

Southcraig School Handbook 2026-27





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Welcome by Head Teacher



Welcome to Southcraig School

This handbook is intended to provide information to parents, professionals and the community about the work of our wonderful school.

At Southcraig School we aim to provide a happy, safe, stimulating and fun environment for learning, in order to engage and develop your child, at their level, in line with the Curriculum for Excellence. Our handbook highlights the aims of Southcraig School, and gives you information about the curriculum in its many forms and identifies some of the activities which take place in the school. At Southcraig School, every opportunity is given for each pupil to be successful in their learning. We ensure that all educational, care and medical needs are met to allow each pupil to reach their individual potential.

There are also opportunities when we would encourage you, as parents/carers, to be involved in the life of our school. Partnerships are extremely important to us, reflected in our school motto 'Together we can'. By working together, we can develop a partnership that will enhance not only your child's education but will also give them a sense of belonging to the school community.

I trust that you will find this handbook both useful and informative. Please feel free to contact me with any ideas or suggestions you may have as I believe that communication, in the form of successful home-school partnerships, is vital to fully support our children in their development.

We pride ourselves on our caring and supportive ethos. One of our most valuable resources is our parent body, and everyone at Southcraig School is very proud and appreciative of the continuing, invaluable support we receive from our parents, families and the wider community.

If there is any further information you require please do not hesitate to contact me. We look forward to welcoming you to our school.

Jane Gordon
Head Teacher





Contact Details & School Information

Name	Southcraig School
Address	32 Belmont Avenue Ayr KA7 2ND
Telephone Number	01292 612146
Email address	Southcraig.Mail@south-ayrshire.gov.uk
MyGroupcall	https://www.south-ayrshire.gov.uk/privacy-notices/documents/edu-pupil-records-privacy-notice.pdf
Twitter Account	@southcraigscho1
Facebook	Southcraig School Learning Support (Private site for parents and staff only)
Website	https://blogs.glowscotland.org.uk/sa/southcraigschool/
Named person details	Jane Gordon
Denominational status	Non-denominational
Accommodation and capacity	Planning capacity: 103 including primary and secondary Current roll: 103 Parents and families should note that the working capacity of the school may vary dependent upon the numbers of pupils at each stage and the way in which the classes are organised.
Nursery provision	There is no current nursery provision.
Placement requests	All children attending the school are referred following an established process. The procedure follows Team Around the Family (TWF) meetings and assessment by the Education Psychology Team. This is referred to the Central Admissions Group which meets monthly where it is assessed and a decision for the most appropriate provision is made.





Physical Access	The whole school is accessible. A specified number of classrooms have hoists and there are disabled toilets also with hoists. (These are also available to disabled members of the public upon request)
Raising Concerns	Please call the school office to speak with a member of the Senior Leadership Team who will be happy to discuss these with you. Alternatively email the school and we will arrange a time to meet with you.
Pupil absence /sickness	Please phone the school office on 01292 612146 before 9.15 am on the day of absence or record absence on Parents Portal. If we do not hear from you someone from the school may phone to see if everything is OK.
Timings for the school day	All pupils start at 9.00am All pupils finish at 3.00pm
School and Council policies	Please contact the school if you wish a copy of any of our policies or Council policies
School meals	All our pupils receive free school meals





Term and holiday dates 2026-27

2026 - 2027	
Date	Holiday
First term	
18 August 2026	Inservice day
19 August 2026	Inservice day
20 August 2026	Pupils return
18 September 2026 - 21 September 2026	Schools closed
12 October 2026 - 16 October 2026	Schools closed
19 October 2026	Inservice day
20 October 2026	Pupils return
23 December 2026 - 4 January 2027	Schools closed
Second Term	
05 January 2027	Pupils return
12 February 2027 - 15 February 2027	Schools closed
16 February 2027	Inservice day
17 February 2027	Pupils return
Third Term	
26 March 2027 - 9 April 2027	
12 April 2027	Pupils return
03 May 2027	Schools closed
04 May 2027	Pupils return
06 May 2027	Inservice day
07 May 2027	Pupils return
28 May 2027 - 31 May 2027	Schools closed
30 June 2027	last day of term for pupils and staff





Leadership Team

Head Teacher

Jane Gordon



Depute Head Teachers

Debbie Skeoch



Nicola Forrester



Principal Teachers

Julie Wallace



Elizabeth Gilmour



Dionne Hynd (PEF)





School Staff

Teachers			
Jane Gordon (HT)	Debbie Skeoch (DHT)	Nicola Forrester (DHT)	
Julie Wallace (PT)	Dionne Hynd (PT)	Elizabeth Gilmour (PT)	Graeme Robertson
Dawn Griffith	Erin Lawson	Karen Stalker	David Waterston
Karen Stalker	Donna Blackstock	Julie Russell	Nicola Donaldson
Keryn Coull	Scott McRae	Sofia Velenzta	Lisa Wilson
Gemma Smith	Amy Rae	Ashley Wallace	Jill Fraser
Nicola McNally	Heather Delvaney	Paul MacFarlane	

Specialist School Assistants/Early Years Practitioners			
Hannah Roberts	Rebecca Campbell	Sandra Paton	Holly MacDonald
Laura White	Allison Letham	Marion Stevenson	Kelly Watson
Carol McPherson	Heather Ball		

School Assistants			
Emma Barr	Ann Hainey	Magda Quirk	Janie Ross
Ross McRae	Nikki Gordon	Rachel Anderson	Rebecca Clark
Laura Coughtrie	Lorraine Hepburn	Gail Patterson	Fiona Scott
Gillian Downie	Amy Malone	Susan Thompson	Susan Wark
Jackie Evans	Elaine McDowell	Julie Pieroni	Imogen Bhandari
Jesica De Mattei	Morag McQueen	Sasha Ratcliffe	Kayleigh Hamilton
Mary McEwan	Caroline Cameron	Nick O'Donoghue	Sarah Clapperton
Alex Cooper	Lynette Braund	Pasquelina Rowan	Lyssa McCartney

Clerical			
Janice Kean	Kathleen Steele	Angela Hamilton	Suzanne MacDonald

Janitorial, Driving & Cleaning			
Blair Howie			
Mary Knight	Kim Train	Kirsty Holland	Svitlana Kobria

Catering			
Donna Walker	Kayle McLurkin	Carrie Wallace	

Visiting Specialists			
Callum Frame	Lynn Cooke	Gillian McAvoy	Naiomi Wood
Blythe Roche	Lynne Shields	Hazel Smith	Kirsty Murphy





Parental Involvement

(Throughout this handbook the term parent is used to refer to parents, guardians and carers.)

***“Parents, carers and families are by far the most important influences on children’s lives. Parents who take on a supportive role in their children’s learning make a difference in improving achievement and behaviour. Their support can play a vital role at all stages of education.”
(Scottish schools parental involvement act 2006)***

We are committed to establishing and maintaining an effective and purposeful working relationship between school and home. One of the key factors in the home-school partnership is the relationship between the teacher and the parent. Teachers are professionals who manage a variety of resources. Parents are an essential resource in the learning process of their children.

We recognise that	
❖	Parents/carers are the most important influence in a child’s life.
❖	Parental involvement in the life of the school is valuable. Any educational initiative can only be fully effective if there is partnership between parents, children and providers.
❖	Parents want their child to succeed and children need educational and emotional support if they are to succeed. Working together can provide this most effectively.
❖	“Friends of Southcraig” works closely with the school to enhance the partnership already existing between parents, staff, South Ayrshire Council and the wider community
Our aim is that	
❖	Every aspect of the school climate is open, helpful, and friendly.
❖	Communications with parents are frequent, clear, and two-way. These can be from class teachers, the office or SMT using daily diaries, email updates, letters or phone calls.
❖	Parents are treated as partners in the educational process, and we will make good use of parents’ expertise and willingness to enhance their own learning and that of their child and other children and to actively involve them in school life.
❖	We establish the views and opinions of parents of the school and use these to help improve experiences for all our children.
To promote good communication we will	
❖	Make letters, school prospectus and key policies “user friendly”, useful and informative.
❖	Send termly whole school newsletters containing information such as dates and events.
❖	Hold a Parents Evening in the Autumn term to discuss Learning Plans for the current year, and hold a Pupil Review between March and May to review progress over the year.
❖	Hold regular meetings for our senior pupils to prepare and plan for transition.
❖	Display key information on the school website and around school.
❖	Provide parents with an informative School Handbook and a summary of the School Improvement Plan.
❖	Provide opportunities to have informal discussions with staff members as needed





All parents are encouraged to

- ❖ Attend the two parents' evenings and information evening.
 - ❖ Attend multiagency meetings
- ❖ Discuss and comment on your child's "Learning Plan".
- ❖ Participate in Family and Adult Learning events organised by school
 - ❖ Join the Parent Council, "Friends of Southcraig".
 - ❖ Support school fundraising activities.
- ❖ Get in touch with the school if you have any questions or concerns about your child.
 - ❖ Reinforce the school code of conduct.
 - ❖ Work with us to support behaviour strategies.

Friends of Southcraig

Our P is called "Friends of Southcraig". All parents are automatically members of the forum and are invited to attend the core group. The core group consists of parents, school staff and community partners, and meets once per term. Friends of Southcraig will:

- ❖ hear about what partnership with parents and community means in the school;
- ❖ be invited to be involved in supporting the school in ways and times that suit them;
- ❖ support the school in its work with pupils;
- ❖ work in partnership with staff; and
- ❖ enjoy taking part in the life of the school in whatever way possible.



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

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

National Parent forum of Scotland - enquiry@parentforumscotland.org

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





Southcraig School

'Together We Can'



Our Vision



At Southcraig School, we work together to provide an inclusive learning environment where everyone is valued and achievements are celebrated. We are committed to ensuring success, equity and wellbeing for all.

Our Values

Our values reflect what we believe creates a positive and nurturing ethos within the school:

	Happiness
	Respect
	Independence
	Inclusion
	Communication





Our Aims

1. We aim to celebrate achievements and success:

- ❖ Through display and presentations in school and the wider community
- ❖ With praise and weekly assemblies

2. We aim to identify the needs of each pupil through:

- ❖ Careful assessment and identification of strengths and development needs.
- ❖ Monitoring learners' achievements closely

3. We aim to develop each child to their fullest potential by:

- ❖ Providing high quality learning and teaching through a variety of experiences
- ❖ Encouraging and supporting each learner to work to the best of their ability
- ❖ Ensuring every learner benefits from education by paying particular attention to their additional support needs

4. We aim to provide a supportive, caring environment by:

- ❖ Striving to achieve an attractive, stimulating and safe school environment
- ❖ Providing support to learners and their families
- ❖ Applying nurture principles across the school

5. We aim to help each child achieve greater independence and self-motivation by:

- ❖ Providing opportunities which encourage independence in all learners
- ❖ Encouraging greater awareness of self and others

6. We aim to build on partnerships with parents, the wider community and others associated with the school by:

- ❖ Keeping parents/carers fully informed through reports, newsletters and daily diaries
- ❖ Actively involving parents/carers in their children's education
- ❖ Raising awareness of the work of the school in the local community.





The Curriculum

The Curriculum for Excellence

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

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

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

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

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

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





Southcraig's Curriculum Rationale

The rationale for our Curriculum at Southcraig School is based firmly on a clear identification and shared understanding of the learning needs of all young people and is designed to address and meet individual needs and develop all young people as **Successful Learners, Confident Individuals, Responsible Citizens** and **Effective Contributors** in school, their homes and the wider communities. Our Curriculum takes full account of the design principles, contexts and entitlements for all learners.

We believe that all learners have an entitlement to a broad and balanced curriculum. We recognise the diverse needs of our pupils whilst enabling them to have access to a relevant curriculum. We ensure that the curriculum offered is appropriate to the age of our pupils without compromising any of the activities that are necessary and relevant to their individual needs.

All of our children and young people are entitled to experience

- ❖ A curriculum which is coherent from 5-19.
- ❖ A broad general education including the experiences and outcomes well planned across all curricular areas, from P1 through to S3.
- ❖ A senior phase of education after S3 which provides opportunities to obtain qualifications as well as to develop the four capacities.
- ❖ Opportunities for developing skills for learning, skills for life and skills for work with a continuous focus on literacy, numeracy and health and wellbeing.
- ❖ Personal support to enable them to gain as much as possible from the opportunities that the curriculum can provide.
- ❖ Opportunities to achieve to the highest levels they can through appropriate personal support and challenge.
- ❖ Opportunities and support in moving into positive and sustained destinations beyond school.

Our curriculum enables learners to progress and demonstrate attainment and achievement. Continuity and progression within our planning enables us to meet the learners' wide range of needs and varied rates of learning.





In addition we believe that:

- ❖ The curriculum is taught within a positive atmosphere and ethos that promotes enthusiasm, motivation, confidence and enjoyment for all staff and learners.
- ❖ Partnership between home and school are essential to the development of our learners.
- ❖ The curriculum is taught within a positive atmosphere and ethos that promotes enthusiasm, motivation, confidence and enjoyment for all staff and learners.
- ❖ The curriculum should incorporate opportunities for pupil choice, responsibility and consultation.
- ❖ Much of the curriculum needs to be taught in 'real life' settings. Strong links are established with other schools, colleges and the local community.
- ❖ All our young people can expect to take part in activities that are meaningful, relevant and challenging for them, acknowledging that the ability to transfer skills across contexts cannot be assumed
- ❖ A range of relevant teaching strategies, methodologies and approaches allows every pupil to learn and be involved.
- ❖ We need to ensure a coherent approach to the provision of learning opportunities through the ethos and life of the school, interdisciplinary learning, opportunities for personal achievement and the eight curricular areas.
- ❖ We offer learners breadth, depth, relevance and coherence at all stages in their learning.
- ❖ We are inclusive and provide realistic levels of challenge and enjoyment and an appropriate pace of learning for all learners.
- ❖ We provide opportunities for effective linking of relevant knowledge, skills and understanding across areas of the curriculum including through the use of cross-cutting themes.
- ❖ It is vital to incorporate opportunities for learners to develop and apply skills for learning, life and work.
- ❖ We continually provide our learners with opportunities to experience and to celebrate success.

Broad General Education in the Primary

- ❖ We offer opportunities for all to inform, lead and share in a positive ethos where all steps, however small, are recognised and valued and where everyone has a voice and will be empathically listened to
- ❖ Every child has a Learning Plan, personalising learning to need and identifying targets across Literacy, English & Communication; Numeracy and Health & Wellbeing
- ❖ We ensure the planning, teaching and assessment of high quality learning experiences using CfE Outcomes, Milestones and Benchmarks across the eight curriculum areas
- ❖ Learning opportunities & interdisciplinary learning are nuanced to reflect the interests and motivations of pupils via class topics/ themes, planned cooperative learning sessions and whole school events,
- ❖ We prioritise learning that promotes skills for life and that, whenever possible, is taught in a real-life context. Opportunities for learning about the world of work via topics; visiting specialists and by undertaking jobs/ tasks within class and school at a level that is age appropriate
- ❖ We use a range of teaching strategies, methodologies and resources that are informed by quality CLPL, the needs of pupils and focus on practical, active learning that makes good use of outdoor spaces/venues
- ❖ Frequent and routine access to the local and wider community and society via class outings that are relevant to the children and the work being undertaken by the class/ individuals
- ❖ Many and daily opportunities for our children to make choices that are meaningful to them in many contexts including: activities; play; resources; snacks; interactions; behaviours; health related issues etc
- ❖ In addition to being challenged by means of formal targets set, children are routinely encouraged to extend the boundaries of their general life experience e.g. eat new foods; visit new places; become more sensorially tolerant; work positively with a widening range of peers and staff; deploy self-help skills for life and to manage behaviour





Broad General Education and the Senior Phase

- ❖ The period from S1 to S3 (**Broad General Education**) has a clear purpose: that all young people will have a strong platform for later learning and for successful transition to qualifications at the right level for them.
- ❖ As young people move in to the **Senior Phase** of education, they will continue to have opportunities that reinforce their **broad learning** and achievements through a range of experiences. At this point, young people will start building a lifelong portfolio of qualifications.
- ❖ Teachers will make decisions, regarding **flexible** progression pathways, given the needs of their individual students.
- ❖ All senior phase students will have an element of choice on their non-core subjects
- ❖ Literacy, Numeracy, Health & Well Being and Technologies will be continued within the curriculum right up until students leave school. All Senior pupils will have an element of choice on their non-core subjects
- ❖ Every young person will have a Learning Plan which meets their holistic needs.
- ❖ Lifelong independence skills will be a high priority and all pupils will participate in travel training, community activities, Life skills, Cooking, Finance, world of work skills at the appropriate level will be delivered as part of life skills activities and in the class as appropriate and relevant. These may be class based, group based or individually based.
- ❖ Plans for transition will begin at least one year before leaving school and be integrated into the classes as appropriate.

These approaches will ensure that we provide our young people with the best possible start in life and the potential to move on to positive destinations beyond school.

Opportunities for Wider Achievement

- ❖ Opportunities to undertake programmes of work that culminate in accredited awards e.g. Hi5, ASDAN; JASS Award; RSPB Award
- ❖ Opportunities for personal achievement by participation in activities and learning such as: Horse Riding; AUFC football academy; Music Therapy; Rebound Therapy; choir; Active Schools events; Pet Therapy; Physiotherapy / movement programmes; links with other schools; swimming programmes; eating and drinking programmes
- ❖ Recognition of successes and achievements routinely in classes day to day and more formally during formal celebrations such as assemblies
- ❖ Duke of Edinburgh Award for all abilities
- ❖ Personal Achievement Award (SQA)
- ❖ WorkOut and Work Experience
- ❖ Other Awards/challenges within South Ayrshire: Provost's Footprint Challenge, STEM challenges. ECO School, Signing Choir





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.

Religious and moral education

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

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

Parents with different faiths or beliefs other than Christianity may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions (days) in any one school session and the pupil noted as an authorised absentee in the register.





Health and wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they 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.

As a school we believe that all behaviour is communication and operate a total communication approach in the school to ensure we include all our pupils. We do not exclude pupils but work with parents and partners to discover triggers, find solutions and modify behaviours.

Equal opportunities and inclusion

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

The national legislation around equal opportunities and social inclusion includes:

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

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

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





Each school has a Pupil Support Coordinator who along with the Named Person (if this is not the same individual) has responsibility to ensure each child's needs are met. They will work alongside Pupil Support staff within their own school and also centrally. Central staff include Inclusion Co-ordinators, ASN teams, Psychological Services and Quality Improvement Officers.

If you need further information on any of the above contact your school Pupil Support Co-ordinator. A statement of aims concerning the promotion of equal opportunities and social inclusion highlight priorities for action within the school and the responsibilities of key staff. Provide details of where information and advice for parents may be accessed.

Assessment

How is Learning in the Broad General Education Assessed?

Assessment is a central part of everyday learning and teaching for children and young people. Teachers gather evidence on an ongoing and informal basis through asking questions, observing children meeting informally and formally with the class team working together. On occasion children may assess their own work or that of their classmates. Some assessment is more formal, such as projects or short tests. The assessment of children's progress throughout primary school and in secondary S1–S3 is based mainly on the professional judgement of the teacher. In making these judgements, teachers draw on their professional knowledge and understanding of the child using a very wide range of assessment information. The professional assessment judgements of teachers are expressed in terms of a child or young person's progress within and through levels of the Curriculum for Excellence.

How is Learning in the Senior Phase Assessed?

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

Tracking and monitoring Progress

The progress of individual learners is tracked and monitored during the session. In Southcraig we use BSquared Connecting Steps and Evisense as an ongoing assessment tool to monitor progress within levels and plan next steps. This gives us a useful tool to help track even the smallest of steps and gives us a holistic picture of how each individual child is achieving.

Reporting:

You will receive a copy of your child's Learning Plan after the first parent's meeting outlining their personal targets for the year. At this meeting we would welcome discussion and partnership working to ensure we are working together to help your child attain meaningful targets.

Between April and May an annual review will be arranged to discuss progress and review the last year. This will be led by a member of the leadership team and include staff and partners who are involved with your child.

You will also have the opportunity to contact the school at any time to discuss your child or raise any concerns. The Curriculum for Excellence and assessment data and the data relating to pupil performance in SQA examinations in the Senior Phase (S4-S6) for South Ayrshire schools is reported to members of the public in the annual performance report which is published in February each year.





1.1. Transition

At Southcraig we ensure that there is a smooth transition for children and families joining the school, moving between class or stage and when leaving or moving on in the following ways;

- School staff attend Team Around the Family meetings where it is planned the child will attend Southcraig;
- Visits and experiences are arranged to ensure the child is familiar with the school and staff
- Curricular frameworks designed to ensure continuity of learning;
- Staff share information on pupils who are moving between class or stage
- Continuity of staffing is put in place where ever possible
- The school works in partnership with parents
- Planning for leaving school starts at least a year before transition and involves regular meetings between parents, staff and partners involved in the process

1.2. Support for Pupils

Getting It Right for Every Child (GIRFEC)

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

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

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

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

- Southcraig School is a specialist school for children with complex additional support needs;
- Our class sizes range between five and ten children with at least two adults leading the class;
- We work closely with parents to ensure we know the children and can support the family where needed;
- Our staff undertake a range of training relevant to the needs of the pupils they support;
- There are regular team meetings to assess each child and individualise their learning
- Every child has an individual educational Plan





Additional support for learning

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

What are additional support needs (ASN)?

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

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

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 Named Person will contact the appropriate service/agency to discuss/identify what supports are universally available to meet the identified wellbeing need. **Consent from parents and child (12+) will be sought prior to a request being made.** An Action plan will be created and formally reviewed.

Stage 3 - Specialist help from a multi-agency team

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

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

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

Coordinated Support Plan (CSP)

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

Supports available

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

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





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

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

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

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

What role do children and young people play?

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

How can parents make requests for assessment?

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

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

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

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

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





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

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

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

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

Quality Improvement Manager

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

Principal Educational Psychologist

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

Co-ordinator (Inclusion)

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

Enquire

Scottish Enquire helpline: 0845 123 2303

Textphone: 0131 22 22 439

Email: info@enquire.org.uk

Enquire, the Scottish advice service for Additional Support for Learning provides free, independent and impartial advice through its helpline.





Scottish Child Law Centre

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

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

Resolve

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

Advocacy Service

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

Psychological Service

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

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

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

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

The Psychological Service works within South Ayrshire's staged approach to supporting young people with additional support needs. The first stage of the process involves support at the classroom level by class teachers and other support staff based within the school. If a school wish to consult or chat to the Educational





Psychologist regarding a child, school staff will always ask parental permission first. Once this is provided, the school or psychologist will keep the parent or carer up to date with discussions although it is likely that the parent will be involved in discussions.

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

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

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

Information Sharing

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

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

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





Child Protection

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

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

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

If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', talk about this to the school's Child Protection Co-ordinator or another member of staff.





School improvement Plan for 2025-26

Priority 1: Communication

- To continue to work towards South Ayrshire Communication Friendly Award with a focus on Supportive Learning Approaches and Adult Interactions
- To ensure robust, effective, respectful communication at all levels across the school
- To roll out the SCERTS approach across more classes

Priority 2: Health and Wellbeing for All

- To achieve the Rights Respecting School Gold Award
- To maintain Green Flag status and develop Eco Curriculum
- To complete Boxall profiles for secondary pupils

Priority 3: Developing Our Curriculum

- Explore and review the curriculum across the school considering the changing needs of our learners
- Develop curricular supports/planning tools for staff which increase confidence and creativity in meeting the needs of all learners
- Explore a range of curricular pedagogies and adapt and use as possible.
- To refresh and build on curricular pathways across the school, including DYW and Meta Skills progression
- Senior Phase department will work with Lightyear Foundation STEM project ambassador to build creative and motivating approaches to STEM curriculum
- Develop supports and approaches to increase active engagement of all learners in classes
- Extend confidence in creative learning and teaching approaches across the school
- Teachers explore other practice across partner schools.
- Increased focus on SCERTS approach and transactional supports needed
- Develop Intensive Interaction approaches
- Continue to embed the moderation cycle and procedures in place to ensure consistency across the school
- Continue to promote consistency in the use of Evisense to record and track pupil progress and communicate with families.
- Share practice and discuss pedagogies/ideas through a professional reading & enquiry book club
- Share good practice and explore opportunities to liaise with colleagues in other ASN provisions
- Mentorship programme to support new teachers
- Continue to work collegiately with leaders in ASN provisions to promote consistent approaches and a shared understanding of processes across provisions
- Further develop sensory toolkit and relationships toolkit to support staff, including signposting to wellbeing/self-care resources and supports





School policies and practical information

Please contact the school if you are looking for any further information

Pupil Voice

We consult with pupils about their views on many issues, as part of learning and teaching, school reviews and also on wider school issues. We recognise that giving young people a “voice” as partners in the process of school improvement, leads to more effective learning organisations. We use a variety of ways to assist our pupils give their views, from talking mats to AAC ensuring the method used best suits the ability of the pupils

Choosing a School

This is the general advice for choosing a school. At Southcraig all requests come through the staged intervention process and are processed through the central Admissions Group (CAG)

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

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

Attendance

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

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





Family holiday not authorised by the school

Family holidays taken during term time will be categorised as unauthorised absence. Only in exceptional and very limited circumstances will schools authorise a family holiday during term time. Such circumstances may include:

- A family holiday judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events;
- Where a parent's employment is of a nature where school holiday leave cannot be accommodated (eg. armed services or emergency services).

Where parents are in the emergency services and routinely take holidays out with the school holiday when the option is available of taking leave during the school holiday, the absence will be considered unauthorised.

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

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

Extended leave with parental consent

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

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

Advice to parents

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





Routine and expected visits out with school

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

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

School uniform policy

Given that there is a substantial parental and public approval of uniform, schools in South Ayrshire are free to encourage the wearing of school uniform. In encouraging the wearing of uniform, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of South Ayrshire Council not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite to their attending and engaging in all of the activities of the curriculum.

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

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

Our school uniform information is available from the school office.

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.

Class staff will carry out playground supervision under the guidance of the leadership team. Supervision starts with welcoming the children in from their transport at 9.00 am and making sure they get safely to class. The children and young people are supervised over playtime and lunchtime and seen onto their transportation at the end of the school day.





Parental complaints procedure

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

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

- Visit one of South Ayrshire Council's Customer Service Centres, or any local office.
- Phone South Ayrshire Council Customer Services Team on 0300 123 0900
- E-mail: listeningtoyou@south-ayrshire.gov.uk
- 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.

School meals

All children at Southcraig School receive free school meals.

A three-week menu cycle is provided for school lunches. Choices can be made from the menus which include main meal, vegetarian option, baked potatoes, sandwiches, salad, dessert, fresh fruit pot, yogurt, home baking.

Pupils who may have special dietary requirements can be catered for.

Supplies for lunches are sourced from 5 main suppliers who are on contract and provide best value to South Ayrshire Council. Each of these suppliers are based in Scotland and therefore support our economy.

Footwear and Clothing Grant information

The current criteria for entitlement are included below, however this is reviewed annually in April and updated information will be available on the Council website <http://www.south-ayrshire.gov.uk/schools/clothing-grant.aspx>

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than £16,105), Child Tax Credit and Working Tax Credit (where income is less than £16,105, Universal Credit where earned income is £610 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 footwear and clothing grant. Information and application forms for footwear and clothing grants may be obtained from Schools, Customer Service Centres and from Education Support Services, County Buildings, Wellington Square, Ayr KA7 1DR Telephone 01292 612168.

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 application forms may be obtained from Secondary Schools, Education Support Services, County Buildings, Wellington Square, AYR KA7 1DR Telephone 01292 612232 and www.south-ayrshire.gov.uk/schools/maintenance-allowance.aspx.

Transport guide to parents

South Ayrshire Council has a policy of providing free 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 obtain an application form from the School, Education Support Services, County Buildings, Wellington Square, AYR KA7 1DR Tel – 01292 612284 and www.south-ayrshire.gov.uk/schools. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

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

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

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

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

Seatbelt statement

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





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

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

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

Insurance

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

Valuable items

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

Use of Mobile Phones

The school policy on use of mobile phones should be in line with the Management Guideline on The Use of Mobile Devices in Educational Establishments.

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.

Health and Medical Information

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

Health Promotion and Nutrition

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

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

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

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

Further guidance can be found at:

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





NHS Ayrshire & Arran NHS - Oral Health Promotion Initiatives in Nursery and Primary Schools

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

Childsmile:

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

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

The National Dental Inspection Programme:

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





Data Protection Act

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

How we will use the information about you and your child

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

Who we share your information with

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

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

What are my rights?

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

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

If you have a complaint

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

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

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

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

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

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





If you have no Internet Access

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

How to access our full Privacy Notice

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

Education Statistics Privacy Notice

Transferring Educational Data about Pupils

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

Why do we need your data?

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

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

The full Education Statistics Privacy Notice can be found at the 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

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

Public Authorities have to allow access to the following information:

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

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

Helpful Addresses and Websites

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

www.south-ayrshire.gov.uk

www.education.gov.scot/parentzone/

www.hmie.gov.uk

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

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





APPENDIX 2

This appendix provides links that schools may find helpful when developing a School Handbook. The list is not intended to be exhaustive and schools may wish to consider additional sources of school, local and national information, material and resources.

SCHOOL POLICIES AND PRACTICAL INFORMATION

Please contact the school for information on specific school policies

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

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

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

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

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

Standards in Scotland's Schools (Scotland) Act 2000 – <http://www.legislation.gov.uk/asp/2000/6/contents>

Education Scotland's Communication Toolkit for engaging with parents –

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

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

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

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system -
<http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

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

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

PARENTAL INVOLVEMENT

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

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

Parentzone provide information and resource for parents and Parent Councils –

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





SCHOOL ETHOS

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

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

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

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

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

CURRICULUM

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

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

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

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

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

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

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





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

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

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

ASSESSMENT AND REPORTING

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework – http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf

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

Curriculum for Excellence factfile - Assessment and qualifications – http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp

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

TRANSITIONS

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

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

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

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

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

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





SUPPORT FOR PUPILS

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

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

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

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

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

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

SCHOOL IMPROVEMENT

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

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

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

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

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

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

Scottish Credit and Qualifications Framework (SCQF)

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

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

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

Amazing Things - information about youth awards in Scotland –

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

Information on how to access statistics relating to School Education –

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





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

For further Information please contact:

0300 123 0900

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

Aby uzyskać więcej informacji, proszę skontaktować się z:

0300 123 0900

本出版物還有純文字中文版。

有關更多資訊，請聯絡：

0300 123 0900

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

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

0300 123 0900

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

If you do and you think that they would like a larger print version or an audio cassette version of the text contact Council staff on:

0300 123 0900

