

# Prestwick North EYC Handbook



# welcome

Welcome to our Parent Handbook. We hope you find it informative, helpful and a useful introduction to life at Prestwick North Early Years Centre.

Throughout this handbook, you will find information about the many aspects of our Centre, including our values, routines and the experiences we provide for children and families. We are proud of the strong partnerships we build with parents and carers, as we believe that working together helps give every child the very best start to their learning journey.

At Prestwick North, we are passionate about outdoor learning. In addition to our large outdoor play space, we regularly explore the wider community through a variety of experiences and visits, including Forest School sessions, trips to the beach and airport, and intergenerational opportunities with residents at Berelands Care Home. As a Centre, we are proud to be part of our local community and are committed to continuing to strengthen and develop these valuable links.

We are dedicated to promoting children's rights, wellbeing and inclusion. Children are at the heart of everything we do, and we actively listen to and value their views and opinions when planning experiences and opportunities within the Centre.

We hope this handbook answers many of your questions. However, if you would like any further information or support, please do not hesitate to get in touch. We are always happy to help and look forward to working in partnership with you and your family.

Nicola Johnson  
Centre Manager



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# Vision, Values and Aims

## Vision:

At Prestwick North Early Years Centre, we aspire to deliver a welcoming, adaptable, nurturing and child centred approach to meet the needs of all our children. We will do this by delivering rich learning experiences in exciting spaces indoors and outdoors. We will provide an environment where children can develop a love for learning by engaging in a variety of activities enabling them to develop skills for life.

## Aims:

We aim to be a Centre of excellence by .....

- Providing high quality, engaging experiences accessible for all stages of development in fun and stimulating spaces including our local environment.
- Treating each other with respect, accepting each other's similarities and differences.
- To provide an inclusive and respectful environment for children, families, staff and visitors.
- Valuing and empowering children and staff by recognising and celebrating successes and achievements.
- Encouraging children to develop a sense of wonder.
- Letting children be heard.
- Feeding and developing children's imagination.

## Values:

**Respect** – We appreciate each other, ensuring we have quality engagement and interactions with children, families and staff, where everyone feels valued and that they have a voice regardless of gender, religion, beliefs or race. We show respect for our environment.

**Honesty** – We will always be open and honest with ourselves and those around us

**Care** – Fostering a nurturing, settled and stable environment where children feel their well-being is at the heart of the Centre and adults support their physical and mental health and emotional well-being through supportive, responsive and holistic approaches.

**Achievement** – delivering the highest quality experiences and having high expectations for all our children

**Co-operation** – Working together, supporting and collaborating with staff, children, families and community to deliver our vision and aims.

## **Our Staff**

- Nicola Johnson – Centre Manager
- Rhian Craig – Depute Manager
- Kirsty Clark – Senior EYP
- Ashley Watkins – Senior EYC
- Sarah Kirkwood – Equity and Excellence Lead
- Lee Paris Brown – Principal Teacher
- Karen Gardiner – EYP
- Rebecca Campbell – EYP
- Ellie Heathcote – EYP
- Irene Petrie – EYP
- Molly Murdoch – EYP
- Melanie Russell – EYP
- Fiona McCrorie – EYP
- Kara Webster – EYP
- Caron Shanks – EYP
- Ainslie Pollock – EYP
- Karis Nally – EYP
- Paula Roseblade – EYP
- Jemma Winton – EYP
- Gillian Doyle – EYP
- Natalie Mitchel – EYP
- Fiona Drummond – EYP
- Kirsty Campbell – EYP (2-Year-old Room)
- Vicki Bradley (2-Year-old Room)
- Elaine Fox – School Assistant
- Nicola Gray – Clerical Assistant
- Mark Anderson – Cleaner

### Other Familiar faces

- Nicola Lawrence – Family Engagement days
- Naomi Wood – Speech and Language Therapist
- Elise Girvan – Oral Health Assistant
- Educational Psychologist – Colin Waddell

# Opening Times

## Session times:

- Option 1      Full Year- Mornings Only 8 a.m. - 12.45 p.m.
- Option 2      Full Year Flexible- 2 ½ days can be used as 2 full days (8 a.m. - 5.30pm) and 1 morning (8am- 12.45)
- Option 3      Term Time- Monday - Friday 9 a.m. - 3 p.m.

## Parental Involvement

At Prestwick North Early Years Centre, we value the important role that parents and carers play in their child's learning and development. We are committed to building strong, positive partnerships with families and providing a range of opportunities for involvement in Centre life.

These opportunities include:

- Daily communication at drop-off and collection times, allowing families and staff to share important information about each child's day and wellbeing.
- Initial Care Plan Meeting within 28 days of a child starting at the Centre. This meeting provides an opportunity for parents and key workers to discuss how we can best meet their child's individual needs and agree a personalised Care Plan.
- Transition support for children moving to another Early Years Centre, ensuring relevant information is shared to support a smooth transition.
- Regular Care Plan reviews held at least three times each year. During these meetings, parents and staff discuss progress and agree individual targets. Any achievements made between review meetings are shared through Learning Journals.
- School transition reports for children moving on to Primary 1, detailing their learning, development and achievements during their time at the Centre.
- Stay and Play Sessions, where parents and carers can join their child in the playroom and experience learning through play together.
- Themed Stay and Play Sessions, offering families the opportunity to participate in a variety of engaging activities linked to children's learning.

- Parent workshops on a range of topics to support children's learning, development and wellbeing.
- PEEP Groups, which provide enjoyable activities for children and their parents, carers or family members, while supporting early learning and development.
- Bookbug Sessions, featuring songs, stories and rhymes that families can enjoy together while promoting language, literacy and overall development.
- Home learning opportunities, including monthly learning ideas shared with families. Parents and carers are encouraged to share their child's achievements and experiences from home through Learning Journals.

Through these opportunities, we aim to create strong, collaborative relationships with families, ensuring children receive the best possible support throughout their early learning journey.

## **Enrolment**

Early years registration for session 2027/28 will take place during the week of 25th January 2027 - 31st January 2027.

## **Holidays and Closures**

18 August 2026 In-service day - Centre closed

19 August 2026 In-service day - Centre closed

20 August 2026 Children return

18 September 2026 - 21 September 2026 Centre closed

12 October 2026 - 16 October 2026 Centre closed

19 October 2026 In-service day - Centre Closed

20 October 2026 Children return

23 December 2026 - 4 January 2026 Centre closed

## **Second Term**

05 January 2027 Children return

12 February 2027 - 15 February 2027 Centre closed

16 February 2027 In-service day - Centre Closed

17 February 2027 Children return

## **Third Term**

26 March 2027 - 9 April 2027 Centre closed

12 April 2027 Pupils return

03 May 2027 Schools closed

04 May 2027 Children return

06 May 2027 In-service day - Centre closed

07 May 2027 Children return

28 May - 21 May 2027 Centre closed

30 June 2027 last day of term for pupils and staff

Holidays for ALL Children 2026 (Including 52 week – Option 1,2,3)

Thursday 1st January, Friday 2nd January

Monday 9th February

Friday 3rd April, Monday 6th April

Monday 4th May

Monday 25th May

Friday 18th September, Monday 21st September

Monday 12th October

Thursday 24th December, Friday 25th December, Monday 28th December

Centre will reopen 5th January 2027

## **Curriculum**

At Prestwick North Early Years Centre, we follow Scotland's Curriculum for Excellence, which supports children's learning and development from age 3 through to 18. The curriculum is designed to help every child develop the skills, knowledge and attributes they need for learning, life and work.

Curriculum for Excellence aims to help children become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

Learning is planned around each child's interests, strengths and stage of development. Through high-quality play experiences, children are encouraged to explore, investigate, problem-solve, make choices and develop independence.

We work closely with families and other professionals to support each child's learning journey, ensuring smooth transitions as they move through their early years and into school. We are committed to providing a broad range of experiences that support children's literacy, numeracy, health and wellbeing, creativity, communication and curiosity.

All children are entitled to the support they need to achieve their full potential and to thrive in a safe, nurturing and inclusive environment.

### **Curriculum for Our 2-3 Year Olds**

Our curriculum for two and three year olds builds on children's natural curiosity and desire to explore the world around them. We provide meaningful play experiences that support learning and development across all areas.

Learning experiences focus on:

- ❖ Communication
- ❖ Wellbeing and Positive Interactions
- ❖ Curiosity, Inquiry and Creativity

Children are encouraged to investigate, ask questions, express themselves, build relationships and develop confidence as learners.

## **Curriculum for Our 3-5 Year Olds**

For our older children, the Curriculum for Excellence is delivered through play-based, child-led and adult-supported learning experiences. We provide a rich and engaging environment where children can develop essential skills while following their interests and exploring new ideas.

Learning experiences support children to:

- ❖ Develop literacy, numeracy and communication skills
  - ❖ Build confidence and independence
  - ❖ Strengthen health and wellbeing
- ❖ Develop creativity and problem-solving skills
- ❖ Explore and understand the world around them
  - ❖ Work collaboratively with others
  - ❖ Make decisions and share their ideas

Our aim is to ensure every child enjoys learning, reaches their potential and is well prepared for the transition to primary school and beyond.

## **Religious and Moral Education**

At Prestwick North Early Years Centre, we are a non-denominational setting that values and respects all faiths, beliefs and cultures. We encourage children to learn about and celebrate different traditions, helping them to develop respect, understanding and awareness of the diverse world around them.

We recognise and celebrate festivals and events that reflect the backgrounds and experiences of the children and families within our Centre community.

If you would prefer your child not to take part in a particular celebration or activity, please speak with your child's key worker.

## Health and Wellbeing

At Prestwick North Early Years Centre, we are committed to promoting the health, wellbeing and happiness of every child. We provide a safe, nurturing environment where children feel respected, included and supported to reach their full potential.

We encourage children to:

- ❖ Show kindness, care and respect for others.
- ❖ Build positive relationships with children and adults.
- ❖ Develop confidence, independence and social skills.
- ❖ Learn about positive behaviour and making good choices.

We promote high standards of behaviour by:

- ❖ Encouraging children to be Ready, Respectful and Safe.
  - ❖ Recognising and praising positive behaviour.
  - ❖ Applying clear expectations fairly and consistently.
- ❖ Supporting children to respect themselves, others and their environment.
- ❖ Providing a caring, stimulating environment where children can learn and thrive.

Where concerns arise about a child's behaviour, we will always work closely in partnership with parents and carers to provide appropriate support and agree positive ways forward.

## Medical Information

Our named first aider is **Fiona McCrorie**.

If children require medication through the day, then the parents will be asked to fill in a medication form. The medication should be prescribed by a doctor or pharmacist and have the child's name label from the chemist on the medication. It should come in the box with the instruction leaflet inside. If you are bringing medication to the EYC then please ensure your child has had a first dose at home or has used it before in case of allergic reactions.

If your child becomes unwell during a session, then we will phone the parents to come and collect them. If a child has a bump to the head, we would also phone home to let parents/carers know. If there is an accident or incident involving your child throughout

the day, then a member of staff will complete a form and ask the parent or carer to sign it when picking up the child.

Parents should ensure that the Centre has a contact number for them and in addition the name and number of an emergency contact.

## **Health Promotion and Nutrition**

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

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

The focus is on getting the balance right and helping children 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 the centre but also out with

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)

Prestwick North EYC follows the guidelines set out in the document Setting the Table

Setting the Table - this provides nutritional guidance and food standards for early years childcare providers in Scotland is a guidance publication for food provision in early years childcare provision. The aim is to ensure that children aged 0–5 in childcare settings across Scotland are offered healthy and nutritious meals, snacks and drinks.

Children who attend the Centre from 8am have access to a breakfast.

A healthy snack of fruit is provided in the morning and afternoon for all children.

This is often supplemented with toast, pancakes, crackers or oatcakes etc.

A 2-course lunch is provided for the children who are in the Centre over lunch time.

The menu is made up of a three-week rotation and can be accessed here - Early Years

Centres menu - South Ayrshire Council ([south-ayrshire.gov.uk](http://south-ayrshire.gov.uk))

## **NHS Ayrshire & Arran NHS - Oral Health Promotion Initiatives in Early Years and Primary Schools**

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

**A core tooth brushing programme** – In Ayrshire & Arran, daily supervised tooth brushing takes place in all early years centres. Free

Childsmile oral health packs containing a toothbrush and fluoride toothpaste are given out twice a year to children at nursery. During their first year of life, all babies are given an oral health pack and

a drinking cup to encourage healthy weaning by swapping bottle for cup as soon as baby is able to drink from a cup. All children should be registered with a dentist (General Dental Practitioner) and visit regularly to help keep their teeth as healthy as possible. Remember - water and milk are recommended as safe drinks for teeth for all children.

**An infant programme** – Childsmile Practice promotes oral health from birth. Parents of newborn children may be referred to the programme by their Health Visitor. Dental Health Support Workers visit parents in their home to give information, oral health advice and to arrange regular visits to the local Dental Practice.

**A nursery and school programme** - this initiative provides preventive oral health programmes for children aged 3 years and upwards. It targets children in identified nursery and primary schools, who will benefit from additional preventive care. This care will involve the application of fluoride varnish to children's teeth by Childsmile Clinical Teams in the nursery and primary schools. The Childsmile and Oral Health Improvement Teams will also deliver oral health improvement messages, and be supported by Dental Health Support Workers who are the main contact point for parents, teachers, all school staff, dental practice staff and School Nurses.

## **Lunch Menu**

You can find the current lunch menu via this link:

[EYC menu and weekly guide 26\\_27.pdf](#)

## Equal Opportunities

In terms of the United Nations Convention on the Rights of the Child (UNCRC) and national law and policy, our early years Centre is committed to respecting children's rights to have equal opportunities and to be included. In our Centre, providing every child with equal opportunities and promoting social inclusion are high priorities. We believe every child has the right to the support they need to access the curriculum and that this will be different for every child.

The national legislation around equal opportunities and social inclusion include:

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

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

**Presumption of mainstream:** All children and young people have the right to an education within a mainstream school (Standards in Scotland's School Act 2000).

Most inclusive option: Wherever possible, children and young people will be provided with an education within their own community and/or within their own catchment school (the ASL Act);

**Staged intervention:** If there are concerns about how a child or young person is coping within a mainstream placement, the model of staged intervention will be followed, and this may include Team Around the Child meetings to assess and plan with available resources (the ASL Act). There is a particular focus in gathering the views of children, young people and their parents relating to the support required to minimise barriers to learning.

**Links to community:** If it is agreed that a placement out with a child's community is appropriate to meet their needs, it is important to consider ways in which a child can maintain links and relationships with peers from their own community.

**Involvement of child and parent/carer:** It is vital that the child, young person and parents/ carers are involved in all of these processes, and that the child or young person's views are taken account of in any decisions made. (UNCRC) (the ASL Act) and the Children (Scotland) Act 1995)

**ASN legislation:** all processes and meetings will comply with the timescales of the ASN legislation. Each school has a Pupil Support Coordinator or named individual for that establishment (if this is not the same individual) who has pastoral care responsibilities to ensure each child's needs are met. They will work alongside Pupil Support staff within their own centre and also centrally. Central staff include Inclusion Co-ordinators, ASN teams, Psychological Services and Quality Improvement Managers If you need further information on any of the above contact Rhian Craig – Depute Manager and Pupil Support Co-ordinator.

## **Tracking and Monitoring Progress**

We use developmental milestones to monitor and support each child's learning and progress throughout their time at the Centre. Children's development is also tracked using the Curriculum for Excellence Early Level Experiences and Outcomes, helping us to plan meaningful learning opportunities and identify next steps. Most children are expected to achieve Early Level by the end of Primary 1.

## 3-5 Developmental Milestones

| Health and Wellbeing                                                                                                                                       | Communication and Language                                                                                                                     | Numeracy and Mathematics                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>I can express my feelings appropriately</p> <p>emotions</p>            | <p>I can follow a simple instruction</p>                      | <p>I can recognise numerals 0 – 10</p>                                     |
| <p>I am aware of the expectations of behaviour and can follow rules</p>   | <p>I can talk clearly to others using sentences</p>           | <p>I can touch count items up to 5</p>                                     |
| <p>I can share with others</p>                                            | <p>I can tap out syllables in a word</p>                      | <p>I can use fingers and objects to make quantities to 5</p>               |
| <p>I can contribute my views and tell people what I like and dislike</p>  | <p>I can identify rhyming words</p>                           | <p>I recognise how many without having to count</p>                        |
| <p>I can follow daily hygiene routines</p>                               | <p>I regularly choose to "read" a book</p>                   | <p>I can compare and describe different lengths, heights and weights</p>  |
| <p>I can persevere and complete tasks</p>                               | <p>I can retell a familiar story</p>                        | <p>I can copy a simple pattern</p>                                       |
| <p>I can talk about my learning</p>                                     | <p>I can identify words that start with the same sound</p>  | <p>I can use 2D and 3D objects to build and create</p>                   |
| <p>I can run, jump and balance</p>                                      | <p>I can recognise letter symbols</p>                       | <p>I can use positional language</p>                                     |
| <p>I can assess risk and keep safe</p>                                  | <p>I can draw a recognisable person</p>                     | <p>I can match and sort objects</p>                                      |
| <p>I can hold and use small tools</p>                                   | <p>I can "write" for different reasons</p>                  | <p>I can understand information in simple graphs and charts</p>          |

## **Transitions**

At Prestwick North Early Years Centre, we recognise that successful transitions are key to helping children feel secure, confident, and ready to learn.

### **Starting Nursery**

We begin building strong relationships with families through home visits prior to a child starting at the centre. These visits provide an opportunity to gather important information about your child's interests, routines, strengths, and individual needs. They also allow families to meet staff, ask questions, and share any information that will help us support their child's smooth transition into nursery life.

### **Moving Between Rooms**

Transitions within the centre are carefully planned and tailored to each child. Children moving from the 2-year-old room into the 3-5 room are supported through regular visits accompanied by their key worker. These visits help children become familiar with their new environment, build relationships with staff and peers, and develop confidence before their move.

### **Transition to Primary School**

We work closely with our local schools to ensure a robust and well planned transition to Primary 1. Children are given opportunities to visit their new classrooms, meet teachers and school staff, and take part in a variety of transition activities. Primary 7 buddies visit the centre and support children during school visits, helping them build positive relationships and feel excited about their move to school. Through ongoing communication and collaborative working with schools and families, we aim to ensure every child experiences a positive and successful start to their primary education.

Our transition processes help children feel safe, valued, and confident as they move through each stage of their learning journey.

Most children who attend Prestwick North move on to either Glenburn or St Ninians EYC, however, we support transitions to schools in the wider community.

# Support for Children

## 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 Centre by our pupil support coordinator - Rhian Craig, who is 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 Coordinator or named individual for that establishment along with parents/carers and the Team with the family will assess the child's wellbeing. If the child is receiving additional support or assistance in school, or from other services, (for example from social work; health services or 3rd sector or charity partners) then in consultation with parents/carers the Team with the Family will assess whether there are any wellbeing needs and if necessary, review the Child's My Plan.

*How do we ensure that there is someone in Prestwick North EYC who knows your child and can support them through challenging times?*

- ❖ We operate a key worker approach, where each child is supported by a dedicated member of staff who takes a special interest in their learning, development, and wellbeing. This helps us build strong relationships with children and families, ensuring that each child feels valued, supported, and understood.
- ❖ If you have any questions or concerns about your child's development or feel they may benefit from additional support, we encourage you to speak with your child's key worker. You are also welcome to contact our Centre Manager, Nicola Johnson, or Depute Manager, Rhian Craig, who will be happy to discuss how we can work together to support your child's needs.

## Additional Support for Learning

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

### What are additional support needs (ASN)?

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

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

## *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 - support in the playroom**

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

### **Stage 2 – support within the Centre**

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

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

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

#### **Stage 4 - Specialist help from a multi-agency team**

At this stage a My Plan will be completed. Rhian Craig 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 with the family meeting (TWF) will be convened to determine how agencies can provide support.

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

#### **Stage 5 – Authority Specialist Placements or Outwith Authority Placements**

Where a child or young person is placed in a specialist authority base or outwith the local authority they will be deemed to be supported at Stage 5. All placements will be confirmed by the Central Admissions Group (CAG) or GIRFEC Advisory Resource Forum (GARF) following recommendations at the Team with the Family meeting with the parents/carers, professionals supporting and the child where appropriate. At Stage 5 children and young people are required to have a My Plan. Where the Plan is held by another service all educational targets must be incorporated into this plan and a formal review TEAM WITH THE FAMILY meeting will take place a minimum of annually or more often if appropriate.

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

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

## **Supports available**

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

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

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

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

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

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.

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

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

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

*What role do children and young people play?*

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

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

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

As a parent or carer you will be fully consulted and kept informed at all stages of the assessment process by the Pupil Support

Co-ordinator – Rhian Craig

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

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

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

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

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

Principal Educational Psychologist  
Educational Services  
County Buildings  
Wellington Square  
Ayr  
KA7 1DR  
Tel: 01292 612819

Co-ordinator (Inclusion)  
Educational Services  
County Buildings  
Wellington Square  
Ayr  
KA7 1DR  
Tel: 01292 61292

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

Scottish Child Law Centre

54 East Cross Causeway

Edinburgh

Midlothian

EH8 9HD

Tel: 0131 667 6333

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

The Scottish Child Law Centre

provides free legal advice and  
information for and about  
children and young people

Resolve

Children in Scotland

5 Shandwick Place

Edinburgh, EH2 4RG

Tel: 0131 222 2456

Advocacy Service

John Pollock Centre

Mainholm Road

Ayr, KA8 0QD

Tel: 01292 285372

## **Information Sharing**

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

- Consultation and advice.
- Assessment.
- Intervention.
- Research and training.
- Policy development.

### *How the Educational Psychology Service works with Schools?*

Educational Psychologists use their knowledge of psychology, child development and learning to improve outcomes for children and young people. Often, the Educational

Psychologist will work with and through adults who know the child best. This enables more children and young people to benefit from the work of the service. This can include school staff, parent/carers or other services such as Social Work Services, Health Services and Third Sector workers.

The Service is committed to an Early Intervention approach which involves providing advice and consultation for children and young people and contributing to research and training across South Ayrshire to support inclusive and nurturing learning environments.

### *How a child can access an Educational Psychologist*

An Educational Psychologist may become involved where the advice, intervention or assessment of an Educational Psychologist is required to support wellbeing concerns that are significantly impacting a child or young person's education. Examples of these concerns include delays in the child's development, specific learning difficulties, social communication difficulties, physical, behavioural or emotional difficulties that are significantly impacting a child's education.

If a parent/carer or young person wishes to request the involvement of an Educational Psychologist, they should discuss this initially with school staff. The school can then consider what assessments and interventions may be required to support the child. If further advice or intervention is required, schools can arrange a consultation with their link Educational Psychologist.

The Educational Psychology Service provides support to children and young people with additional support needs through South Ayrshire's staged intervention process. The first stage of this process involves children and young people accessing support within their classroom. If difficulties persist, the child will move onto stage 2 which involves support being provided by wider school staff. At this stage, a school may wish to consult with their Educational Psychologist to discuss advice and next steps for a

child's wellbeing and learning. The service calls this an 'initial consultation'. Schools should always ask for parent/carer permission before an initial consultation takes place and will share updates with parent/carers.

At the initial consultation, if agreed between the school and Educational Psychologist that there is a potential ongoing role for the service, an Educational Psychologist will attend a Team with the Family (TWF) meeting. A TWF meeting is an opportunity for the school, Educational Psychologist and any other agencies working with the child to discuss what is working well, what concerns there are for the child and to discuss a plan of support for the child. Parent/carers will be invited to the TWF meeting and the child/young person may also be invited. The outcome of the TWF will be one of the following:

- ❖ No further involvement at that point in time. Any strategies discussed will be actioned and reviewed by the school.
- ❖ Offer of indirect involvement. This can often be the best way of supporting a child or young person through ongoing consultation and support for staff.
  - ❖ Arranging for the child to be discussed at the Educational Psychology Service screening meeting, with parental/young person permission. For a child to be discussed at this meeting, schools will send a minute of the TWF meeting to their link Educational Psychologist. Screening meetings take place regularly and provide an opportunity for referred children to be discussed as part of ensuring an equitable service for children across South Ayrshire. If the Service agrees that the child/young person requires further ongoing support from the Educational Psychologist, an electronic case file for the child will be opened. The Educational Psychologist will inform the school of the outcome of the screening meeting which schools will then share with parent/carers.

If a child/young person should have a case file opened the Educational Psychologist will agree their specific role in supporting the child with the school, parents and child/young person. This will be reviewed on a regular basis in relation to the progress of the child. Once the agreed role has been complete the child/young person's case file with the Educational Psychology Service will be closed.

### *What happens with a child's information*

The Educational Psychology Service records a note of a child's name who has been discussed at initial consultations and TWFs. An Educational Psychology Service case file will only be opened for a child where TWF minutes have been received and accepted at the service screening meeting.

#### Further information

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

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

If you would like further information, please refer to the Ayrshire GIRFEC website:

<http://www.girfec-ayrshire.co.uk/home/> and the Guide to information

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

## **Child Protection**

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

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

Prestwick North EYC has a Child Protection Coordinator – Nicola Johnson, who will lead on the centre's response to concerns for children's and young people's safety and where they may be at risk of significant harm. The Authority has a designated officer for Child Protection who will ensure schools work effectively to keep children safe and well. If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', that something is not right, talk about this to the Centre's Child Protection Coordinator or another member of staff.

## **Prevent**

Prevent is one of the four pillars of the Government's Anti-Terrorism Contest Strategy. The aim of Prevent is to stop people from becoming terrorists or supporting terrorism. Prevent also extends to supporting the rehabilitation and disengagement of those already involved in terrorism.

Prevent requires local authorities and departments such as education, to help prevent the risk of people becoming terrorists or supporting terrorism. It sits alongside long-

established safeguarding duties on professionals to protect people from a wide range of harms. Prevent helps to ensure that people who are susceptible to radicalisation are supported as they would be under safeguarding processes.

Every school and Early Years Centre in South Ayrshire has a Prevent Coordinator and within our Early Years Centre the Prevent Coordinator is Rhian Craig and in their absence Nicola Johnson. Prevent is promoted within the Early Years Centre through inputs from our police partners.

### **Protect and Prepare - Martyn's Law**

Most public access buildings, including schools and early years centres across the country, are required to have preparedness plans and this includes all schools within South Ayrshire, enabling them to respond to emergency situations promptly and professionally. In April 2025, the UK Government passed the Terrorism (Protection of Premises) Act 2025, known as Martyn's Law, in memory of Martyn Hett, a victim of the Manchester Arena bombing in 2017. Martyn's law incorporates two other pillars of the Contest Strategy, Protect and Prepare.

Our Early Years Centre aims to ensure that all staff, students and visitors:

Are kept as safe and secure as possible whilst within our buildings.

Have tested plans in the event of situations arising.

Can respond appropriately to the threat posed.

Preparedness plans will also have clear consideration of evacuation and communication of staff, students and visitors with additional support needs. Should you require further information on Martyn's Law please speak with Nicola Johnson - Centre Manager

## Policies

Accident and Incident  
Absence  
Administration of Medicines  
Anti-Bullying  
Application of Suncream  
Assessment and Tracking  
Biting Policy  
Booking Annual Leave  
Chocking and Strangulation  
Choking – Good Practice Guidance  
Chopping Board Guidance  
Complaints  
Confidentiality and GDPR  
Contingency Arrangements  
Co2 Monitoring  
Duty of Candour  
Early Learning and Childcare Statutory Guidance  
Emergency School Closure Guidelines  
Equality  
Food Matters  
Food Handling Guidelines for Early Learning and Childcare Settings in South Ayrshire  
Food and Nutrition Policy  
Fire Procedure  
Gifts  
Head Bump Procedure

Hydration of Children  
Infection Control  
Late or non-collection of Children  
Learning and Teaching  
Lost or Missing Child  
Management and Organisation of Resources  
Major Incident Policy  
New Staff Induction  
Outdoor Learning  
Observation Protocol  
Parents as Partners  
Positive Behaviour Policy  
Poverty Policy  
Procedure for the provision of Specific Diets in School  
Risk Assessment  
Reducing Restrictive Practice Policy  
Safeguarding and Child Protection Policy  
Safe Sleep and Rest  
Seesaw App  
Snack Policy  
Social Media Policy  
Speech & Language Policy  
Sun Safety Policy  
Toileting, Potty & Nappy Changing  
Toothbrushing  
Transitions  
Volunteer Policy

## **Children's Voice**

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

## **Parental Complaints**

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

If you have any comments or complaints, please approach the Centre manager – Nicola Johnson in the first instance. If the Centre Manager 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 about the Centre and wish to complain to the Care Inspectorate directly, please write to:

Care Inspectorate

Renfrewshire House

Cotton Street

Paisley+

PA1 1BF

## **Uniform**

Prestwick North EYC does not have a uniform. However, we kindly recommend that children attend in comfortable, practical clothing that is suitable for active play and exploration. As the children participate in a wide range of creative, outdoor and messy play experiences throughout the day, clothing may occasionally become marked or dirty. For this reason, we would advise against sending children in expensive or new clothing.

We ask that all clothing worn within the Centre is appropriate and respectful of our inclusive environment. Clothing that may cause offence, promote division or conflict, or display advertising for age-inappropriate products such as alcohol or tobacco is not permitted. This includes items featuring political slogans, offensive imagery or messaging, and football colours that may lead to disagreement or conflict.

## **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 Centre or Educational Services, County Buildings, Wellington Square, AYR KA7 1DR. Telephone 01292 612294.

## **Valuable Items**

The Council is concerned at the level of claims being received regarding the loss of children's 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 the Centre. 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.

## **Data Protection Act**

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

### *How we will use the information about you and your child*

All personal data is processed by Educational Services staff. We will only collect personal data from you that we need in order to provide educational services and oversee the provision of these services to your child. We will use your personal data to contact you; if the centre 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
  - ❖ share good practice
  - ❖ target resources better
- ❖ enhance the quality of research to improve the lives of young people in Scotland

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

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

### *Your Rights and Further information*

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

The Freedom of Information (Scotland) Act 2002 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.
- ❖ 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.

## **Contact Us**

Phone: 01292 473458

Email: [PrestwickNorthEYC.Mail@south-ayrshire.gov.uk](mailto:PrestwickNorthEYC.Mail@south-ayrshire.gov.uk)

Address: 11 Sherwood Road, Prestwick KA9 1EY

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

1. before the commencement or during the course of the school year in question or
2. in relation to subsequent school years.