

# **Space Place Early Years Centre**



## **Parent/Carer Handbook 2025-26**

**St Ninian's Park Place  
Prestwick  
South Ayrshire  
KA9 1SP**

**01292 - 473468**

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Space Place Early Years Centre  
St Ninians Park Place  
Prestwick  
KA9 1SP

Tel: (01292) 473468

Dear Parent/Carer

On behalf of everyone at Space Place Early Years Centre, welcome to our Nursery. I hope you will find this handbook interesting and helpful. It is intended as a short introduction to our Early years Centre for parents/carers of new children.

Throughout this booklet we have tried to give you an impression of life in our Early Years Centre and the ways in which we will cater for the individual needs of each child. If the answers to your questions are not here, please do not hesitate to contact me.

Parental involvement and working in partnership with parents is an important feature in the life of our Early Years Centre and we actively encourage close parent/staff liaison in a number of ways. You will find the centre staff extremely approachable and only too willing to address any concerns.

I look forward to meeting you and your child and hope that you will soon feel a welcomed and valued member of our Early Years Centre community.

Yours sincerely

*Caroline Fyfe*

Caroline Fyfe (Manager)



## Centre Staff

**Centre Manager**      Caroline Fyfe

Kirsty Gilmour          Nursery Teacher (Friday)

Lorna Clark      -      Early Years Practitioner  
Amy Brisbane    -      Early Years Practitioner (Currently on Maternity Leave)  
Sharron Steele   -      Early Years Practitioner  
Tracy Bickerton -      Early Years Practitioner  
Sophie Cluckie   -      Early Years Practitioner (0.4) (Monday/Tuesday)  
Kim McCue       -      Early Years Practitioner (0.6) (Wednesday/Thursday/Friday)  
Lisa Oyston      -      Early Years Practitioner (0.5 Maternity Cover)

**Peep**            -      Nicola Lawrence

**Clerical**       -      Ms Helen Petrie - Monday/Tuesday/Wednesday AM, Friday

**Janitor**        -      Graham Downie

Parents/Carers can be reassured that all staff are suitably qualified, competent and have gone through careful selection procedures. All staff have been disclosure checked.

Playroom staff are registered with either the General Teaching Council of Scotland or the Scottish Social Services Council, depending on their qualifications.

We are always delighted to have extra help in the early years centre and take on the opportunity to support students.

We will keep you informed of any new volunteers or staff that may be working in the early years centre on a regular basis.



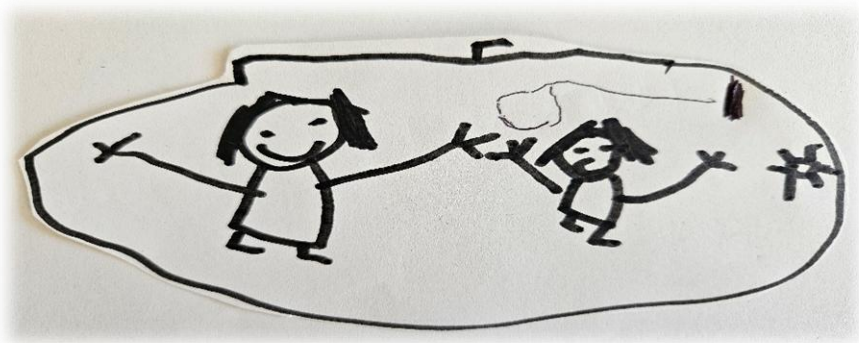
## Space Place Early Years Centre - Vision, Values and Aims

We refreshed our vision, value and aims in consultation with staff and our children and families last session. We are delighted with our agreed vision, values and aims going forward. We regularly reflect on these and staff are always keen to hear your thoughts.

### Vision

To be a great place for children to grow and learn in a nurturing environment promoting essential skills for early learning in wellbeing, communication, mathematics, curiosity, inquiry and creativity for all children.

*(Family Survey Consultation June 2024)*



*"Me and Zara playing in the nursery garden, by Sophia Age 5"*

### Values

**\*Nurturing**

**\*Creative**

**\*Belonging**

*(Chosen by our families, team and community partners June 2024)*

### Aims

To provide a 'home from home' environment with families at the heart (Team voice, June 2024)



*"Mummy, Daddy and me, by Lilly Age 4"*

## Centre Information

Name	Space Place Early years Centre
Centre Manager	Caroline Fyfe
Address	St Ninians Park Place Prestwick KA9 1SP
Telephone Number	01292 473468
Email Address	SpacePlace.Mail@south-ayrshire.gov.uk
Website	<a href="https://blogs.glowscotland.org.uk/sa/spaceplaceeyc/">https://blogs.glowscotland.org.uk/sa/spaceplaceeyc/</a>
Denominational status	Non – Denominational
Accommodation and Capacity/Roll	Our Centre caters for children age 2-5 2-3 Capacity - 10 3-5 Capacity – 16 <b>Roll - 26</b>
Catchment map and area	There are no catchment areas for early years provision. Early education and childcare places are allocated in line with South Ayrshire Councils admissions policy which can be found on the council website. <a href="http://www.south-ayrshire.gov.uk">www.south-ayrshire.gov.uk</a>

## GENERAL EARLY YEARS INFORMATION

### Admissions/Enrolment

We offer places to 3 and 4 year old children with registration taking place each year in February/March time. Please note this is now an **online application**. All places are allocated according to South Ayrshire Council's Early Years Admissions Policy – a copy of which is available from the Early Years Centre office or you can find this on the South ayrshire councils website [www.south-ayrshire.gov.uk](http://www.south-ayrshire.gov.uk) .

Any changes to dates etc, will be notified as soon as they are known.

### Admission for three year old children (ante-pre school) is as follows:

- If your child becomes three between enrolment and the start of term they will start nursery at the beginning of the new session in August.
- If your child turns three after the first day of term they will officially start nursery the Monday (or the next day nursery is open if it is closed on a Monday) after their third birthday.

Please have a copy of your child's birth certificate and proof of address (council tax bill or utility bill), you will be required to submit a copy. Should you require help to complete the application form, we will be happy to help.

Please note that we cannot guarantee your child will get a space at Space Place EYC or that you will get the options chosen.

### Admission for two year old children is as follows:

Your child must be 2 years old before you can apply for a placement and you, the parent/carer, must meet at least one of the eligibility criteria detailed below.

Applications can be made online at [www.south-ayrshire.gov.uk/schools](http://www.south-ayrshire.gov.uk/schools)

You will be required to upload evidence of your benefit and your child's birth certificate to support your application.

Qualifying benefit for funded 2-year-old placement	
Income Support	Universal Credit (where net earned income is £726 or less per month)
Income-based Job Seekers Allowance	State Pension Credit
Incapacity Benefit or Severe Disablement Allowance	Any income related element of Employment and Support Allowance
Child Tax Credit (where household income is £18,725 or less)	Support under Part VI of the Immigration and Asylum Act 1999
Child Tax Credit & Working Tax Credit (where household income is £8,717 or less)	

In addition, if the 2-year-old in your care is looked after by the Local Authority or the subject of a Kinship Care or Guardianship Order (or has been at any point since turning 2) they are also eligible.

If you do not meet the criteria for a funded 2-year-old placement and you feel that your child would benefit from having access to a 2-year-old placement due to health reasons, please discuss this with your Health Visitor.

**A separate application is required per child.**

**Please note that parents/carers of ante pre-school children already attending the centre must make a new application for their pre-school year. Two-year olds attending must re apply for their ante pre-school year also.**

Please note that whilst completing enrolment forms you will be asked to provide names, addresses and contact numbers for two people we can contact in the event of an emergency and parents being unavailable. Please ensure that we are kept updated regarding any change to contact numbers.

Following registration, you will be notified if you have been successful in gaining a place in the centre. If so children and parents will then be invited to attend an induction visit to the nursery, to enable them to see the playrooms and meet staff.

## **Purchase of additional Sessions**

Additional sessions/hours of early learning and childcare can be purchased for children aged 3-5 years and for children aged 2-3 years (South Ayrshire residents only), where space and staffing allows.

Places available for children aged 2-3 years are very limited and may only be available in our rural EYC's.

Information on how to apply and current can be found at [Purchase of additional early learning and childcare](#).

Many of our Funded Providers offer wrap-around / extra hours and charge parents directly for this. Contact the [individual funded provider](#) directly for details of the costs.

## **Communication**

Space Place Early Years Centre is a lovely nurturing place, and we endeavour to keep you up to date with all that is going on!

There are a variety of ways we will communicate with you to keep informed of your child's progress and achievements and also to keep you abreast of any changes or upcoming events in the Early Years Centre.

Methods of communication we use are by telephone, face to face, email via groupcall, text messages, posters, newsletters, stay and play sessions, keyworker communication, our website and more

Your child will have a personal Learning Journal. Learning Journals are a way for the centre to be able to record significant learning of your child. For you this means you can monitor these events, comment and contribute.

We send out regular newsletters to keep you up to date with children's learning and experiences and notify you of any upcoming events and key dates. These will be emailed to all families, however if you would prefer a paper copy of any correspondence, please let a member of staff know at drop off or pick up and it will be made available for you.

Our website is accessible at the following link and has up to date information about the centre and current events, including copies of all recent letters.

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



We also use X (Twitter) to share updates from our playrooms. Our X (Twitter) handle is @spaceplaceeyc1



In addition, information about upcoming events will be displayed outside/within each playroom and on our Family Learning Board and Parents notice board in the main foyer when you enter the building, please ensure you or another carer regularly checks these for updates.

On occasion the centre will contact you using our groupcall messaging system, this is most often used to remind about upcoming events, letters or to alert you of any late changes due to unforeseen circumstances e.g. a trip cancellation due to adverse weather, etc.

## **Starting Early Years**

Once your child has been offered a place at nursery a visit will be set up. Each child is given time to settle happily through a visit with their parent followed by a shortened first day if felt necessary. Initially each child will be encouraged to stay on his/her own and be reassured that his/her parent is nearby, the length of time taken to settle varies from child to child and we will work with you to find what is right for you and your child. Please note that pre school children who have attended our nursery as an ante pre school child will start back as normal after the summer holidays.

## **Suitable Clothing**

We love to get messy at Space Place Early Years Centre! There are messy play activities available every day in Early Years Centre, painting, craft, mud pie making, puddle painting and many more. Whilst we always try to ensure that aprons are worn, accidents do happen. Please dress in your child in suitable clothing for playing indoors and out.

We go outside everyday into our very own outdoor space, and we will offer outdoor play and nature walks. It would be helpful if children were dressed appropriately for the seasonal changes in order to do this. Please provide a pair of wellie boots to be kept at Early Years Centre.

We provide aprons to protect clothing but would encourage you to dress your child in play clothes (e.g. tracksuits, sweatshirts, t- shirts). This allows them to:

- be comfortable
- prevent spoiling 'good' clothes
- encourage independent dressing and undressing

We encourage independence in children and encourage them to dress themselves where appropriate. Please ensure that children have clothing that they can easily manage when visiting the toilet, this includes after accidents so please consider shoes that are easily managed to help promote your child's independence.

## **Indoor Soft Shoes**

You are asked to provide indoor soft shoes (e.g. slippers) for your child to use indoors. These should be named and will be stored on your child's nursery coat peg.



## Arrival and Collection / Centre Times



### Option 5 – Term Time – 9am – 3pm – Monday – Friday

**However, we do ask parents if they can start pick up around 10 minutes before the end of the session. This will allow our staff to have a handover with you of your child's day.**

There is an opportunity for 2–5-year-olds to learn, play and mix together within these sessions. Having different ages working together is both a national and South Ayrshire priority and gives children an opportunity to learn together and support one another.

As the Early Years Centre follows A Curriculum for Excellence and offers children experiences at Early Years level, we are able to cater for individual needs and ensure children make progress at their own level of ability. Where 3-year-olds experience a variety of activities at Early Level, 4-year-olds are supported to consolidate and secure their knowledge and understanding and help to prepare them for their transition into Primary 1.

Progress is regularly tracked by key workers and parents can discuss their child's progress at any time throughout the year. Each term there will be an opportunity to have a more formal 'Personal Plan' appointment during which you can review your child's profile, discuss their progress and highlight any changes in their wellbeing/care needs to staff.





## TERM TIME APPROVED HOLIDAYS



### SOUTH AYRSHIRE COUNCIL Educational Services

#### Approved School Holiday Arrangements – 2025/2026

Term	Break	Dates of Attendance			Cumulative Working Days
First	Mid Term	Teachers ( <b>Inservice</b> )	Mon	18 Aug 2025	83
		Teachers ( <b>Inservice</b> )	Tues	19 Aug 2025	
		Pupils return	Wed	20 Aug 2025	
		<i>local holiday</i>	Fri	19 Sept 2025	
		<i>local holiday</i>	Mon	22 Sept 2025	
		Close	Fri	10 Oct 2025	
		Teachers ( <b>Inservice</b> )	Mon	20 Oct 2025	
		Re-open (Pupils)	Tues	21 Oct 2025	
		Close	Fri	19 Dec 2025	
Second	Mid Term	Re-open	Mon	5 Jan 2026	145
		Close	Thurs	5 Feb 2026	
		<i>local holiday</i>	Fri	6 Feb 2026	
		<i>local holiday</i>	Mon	9 Feb 2026	
		Teachers ( <b>Inservice</b> )	Tues	10 Feb 2026	
		Re-open (Pupils)	Wed	11 Feb 2026	
		Close	Thurs	2 Apr 2026	
Third		Re-open	Mon	20 Apr 2026	195
		<i>May Day</i>	Mon	4 May 2026	
		Close	Wed	6 May 2026	
		Teachers ( <b>Inservice</b> )	Thurs	7 May 2026	
		Re-open (Pupils)	Fri	8 May 2026	
		Close	Fri	22 May 2026	
		<i>local holiday</i>	Mon	25 May 2026	
		Re-open (Pupils)	Tues	26 May 2026	
		Close	Tues	30 June 2026	
		NB	Good Friday: 3 April 2026	Session 2026/27	
Teachers ( <b>Inservice</b> )	Wed			19 Aug 2026	
Pupils return	Thurs			20 Aug 2026	
<i>Pupil's attendance will be 190 days after deducting 5 in-service days.</i>					

## Security Measures/Playground Supervision

Safety is of paramount importance. It is expected that a responsible adult brings and collects your child from Early Years Centre each day. Please inform staff of any change of person collecting or dropping off your child. A password will be issued to ensure the safe hand over of your child. This avoids difficult situations arising when a child cannot be allowed to leave with an adult who is a 'stranger' to staff. The signing in and out procedures provides the opportunity for you to write down who is collecting your child each day. Please note we are unable to allow a child to leave the nursery with anyone under the age of 16 years.

All entrances to the nursery and playrooms are security controlled for the safety of children and staff. Rooms are staffed appropriately at all times.

Early Years staff are with the children when they are playing outdoors at all times. Gates are securely closed to keep our children safe.

## Fire Drills

Fire procedure notices are displayed throughout the nursery. Drills will be 'announced' and "unannounced" with the children and staff actively encouraged to evacuate the building as quickly and calmly as possible. Children will be supported by the team during evacuation.



## Emergency Closure Arrangements – Contingency Arrangements

Should the nursery experience difficulties with severe weather, power failures, fuel supplies, etc. it will obviously be necessary to close the building.

In the event of an emergency during the day where the children and staff are unable to re-enter the building the children will be taken to Prestwick North Early Years Centre and may be collected by parents/carers from there. Please be reassured that your child's safety and well being is our prime concern and we will endeavour to keep you closely informed via telephone, website, press or radio releases.

## Attendance

Regular attendance at the Early Years Centre is encouraged. Regular attendance allows children to gain the maximum benefit from Nursery education and from opportunities to develop social contact and skills. We would appreciate a phone call if your child is absent. The Nursery will give a courtesy call if your child has been absent for a period of a week without notice. If you have regular days within your attendance pattern that your child will not attend e.g. staying with a grandparent/other family member, please let a member of staff know to allow us to allocate the space to another child where appropriate. Notices are always posted to inform parents of any infectious illnesses and a copy of information about infectious diseases is included in your welcome pack or available in the early years centre for your information.

## **Health and Medical Information**

### **Medication**

It is very important that Early Years Centre staff are aware of any medical problems that your child may have. They are treated confidentially. Please inform staff on arrival of any medical conditions and requirements so that an appropriate plan can be put in place. If your child suffers from asthma, please inform staff of any activities, which may trigger an attack. Inhalers and any other medication may only be administered to pupils by staff after arrangements are made through the Manager/ Early Years Staff. If your child requires temporary medication for any reason, you must let EYC staff know and there is associated paperwork to be completed regarding the storage and administration of the medication. On completing this paperwork, you **MUST** let staff know if medication has already been administered and the dose.

It is essential for you to keep us up to date with relevant medical information.

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



The Centre will inform parents of expiry dates of stored medication.

**Depending on your child's medication there may be a risk assessment in place.**

### **If Your Child is Unwell**

Clerical nursery staff would appreciate a telephone call if your child were not able to attend nursery on a particular day. Phone line opens at 8.30 a.m.

If your child becomes unwell at any time during Early Years Centre, staff will contact parents. If you are unavailable, the emergency contact will be used. Please inform staff of any changes to circumstances so that the contacts are up to date.

If your child has an infectious disease such as chickenpox, please inform the nursery as this will help to contain outbreaks and protect any vulnerable children in our care.

**Please Note that there is a 48hr exclusion policy if your child has had sickness or diarrhoea.**

**Further advice on Identifying outbreaks/exclusion policy please refer to the poster in reception area, or please call in we welcome any questions and will guide the best we can**

### **Accidents / Incidents**

We have Early Years Centre staff first aid trained. All significant accidents/injuries are recorded - outlining what happened and the steps taken by the staff. The adult collecting the child will be fully informed by staff and will be asked to sign a record to acknowledge that they have been notified and any appropriate actions required to be taken.

Child head bumps or injuries: Parents will be called to inform.

If your child is seriously injured, we will make every effort to contact you immediately.

### **Visits by Health Service**

All children in their pre-school year will be seen by the orthoptist. Parents are invited to be present during this visit. If required children may be visited in nursery by other therapists e.g. Speech and Language, Occupational or Physiotherapist. This would be done with full knowledge and consent of parents.

## 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 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 early years centre/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 and their parents relating to the support required to minimise barriers to learning. We work in partnership with other agencies such as Education Psychology; Speech Therapy;
- **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 Early Years Centre has a Pupil Support Coordinator who has pastoral care responsibilities to ensure each child's needs are met. They will work alongside staff within their own Centre and also centrally. Central staff include Inclusion Co-ordinators, ASN teams, Health Visitor Teams, Psychological Services and Quality Improvement Managers

If you need further information on any of the above contact your Centre Pupil Support Co-ordinator who is Caroline Fyfe, Centre Manager.

At all times we try to ensure that each child progresses as an individual. A range of support services is available to assist children with additional support needs. Advice may be sought with parental agreement from professionals such as: - Psychologists, Speech Therapists, Physiotherapists, Occupational Therapists, Dieticians and Teachers for the visually and hearing impaired, staff who support children whose first language is not English.

When children are supported by a variety of professionals from other agencies, in-centre reviews may be set up, known as 'Team Around the Family' (TAF) meetings to give parents and all professionals involved an opportunity to review the child's progress and set new targets. You will be notified about a meeting by letter in advance and can request to discuss this with our Manager/ASN Co-ordinator Caroline Fyfe prior to help prepare if you wish.

As a good practice model we offer families Stage 2 and above a pre TAF coffee and chat meeting.



We are committed to ensuring that no service user will be subject to discrimination.

All children are encouraged to develop positive attitudes towards others whose gender, language, religion or culture for example is different from their own. We explore a variety of world religions and beliefs as part of our curriculum.

Parents from Ethnic Minorities who celebrate particular religious festivals may wish their children to be absent in order to attend religious events. Such occasions will be supported by the establishment.

## 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 school by a pupil support co-ordinator or similar named individual within the school/nursery who should be available to help and support the child and do whatever is necessary to promote, the child's 'wellbeing'.

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

If a child needs help or support, the Pupil Support Co-ordinator or named individual for that establishment along with parents/carers and the TAF will assess the child's wellbeing. If the child is receiving additional support or assistance in school/nursery, 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/nursery who knows your child and can support them through challenging times?**

- where and how a parent can find more information about how pupils' additional support needs will be identified and addressed;
- the provision made for pupils having additional support needs, whether the school/nursery is a special school/nursery or has a special class or unit;
- who to contact if a parent of a pupil thinks that pupils need additional support and where to get more information and advice;
- the guidance teachers and year heads responsibility;
- the homework policy, including the time that might be spent on homework at each stage and appropriate differentiation should be stated. This should include how parents can support their child's learning at home.

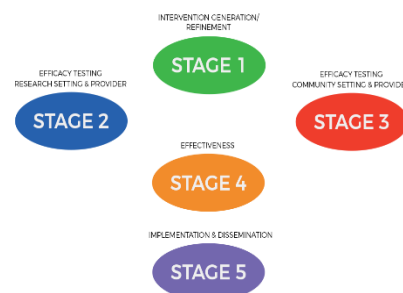
### **Additional support for learning**

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/keyworker and appropriate class/Centre based strategies and supports.

If a pupil needs more help than the class teacher/keyworker 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 - In class/centre support

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

### 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 Centre based interventions the EYC and family may seek support from other universal services. The Pupil Support Co-ordinator or named individual for that establishment will contact the appropriate service/agency to discuss/identify what supports are universally available to meet the identified wellbeing need. **Consent from parents will be sought prior to a request being made.** An Action plan will be created and formally reviewed.



### Stage 3 - 4 - Specialist help from a multi-agency team

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

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

All children at Stage 3-4 will benefit from **at least one targeted support**. Further universal supports may also be part of the support provided to children at this level.

#### 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)

### Stage 5

For Children who are supported through learning centres (eg residential placement and children's houses.

#### 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.
- Counselling Services for children over 10

Educational Services will also access support, where appropriate, from colleagues within the Health and Social Care Partnership in order to address a range of concerns. Where necessary, establishments can access advice and direct support from 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 considered and recorded through the Child's Plan. They will be encouraged to take part in any meeting where people are discussing them. They will help to set their own targets and to review these.

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

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

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

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

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

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

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 school/nursery 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](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

<b>Psychological Service</b>
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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](http://www.eps.south-ayrshire.gov.uk)

## **Information Sharing**

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

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

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

## 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. Staff provide support to children and young people in their daily work and have a vital role to help protect them from harm. Staff help keep children and young people safe and well by:

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

**The Early Years Centre has a Child Protection Co-ordinator, Caroline Fyfe** (Centre Manager), who will co-ordinate response to concerns for children's safety and wellbeing. The Authority has a designated officer for Child Protection who will ensure the centre works 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 school's Child Protection Co-ordinator or another member of staff.

The Social Work Children and Families Ayr/Prestwick/Troon contact is (01292) 267675.



## NURSERY CURRICULUM

### ***Reggio Approach – Making Learning Visible***

We aim to provide a well-balanced, planned programme of activities tailored to each individual child by providing suitable equipment in safe, nurturing surroundings. This will encourage the children's natural curiosity and allow them the valuable opportunity to progress at their own pace in an educationally stimulating environment enabling them to achieve their full potential. Our curriculum is based upon the **Reggio Emilia** approach to learning. Staff, children and the family work together in harmony to ensure each child is respected, loved and valued in early learning.

**At the heart of this system is the powerful image of the child.** Reggio **staff** do not see children as empty vessels that require filling with facts. Rather we see children as full of potential, competent and capable of building their own theories. The Rights of the Children as written by Loris Malaguzzi best describes how children are viewed.

#### **How we promote learning**

The first five years of a child's life encompass a complex period of rapid growth and development. The experiences which children have during these early years exert a powerful influence on their long-term development and, more immediately, on their future learning.

#### ◆ **Literacy and English**

- Extending language through books and stories
- Development of conversation and listening skills
- Further speech and listening through more complex activities
- Asking and answering questions
- Exploring sounds and letters and how they work together
- Use language to find useful or interesting information
- Exploring different materials for writing and ways of recording experiences
- Exploring the richness and breadth of Scottish literacy and heritage



#### ◆ **Health and Well Being**

- Help the very young become aware of others and begin to encourage independence
- Enable children to share equipment with friends and adults.
- Encourage the development of friendships with others
- Encourage the children to express their feelings and opinions and to make decisions
- Prepare for future experiences in school and out
- Explore different ways to keep safe and healthy
- Develop running, climbing, riding bikes, feeding and dressing skills
- Master scissors, buttons, zips, hopping, skipping, catching

#### ◆ **Expressive Arts**

- Introduce new experiences e.g. sand, water, and "gloop" to help with further activities
- New textures and ways of creating pictures
- Develop drawing, painting skills and colour knowledge
- Pre-writing skills and more detailed activities
- Explore movement and role play
- Explore ways to move rhythmically by using and controlling the body
- Have opportunities to present to different audiences



#### ◆ Science

Allow children to experience changes in their world  
Develop and stretch this knowledge further e.g. water-ice / ice-water  
More science activities e.g. growing, baking, mixing colours  
Looking at life cycles e.g. caterpillar – butterfly. Talk about seasons.  
Use senses

#### ◆ Numeracy and Mathematics

Matching, sorting and counting  
Exploring numbers  
Patterns in the environment  
Using signs and charts  
Using media  
Exploring and recognising different coins  
Time and seasons  
Collect, gather, sort objects  
Ask and answer questions, share ideas  
Solve patterns  
Explore 2d and 3d shapes in the environment



#### ◆ Social Subjects

To explore, investigate, experience  
The past – celebrations / special events  
The past – people  
The local environment and the world around  
Caring for the environment  
Journeys and travel  
The community – people and places, shops and services  
Making decisions and choices



#### ◆ Technologies

Exploring different kinds and what they can do take part in Eco schools projects  
Explore ways to construct models and solve problems  
To communicate with others in nursery and beyond  
Use technology to help solve problems  
Gain confidence and develop skills in ICT

**As part of our Scottish Curriculum we also work within Curriculum for Excellence and Birth to 3 Frameworks utilising local and national guidance.**

### Planning

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

The plan is then used in conjunction with the Curriculum for Excellence framework enabling a child's progression towards future learning. All Early Years Centre staff are involved in planning sessions. Many of these take place with the children and the plans are monitored by the centre management team on a regular basis to ensure continuity and progression.



Our planning is shared on our planning board in the playroom. This keeps you informed of current skills development and allows you to support this at home. We believe parents are their children's first teachers and value your input. If you think you can offer an activity or have a suggestion that would complement our plans, please add this into our suggestions bag or let a key worker know. We also often offer Home-link activities related to current interests or focus for you to try.

## **Tracking & Monitoring**

The progress of individual learners is tracked and monitored during the session.

Sharing of information between parents/carers and staff is very important. Staff observe the children and keep notes of their progress which parents are welcome to access. Please feel free to discuss with staff your child's progress and any concerns you may have. Parent/carer open days will be held and information about these will be sent out in Newsletters.

A written summative report is completed for children in their pre-school year.

Transition from the Early Years Centre into Primary One is a crucial stage and profiles are used to track each child's individual progress and development throughout the session, information is shared with receiving schools.

Each child has a Learning Journal which contains examples of the child's work, photographs of events, activities and achievements. Learning Journals are shared with parents throughout the session.

## **Choosing a School**

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

Full details of the Placing Request process are available on the Council's web-site using the following link [Placing requests - South Ayrshire Council \(south-ayrshire.gov.uk\)](http://south-ayrshire.gov.uk) or you can contact Educational Services on 01292 612162.

## **Transition to Primary One**

Staff from receiving Primary Schools and the Early Years Centre will work together throughout the year to ensure a smooth transition from the centre to primary for all children. This often involves a formal programme of events that either the receiving school or early years centre will inform you of. If your child requires more transition opportunities a member of staff will discuss this with you and arrange as appropriate.





## PRE- BIRTH to THREE LEARNING - REALISING THE AMBITION

The nursery has a nurturing and caring 2-3 playroom that promotes positive outcomes for children and families. The Pre-Birth to Three curriculum has four key principle areas to support development and learning in young children; these are Rights of the Child, Relationships, Responsive Care and Respect.

Our team have a caring disposition, and they support partnership working, together at home and in nursery. Our team recognise the impact and importance of their work on children's lives and future life chances. In order for staff to be confident that they are providing the best experiences for babies and children, they need to know why it is essential that they get it right for every child in these most critical years.

Our team increase capacity to secure positive outcomes for children by;

- Agreeing and adopting a shared vision, values and principles across services
- Engaging in regular daily conversations with the family and professionals who maybe supporting our youngest children
- Creating a warm nurturing playroom that promotes independence, communication, creativity, exploration and discovery also promoting the 5 senses

### Involvement of the Family "Realising the Ambition"

The role of parents and carers remain central to their children's learning journey and must therefore be valued and involved in all aspects of early learning. Family learning is one example and a powerful method of engagement and learning.

Our children will have a settling in period of time that is unique to the child and the time in nursery will build up to meet the needs of the child. It is important that we have a good relationship and trust. Together we spend time together putting in place a Care Plan that supports transition to nursery.

We encourage our families to take part in Stay and Play sessions and our Early Years Worker builds relationships with our children in our comfortable playroom. Stay and Play encourages the promotion of literacy, communication and socialisation between nursery and home and this supports the child to feel a sense of security and connection.

Our families are welcome to be part of our Coffee and Chat groups which take place once a term across the playrooms. We come together to discuss our learning environment and developments as well as getting to know each other.



**Space Place EYC**

## **Parental Involvement**

### **Working together to Support Learning**

When your child starts we will ask you to complete a leaflet 'All About Me' which will give the staff background information about your child's likes, dislikes, and special interests. We operate a key worker system in which each staff member is responsible for a small group of children. Please take time to share experiences daily as you bring and collect your child.

Key Workers will consult with parents three times a year, or as and when necessary to complete/update individual personal care plans for children.

### **Personal Care Plan Appointments**

Throughout the year a member of staff will ask you to update your child's Personal Plan. These are documents which outline any specific requirements your child has. You should note any significant changes that have happened at home that may have an impact on your child. Think both big and small as some things which may seem insignificant to adults can often have an impact on children – from moving house to pet fish passing away! You will be asked to reflect on your child's wellbeing needs prior to the meeting, there is a leaflet provided in your welcome pack to support you with this. Finally, you will be asked to agree some appropriate targets for your child to work towards at Early Years Centre. Personal Plans are updated termly or more often if necessary. You may ask to see your child's Care Plan at any given time and can request to update this as necessary.

### **Parental Partnership**

We encourage you to become actively involved in your child's education during their time in the Early Years Centre. We recognise the role of parents/carers as the child's first educator.

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

Parents/carers are invited to join the Early Years Centre Parents Coffee and chat group who assist with the organisation of events and fundraising.

We have a welcoming family room, please feel free to stay for a tea/coffee or to use to catch up with your child's key worker/management. This will be used for all different events including, family link sessions and in our flow of the day.

If you have any problems or concerns please come and discuss them. Working together, we can usually sort them out very quickly.

We share your goal – to provide the best for your child.

## **How Can I Help as A Parent/Carer**

### **Please:**

- Keep us up to date with any changes to address or telephone numbers.
- Inform the nursery if emergency contact number changes
- Inform the nursery if child is being collected by another adult
- Inform us of any medication needs or medical change
- Let the nursery know if your child may be upset by something which has happened at home e.g. death of a pet or illness of a family member
- Encourage your child to talk about their experiences at nursery
- It is important that any changes that may affect your child's safety, care, health and well-being are discussed with staff and noted on their Personal Care Plan.
- Encourage your child to move carefully within the centre, to use toilets properly and to respect other people's belongings
- Clearly name your child's clothing / footwear
- Support the Parent's Committee who raise funds for the centre. Details of fundraising events are included in Newsletters
- Volunteer when help is required for outings, parties, etc.
- Enjoy your child's time at our Early Years Centre.

## **Promoting Positive Behaviour**

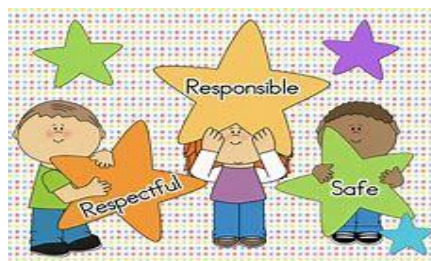
Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they may need for mental, emotional, social and physical wellbeing now and in the future.

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 centre environment. All staff in the centre are pro-active in promoting positive behaviour in the classroom, playroom, garden and the wider centre community.

In the nursery we try to encourage a high standard of behaviour and achievement through a wide range of strategies, experience and activities on offer. Children are encouraged to develop their social skills and behaviour in an acceptable and appropriate manner. This is generally achieved by setting simple rules (Golden Rules) for the children and responding to situations with a calm, fair and consistent approach. Children are encouraged and praised for their efforts and achievements.

As part of our parent/carer partnership we encourage a consistent approach to promoting positive behaviours. The Early Years team are available to support families when setting strategies for health and wellbeing. Our experience tells us that consistency is key. In some circumstances we can access wider services using a GIRFEC approach to child development.

We promote a "2 Choice" approach that enables children to make decisions during session times. Our team promotes this approach to build skills in decision making.



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

We provide a full day service for families who require a flexible service, a hot meal is provided for all children attending for a period longer than 4 hours. This will either be a lunch or evening meal depending on their attendance. Our lunches are provided by Monkton Primary and comply with national guidance on healthy meals and snacks for young children. A hot option is available daily alongside a selection of sandwiches and crudites. **Please alert a member of staff if your child has any dietary requirements or allergies.**

The Council has adopted a new Scottish Milk and Healthy Snack Scheme (SMHSS) which supports the funding of free milk (or non-dairy alternative) and a healthy snack item provided each day for all children attending nursery.

### PARENT PAY

South Ayrshire Council have introduced a new online school payment system (Parent Pay) in all our schools and Early Year Centres. The system is now live, and you will have access to details to sign up. It is South Ayrshire Councils Intention to become a cashless environment.

Parent Pay allows you to make donations to the centre, we will use this donation for e.g., celebrations, small birthday gifts



**It is vital that parents inform Early Years Centre staff if any children have food allergies, dietary requirements or of any foods which they do not wish their children to try.**



Children practise washing their hands, preparing and tidying up after their snack to encourage them to become more independent.

## Oral Health Promotion – Childsmile

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



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

## Outings and Parental Consent

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



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

## Insurance

South Ayrshire Council holds Public Liability, Employers' Liability and Officials Indemnity Insurance. In addition, South Ayrshire Council has an on-site and off-site activities insurance policy. Further information regarding insurance and an appropriate claim form can be obtained from the nursery 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 nursery. 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.

## **Toys From Home**

If a small familiar toy offers some feeling of security for your child, then certainly bring it along in the initial few weeks. We do try to reduce gradually the number of toys coming to nursery as they can get damaged or even lost. However, please understand that we cannot be responsible for lost or damaged toys. We have a 'Toys from Home' basket outside the playroom please encourage your child to leave their toy here where possible

## **Quality Assurance and Inspections**

As a registered centre we will be regularly inspected by the Care Inspectorate and Education Scotland. In addition, South Ayrshire Council has its own system for promoting quality in Council and Partnership Centres. The Manager and Early Years Centre team will all contribute to the on-going quality assurance systems that are in place for Space Place Early years Centre. The most recent inspection can be found on our website

## **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
- Write to: Customer Services, South Ayrshire Council, Freepost NAT 7733, Ayr, KA7 1DR

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

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

*Care Inspectorate, Sovereign Road, Suite 3, Academy Road, Irvine, KA12 8RL*

The Care Inspectorate is a national organisation set up to regulate and inspect the care and social work services, and child protection. It is a non-departmental public body and will operate independently of the Scottish Executive. They can be contacted over any concerns you may have regarding the service provided to your child.

If you would like to talk to someone we operate an open-door policy at Space Place Early Years Centre. Please feel free to discuss any concerns you may have with a member of staff or make an appointment with the Manager.



## **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](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

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

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

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

### Local Area Councillors:

#### Ward 2 - Prestwick

- |  |                |
|--|----------------|
| ➤ <a href="#">Councillor Ian Cochrane</a>    | (SNP)          |
| ➤ <a href="#">Councillor Hugh Hunter</a>     | (Independent)  |
| ➤ <a href="#">Councillor Martin Kilbride</a> | (Conservative) |
| ➤ <a href="#">Councillor Cameron Ramsay</a>  | (Labour)       |

## APPENDIX 2

### **SCHOOL/NURSERY POLICIES AND PRACTICAL INFORMATION**

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

### **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>

**Realising the Ambition** - <https://education.gov.scot/improvement/learning-resources/realising-the-ambition/>

### **PLEASE NOTE**

*Although the information in this handbook is correct at the time of printing there could be changes affecting any of the matters dealt with in it, either before your child's placement begins or during the course of their placement. The Head of the Establishment will tell you of any important changes to the information.*