate their skills in communication, co-operation, team-building and decision-making.

## 2. *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 website: <http://www.south-ayrshire.gov.uk/schools/placing-requests.aspx> or you can contact Educational Services on 01292 612162.

## 3. *Attendance*

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

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

## 4. *Family Holiday not Authorised by 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 wellbeing 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).

#### **5. 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 relations to the children of travelling families

#### **6. 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.

#### **7. Routine and Expected Visits outwith School**

Muirhead Primary recognises the need for young people to be regularly involved in outdoor activities and learning which will involve visits outwith the school. These visits will be 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.

#### **8. 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 & Safety difficulties, such as loose fitting clothing, dangling earrings, items which 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

The uniform at Muirhead Primary is grey trousers / skirt, white shirt / blouse or white or red polo top and red jumper or cardigan and the school tie is red and white. Ties and tops embroidered with the school logo can be bought at Ayrshire Schoolwear, 7-9 Princes Street, Kilmarnock, Tel: 01563 550200.

## **9. Clothing Grant Information**

### **Clothing Grant information**

The current criteria for entitlement is detailed below, however this is reviewed annually and updated information is available on the Council website - <https://south-ayrshire.gov.uk/free-school-meals>

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit where income is less than £17,005, Child Tax Credit and Working Tax Credit where income is less than £17,005, Universal Credit where earned income is £1,417.08 or less per month, income related element of Employment and Support Allowance, Council Tax Reduction, Housing Benefit and Support under part VI of the Immigration and Asylum Act 1999 are entitled to a clothing grant. Information and on-line application form can be accessed from the above link.

## **10. Playground Supervision**

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

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

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

Regular meetings between the supervisor(s) and Head Teacher are important to share information and to maintain the good behaviour in the school. This may include sharing information about suspected incidents of bullying or abuse, etc.

## **11. Parental Complaints Procedure**

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

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

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

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

If you have a concern (Early Years and childcare only) and wish to complain to the Care Inspectorate directly, please write to:

Care Inspectorate, Renfrew House, Cotton Street, Paisley PA1 1BF.

## **12. School Meals and Free School Meal Information**

In Muirhead we operate a cashless, pay-in-advance lunch system for all pupils and staff.

### **How Does it Work?**

- Payments can be made using Online School Payments (OSP) or cash sent to the school in a special 'Catering Services' envelope by parents each Monday morning. These amounts are added to the pupil's account each Monday morning by catering staff. Please contact the school office for information on OSPs and to get your child's unique reference number to enable this.
- Payment can be for any amount, e.g. weekly, monthly or rounded lump sums for the term.
- Cash will NOT be accepted for school meals unless it is in a special envelope, in advance as described above.
- A pupil's account is accessed at the till in the dining hall by name.
- Purchases may not exceed the value held in the pupil's account.
- The unspent value is securely carried forward.
- Pupil's entitled and approved to be in receipt of free meals have the appropriate amount allocated to their accounts for use each lunch-time.

### **This System**

- Removes the frequency of need to carry cash.
- Parents do not need to find change every day.
- Removes the stigma sometimes associated with being in receipt of free meals.
- Pupil's can check the balance in their account at the pay point at any time.

There are facilities in the school for pupils who wish to have a packed lunch.

Our catering team are happy to provide pupils with specific dietary requirements. Parents are encouraged to speak directly with the school cook about this.

The arrangements for meals and payment methods should be set out: types of service; choice; availability of snacks and meals; healthy options. The availability of special diets should be noted. Arrangements for those who bring packed lunches should be noted.

The current criteria for entitlement is detailed below, however this is reviewed annually and updated information is available on the Council website - <https://south-ayrshire.gov.uk/free-school-meals>

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit where income is less than £17,005, Child Tax Credit and Working Tax Credit where income is less than £7,920, Universal Credit where earned income is £660 or less per month, income related element of Employment and Support Allowance and Support under part VI of the Immigration and Asylum Act 1999 are entitled to a free school meal. Information and on-line application form can be accessed from the above link.

Free school meals are available to all P1-P5 pupils and all pupils attending special schools.

### **13. 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>

### **14. Transport Guide to Parents (excludes nursery provision)**

South Ayrshire Council has a policy of providing free school transport to all secondary pupils whose main address is more than three miles and primary pupils whose main address is more than two miles from their catchment school by the recognised suggested suitable walking route. Parents who consider they are eligible for free school transport should complete the online Free School Transport Form which can be obtained via [School transport application form - South Ayrshire Council \(south-ayrshire.gov.uk\)](#). Applications should be completed and submitted by the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

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

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

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

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

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

### **15. Seatbelt Statement**

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

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

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

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

### **16. Privileged Seats**

#### **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.

### **17. 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.

### **18. 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.

### **19. Use of Mobile Phones**

The school policy on use of mobile phones is in line with the Management Guideline on the Use of Mobile Devices in Educational Establishments. The use of mobile technology, including phones, has increased significantly over the last few years and has a contribution to make to the experiences of young people in schools. However, while there are

many benefits to be gained from the use of technology such as mobiles phones, there is genuine concern over the harm that can be caused to individuals through their misuse.

While we would encourage children not to bring mobile phones to school, we appreciated there may be occasions or emergencies when you may wish your child to have one for a short time. If children do bring phones to school, they should be handed in to the school office at the start of the day and collected again at the end of the day.

The school cannot be held responsible for loss of, or damage to, phones brought in to school.

## **20. Use of Social Media**

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

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

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

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

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

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

## **21. Health and Medical Information**

Article 13: Your right to 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 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.

## **22. Health Promotion and Nutrition**

Article 24: Your right to the best health care possible

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

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

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

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

Further guidance can be found at:

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

### **23. NHS Ayrshire & Arran – Oran Health Promotion Initiatives**

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 three main elements:

- **A core tooth brushing programme** – In Ayrshire & Arran, daily supervised tooth brushing takes place in all Early Years Centres and many Primary Schools. Free Childsmile oral health packs containing a toothbrush and fluoride toothpaste are given out twice a year to children in Early Years Centres and 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.
- **An Early Years and School programme** - this initiative provides preventive oral health programmes for children aged three years and upwards. It targets children in identified Early Years Centres 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 Early Years Centre 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](http://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.

## **24. Data Protection Act**

### **Article 19: Your right to be safe**

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 your and your child**

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

#### **Who we share your information with**

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

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

#### **What are my rights?**

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

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

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

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

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

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

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

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

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



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

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

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

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

### **Education Statistics Privacy Notice**

#### **Transferring Educational Data About Pupils**

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

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

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

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement o 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.

## ***25. The Freedom of Information Act***

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

Public Authorities have to allow access to the following information:

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

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

## **26. Helpful Addresses and Websites**

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

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

[www.education.gov.scot/parentzone/](http://www.education.gov.scot/parentzone/)

[www.hmie.gov.uk](http://www.hmie.gov.uk)

### **Useful Links**

#### **Education Scotland's Communication Toolkit**

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

**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**

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

**Parentzone** provide information and resource for Parents and Parent Councils

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

#### **Building Curriculum for Excellence Through Positive behaviour and Relationships**

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

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

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

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

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

#### **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 – 3-18 Transitions** provides information on the transitions children and young people will face throughout their education and beyond

[http://educationscotland.gov.uk/publications/c/publication\\_tcm4660285.asp](http://educationscotland.gov.uk/publications/c/publication_tcm4660285.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>

**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>

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

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

**Amazing Things** provides information about youth awards in Scotland  
<http://www.awardsnetwork.org/index.php>

**UNICEF**

<http://www.unicef.org.uk/rrsa>

**Local Councillors**

Councillor Kenneth Bell (Conservative)

Councillor Craig Mackay (SNP)

Councillor Bob Pollock (Conservative)

Councillor Philip Saxton (Labour)

Although this information is correct at the 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.

## SECTION F – Early Years Centre (EYC)

### 1. Welcome Statements

As Head Teacher of the school, can I take this opportunity to welcome you to Muirhead EYC Class. I hope you find the information in this book both useful and informative. We strive to make the EYC a welcoming, happy place for you and your child. Through the variety of learning experiences, we offer your child, we aim to: -

- ❖ provide a safe and stimulating environment, in which your child feels happy and secure
- ❖ encourage the emotional, social, physical, and intellectual development of your child
- ❖ encourage positive attitudes to self and others while developing confidence and self-esteem
- ❖ create opportunities for play
- ❖ encourage your child to explore the world
- ❖ provide opportunities which stimulate interest and imagination and to extend your child's ability to communicate ideas and feelings in different ways

Previous Him/ Care Inspectorate visits have confirmed for us the high quality of learning we provide our early years class.

Should you require further information, please feel free to speak with myself or any of the EYC staff. I look forward to working with you and your child at our school.

**June Stefani**

**Head Teacher**

As Deputy Head Teacher at Muirhead, I have the greatest pleasure of having responsibility for the Early Years Centre. On behalf of myself and the team I would like to extend a warm welcome to all our children and their families.

Our team works hard to offer our children high quality educational experiences to support the development of everyone in their care. Our children engage in experiences both in the playroom and outside each day.

We use a variety of Guidelines to help support what we do, including Building the Ambition, Our World Outside, My Creative Journey, Setting the Table and the Health and Social Care Standards. Our aim is to support all our children to help them reach their full potential. We regularly consult our children to ensure they are given a voice when learning new things and to ensure we are meeting their needs and interests.

We are proud of the quality experiences we offer, and we work closely with families to help our children to be the best they can be. We use Learning Journals to communicate with our families and to celebrate our children's success.

We enjoy strong partnerships with families and work closely with outside agencies to help support individual needs. We operate a successful transition programme to ensure our children move into primary on positively.

Our Early Years team is approachable and keen to support the children and families as best they can. If you have any questions or require any information, please do not hesitate to speak to the team or myself. Our door is always open, and we are happy to help and support you in any way we can.

**Gillian Bell**

**Depute Head Teacher**

## **2. Early Years Centre Information**

Muirhead EYC functions as part of Muirhead Primary School and is managed by the same Head Teacher and leadership team. The Depute Head Teacher has EYC as part of her remit.

Our contact details are the same as the school and can be found in section 3 at the beginning of this handbook.

It is non-denominational and co-educational and can accommodate 56 children across the day from 9.00am - 3.00 pm.

Our centre includes a 2-3 playroom (caterpillar) plus a 3-5 playroom (butterfly).

Because the EYC class functions as part of the school, the EYC holidays are the same as the school. (See beginning of handbook for holiday information).



## **3. Applying for an EYC Place**

Parents wishing to register their child for early years provision should use the following link:

<https://www.south-ayrshire.gov.uk/article/26976/Register-for-Early-Learning-and-Childcare>  
for more details.

If a place is offered to your child then you will receive information- from the school office with a start date and soft start information to help settle your child into our centre.

### **WHO CAN APPLY FOR AN EYC PLACE?**

Parents/guardians of children who will be three years old by **28 February** can apply online for an EYC place. This date is generally intimated in the local press and in local amenities. Parents/guardians should make one application to the early years centre of their choice. They will be asked to state a second and third choice.

### **Admissions Policy Priorities for Children aged 3-5**

In Early Years Centres where there are more applications than places available a ballot will take place where the admission criteria indicated below will apply.]

PRIORITY 1	Children in need (as defined by the Children in Scotland Act 1995 and identified by Social Work, Psychological Services and Health Visitors etc.) a <b>Priority One</b> placement must be initiated by a Request for Assistance form and where appropriate a Wellbeing Assessment.
PRIORITY 2	Children who are deferring entry to Primary School.
PRIORITY 3*	Children who reside in South Ayrshire currently attending the Early Years Centre applying for a place within the same centre.
PRIORITY 4	Children who reside in South Ayrshire who will have a sibling(s) accessing early learning and childcare in the same centre.
PRIORITY 5**	Children in SIMD decile 1-2 who reside in South Ayrshire.
PRIORITY 6	Children in SIMD decile 3-10 parents/carers in work, study or formal training who reside in South Ayrshire (declaration to be completed).
PRIORITY 7	All other children who reside in South Ayrshire.
PRIORITY 8	Children who reside out with the boundary of South Ayrshire Council but within the catchment area of a South Ayrshire Primary School.
PRIORITY 9	Children who reside out with the boundary of South Ayrshire Council.

\* Priority 3: Excludes 2 year olds who have purchased sessions.

\*\* Priority 5: There may be circumstances where places are allocated by the Early Years Forum as a result of Requests for Assistance made by Social Work or Health Visitors.

\*\*\* The Scottish Index of Multiple Deprivation (SIMD) provides a wealth of information to help improve the understanding about the outcomes and circumstances of people living in Scotland. To find out more information about SIMD visit the link: <https://www2.gov.scot/Topics/Statistics/SIMD>

*\*\*\* The Scottish Index of Multiple Deprivation (SIMD) provides a wealth of information to help improve the understanding about the outcomes and circumstances of people living in Scotland. To find out more information about SIMD visit the link: <https://www2.gov.scot/Topics/Statistics/SIMD>.*

Within each category, priority will continue to be given to children whose home address lies within Social Inclusion Partnership areas, all other considerations being equal.

Further information about this policy can be obtained from the Head Teacher.

#### **4. Starting Early Years**



Parents will be notified by letter of their child's start date. Each child is assigned to a Key Worker, who will take responsibility for the child's progress, assessment, and care both in and out of the EYC.

Parents are very welcome to come along to the EYC on their child's first day. It is reassuring for your child to know you are close by and it also provides the opportunity for you to look round the class, chat with the staff and to see first-hand what goes on in the EYC.

#### **5. Toys from Home**

If a small familiar toy offers some feeling of security for your child, then certainly bring it along. However, please understand that we cannot be responsible for lost or damaged toys. Children will quickly be encouraged to keep their toy in their bag for safe keeping.



#### **6. Clothing**



All children enjoy messy work. While we always try to ensure aprons are worn, accidents do happen. It would be helpful if you could dress your child in suitable clothes. Suitable outdoor clothing is also useful for outdoor play or a planned trip. Indoor shoes would be helpful for use in the gym. Polo shirts are available for EYC children. Please ask a member of staff for details.

## **7. Arrival and Collection of Children**

I am sure you will appreciate that the safety of the children in the EYC is of paramount importance. It is expected that a responsible adult brings and collects your child from the EYC each day. It is important and indeed helpful to inform a member of staff if there is a change of person collecting your child. This avoids difficult situations arising when staff do not allow a child to leave with an adult, staff do not know.

The EYC door will be supervised by a member of staff at the beginning and end of each session. To gain access out with these times, the buzzer entry system must be used.

We would ask that children are collected promptly at the end of the day at 3.00pm.

## **8. EYC Curriculum**

We aim to provide a well-balanced, planned programme of activities tailored to each individual child by providing suitable equipment in safe, nurturing surroundings. This will encourage the child's natural curiosity and allow them the valuable opportunity to progress at their own pace in an educationally stimulating environment enabling them to achieve their full potential.

Children in our EYC class will also work within Curriculum for Excellence, currently being implemented.



The main curricular areas are:

- Expressive Arts – art, drama, music, and dance
- Health and wellbeing
- Literacy
- Mathematics
- Religious Moral Education
- Science
- Social Subjects
- Technologies

## **9. Planning**

We use information from parents and children/staff, to plan and provide interesting challenging and achievable learning experiences taking account of the individual needs, stage of development and interests of each child.

The plan is then used in conjunction with the Curriculum for Excellence which will provide a framework for your child's time at EYC, enabling a child's initiated, natural progression towards future learning. All EYC staff are involved in weekly planning sessions, with plans monitored by the school leadership team on a regular basis.

## **10. Links with Primary 1**

Children within the EYC and Primary 1 are working within the Early Level of Curriculum for Excellence. To continue to provide high quality learning experiences, staff within the EYC regularly work with Primary 1 staff to plan, deliver, and assess learning experiences.

From time to time, some children from the EYC will work within the Primary 1 classroom, and children from the Primary 1 classroom may work within the EYC.

In addition, opportunities are provided for Primary 1 teachers to visit the EYC to meet the children who will move to Primary 1 in August. A written report, called a skills profile, which parents will have already seen, will be made available and discussed with your child's key worker. This is an excellent opportunity to ensure that your child's P1 teacher has a clear view of your child's development and thus enables them to provide an appropriate curriculum for your child from the very beginning of Primary 1. Other activities are organised during the month of June. These can include further visits to Primary 1, senior pupils coming into the EYC to work with pre-school children on a "buddying" scheme. This can assist many young children to cope with the move to P1 without anxiety.



## **11. Children with Additional Support Needs (ASN)**

At all times, we try to ensure that each child progresses as an individual. Those pupils who may be experiencing difficulties are brought to the attention of the Head Teacher, who will in turn speak with parents or, where appropriate, other relevant professionals. Children in this category are given extra help and attention from EYC staff and, after consultation with the Head Teacher, parents and other professionals, an appropriate programme of work is drawn up to cater for the child's needs.

Children in the EYC class follow the same guidelines as the primary school.



## 12. Equality

All children are encouraged to develop positive attitudes towards others whose gender, language, religion or culture for example is different from their own.

Parents from ethnic minorities who celebrate religious festivals may wish their children to be absent to attend religious events. Such occasions will be supported by the establishment.



## 13. Medical Information

It is extremely important that EYC staff are aware of any medical problems your child may have. These, naturally, are kept confidential. If your child suffers from asthma, the staff must be informed of any activities which would be likely to start an attack. Inhalers can only be administered by staff after arrangements are made via the Head Teacher.

If your child is going to be absent from the EYC, it would be appreciated if you could telephone the school to inform us of this absence. If a child takes unwell during class time, the parents will be telephoned. If parents are unavailable, the emergency contact number will be used. Everything possible will be done within the school to ensure that the child is as comfortable as can be. It is important that the school is kept fully informed of any changes to telephone numbers.



From time to time, health professionals may visit the EYC to speak with all the children e.g., nurse, dentist, doctor, health visitor, etc. It should be noted that **NO** child will be seen by any of these visitors unless parents have been informed and permission has been received. Should you have any concerns about any medical issues, please speak with a member of the EYC staff or the Head Teacher. Notices are always posted on the parents' notice board and Learning Journals to inform you of any infectious illnesses reported to the school.

## 14. Accidents

These will be dealt with within the EYC. We will always inform you about any minor accidents when you collect your child. If your child is seriously injured, we will make every effort to contact you immediately. All accidents are recorded with a note of action taken. The adult collecting the child will be asked to sign a record of the accident.

## 15. Sunscreen

During hot weather we ask parents to put sunscreen on their children prior to coming to the EYC. The school has a written policy on the use and provision of sunscreen which is displayed on the parent notice board.



## 16. Assessment and Reporting to Parents



Each child's development is monitored continuously by his/her key worker, and a profile of your child's work and achievements is kept. Parents are able to see this at the parents' meetings held throughout the year. The first of these is usually in October and the other will take place near the end of the session. With the parent's permission, the information in the profile is also made available to your child's Primary 1 teacher.

EYC staff are always willing to talk to you about your child. However, if it is a matter which may require lengthy discussion, it would be helpful if an appointment could be made through the school office.

### **17. Next Steps**

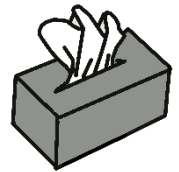
Most of the children who attend the EYC will progress to Primary 1 at Muirhead Primary School. Staff from the School and EYC will work together throughout the year to ensure a smooth transition from pre-school to primary.

Staff will also liaise closely with other EYC establishments and primary schools to provide a smooth transition for children and parents.

A skills profile, which details your child's learning, will be passed on to the receiving establishment.

### **18. Parental Contributions**

It would be much appreciated if parents could donate one kitchen roll and a box of tissues at the start of the session.



Any outgrown clothes – pants, jogging bottoms, etc., would be most welcomed in case of "accidents".

Part of the artwork done in the EYC involves the use of "junk". EYC staff will indicate when donations of the following would be welcome: - newspapers, yoghurt cartons, ice-cream tubs, kitchen roll tubes, small cardboard boxes, cereal boxes etc. (NO polystyrene please).

The school recognises the role of parents as the child's first educator. When your child starts, we will ask you to complete a leaflet 'All About Me' and this will give the staff background information about your child's likes, dislikes, and special interests. Each staff member is responsible for up to eight children across the session. If you have any problems or concerns, please come and discuss them right away.

### **19. Parental Partnerships**

The EYC has an 'Open Door' policy which means parents are welcome to visit. We encourage you to become actively involved in your child's education during their time in the EYC. We invite you to join your child and staff at Stay and Play sessions or during PEEP (Peers Early Education Partnership). These are offered throughout the session and details will be shared on the parent notice board and on Learning Journals.

If you have a special knowledge or interest in any subject e.g. art and craft, nature, music or are involved in something which might interest the children e.g. fire service, police, please inform the EYC Staff.

Information about the activities your child is involved in during the time he/she is in the EYC is displayed in the cloakroom area outside and is updated on a regular basis. If you have any concerns at all about your child in the EYC class, please feel free to come along and talk about them. Working together, we can usually sort them out very quickly.

A termly newsletter is issued to all children in the school. This is an addition to information issued specifically for the EYC class.

## ***20. How can I help as a parent?***

Please:

- Keep us up to date with any changes to your address or telephone numbers
- Inform school if emergency contact number changes
- Clearly name your child's clothing and footwear
- Inform school if your child is being collected by another adult
- Let school know if your child may be upset by something which has happened at home e.g., death of a pet or illness of a family member
- Encourage your child to talk about his/her experiences at the EYC
- Use designated entrances for EYC and School pupils
- Encourage your child to move carefully within the school, to use toilets properly and to respect other people's belongings
- Support the school Parent Council which raises funds for the whole school including the EYC. Details of fundraising events are included in Newsletters
- Volunteer when help is required for outings, parties, etc
- Enjoy your child's time at the EYC

We are always keen to improve our service and value any input from parents. The head teacher would be happy to hear from any parent who has suggestions on how to improve the work of the school.

## ***21. Quality Assurance***

As a registered centre, our EYC is inspected regularly by the Care Inspectorate and will be included in a joint Care Inspectorate / Education Scotland HMIE Inspection programme.

A rigorous monitoring and evaluation programme developed within the school ensures high standards are kept in all aspects of the service. This is undertaken by all EYC staff as well as the school leadership team. Parents and children are consulted regularly about our service and how we can improve.

## **22. General Information**

### **SNACKS AND HEALTHY EATING**

Healthy eating is encouraged at snack time. Milk is provided each day, along with a variety of snacks. Water is always available as an alternative to milk. Other soft drinks will only be provided if the child has a medical condition. It is important that parents inform EYC staff of any food allergies or any foods they do not wish their children to try.

Parents are invited to contribute £1.50 per week, generally collected on a Monday. This money provides snacks and other small treats for the children. The children practice washing hands, preparing and tidying up after snacks and are encouraged to be independent. This EYC also participates in the tooth-brushing scheme, where all children can brush their teeth.



A healthy, hot lunch is provided each day by the school canteen. There is a 3 week rota of meals which can be found on:

<https://www.south-ayrshire.gov.uk/article/24676/Early-Years-Centres-menu> or follow @SACSchoolMeals on Twitter

### **FIRE DRILLS**

A fire drill for all children and staff in the school, EYC to Primary 7 will take place termly. Procedures for evacuating the building are displayed throughout the school. The initial drills are announced, where the procedures are discussed with the children. Subsequent drills are unannounced.

### **SMOKING**



Muirhead Primary School, in line with other South Ayrshire Council buildings, is a smoke free zone. It would be helpful if parents and visitors to the school could refrain from smoking in the building and in the playground. We appreciate your co-operation in this matter.

### **PHOTOGRAPHER**

The photographer visits the school each year. Parents will be kept fully informed of dates for this.

### **WEBSITE / EMAIL ADDRESS**

The school website will give you information and updates on events in the EYC section.

[muirhead.mail@south-ayrshire.gov.uk](mailto:muirhead.mail@south-ayrshire.gov.uk).

<http://www.muirhead.sayr.sch.uk>

### **EMERGENCY CLOSURE / CONTINGENCY ARRANGEMENTS**

We make every effort to maintain a full educational service but, on some occasions, circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio. In the event of an emergency during the school day, where staff and pupils are unable to return to the building, all pupils and staff will be taken to Muirhead Activity Centre.

## **ATTENDANCE**

Regular attendance at our EYC is encouraged. We would appreciate a phone call if your child were going to be absent for any reason.

## **OUTINGS & TRIPS**

From time to time, outings are planned to link with EYC themes. A letter informing parents of proposed trips will be issued, together with a permission slip which must be returned to the EYC teacher before the child is permitted to participate in the outing. High adult: child ratios are applied on all outings.

