



## **St Ninian's Primary School**



# **H A N D B O O K**

**2023/2024**

**St Ninian's Primary is situated within  
Prestwick North Education Campus  
Sherwoon Road  
KA9 1EY**

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A

## **CHARTER for CATHOLIC SCHOOLS in SCOTLAND**

**The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.**

**All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:**

- \* a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;**
- \* an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;**
- \* a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;**
- \* a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;**
- \* the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;**
- \* a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;**
- \* a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;**
- \* a commitment to ecumenical action and the unity of Christians;**
- \* the promotion of respect for different beliefs and cultures and for inter-faith dialogue;**
- \* a commitment to support the continuing professional and spiritual development of staff.**

**All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.**

## SECTION A – General School Information

### A.1. Welcome by Head Teacher

On behalf of all the staff at St Ninian's Primary school, I am delighted to welcome you to our school community. This handbook is intended to give you an overview of life here at St Ninian's.

St Ninian's prides itself on its inclusive and welcoming ethos, built on Gospel Values. Our whole school community has established high expectations for all our young learners. Pupils, staff, parents, our Parent Council, St Quivox Parish and the local community all work in partnership to support all learners to achieve their full potential.

Our school motto, "Aim high, learning without limits" sums up our vision for all our young learners, from Primary 1 through to Primary 7. High expectations are agreed by all and we are extremely proud of our achievements. The balanced and varied curriculum delivered within St Ninian's is designed to ensure all children reach their potential. It is designed to offer flexibility and choice, to enable all our young people to become successful learners, confident individuals, effective contributors and responsible citizens in an ever-changing world.

We are situated in an outstanding new campus, which we share with Glenburn Primary and Prestwick North Early Years Centre. This brand new facility, equipped with state of the art facilities is an excellent environment for our children to learn and thrive.

I would be delighted to provide any further information you may require, and would be happy to show you round our excellent campus. Please do not hesitate to contact me.

Jacqueline McPeake  
Head Teacher

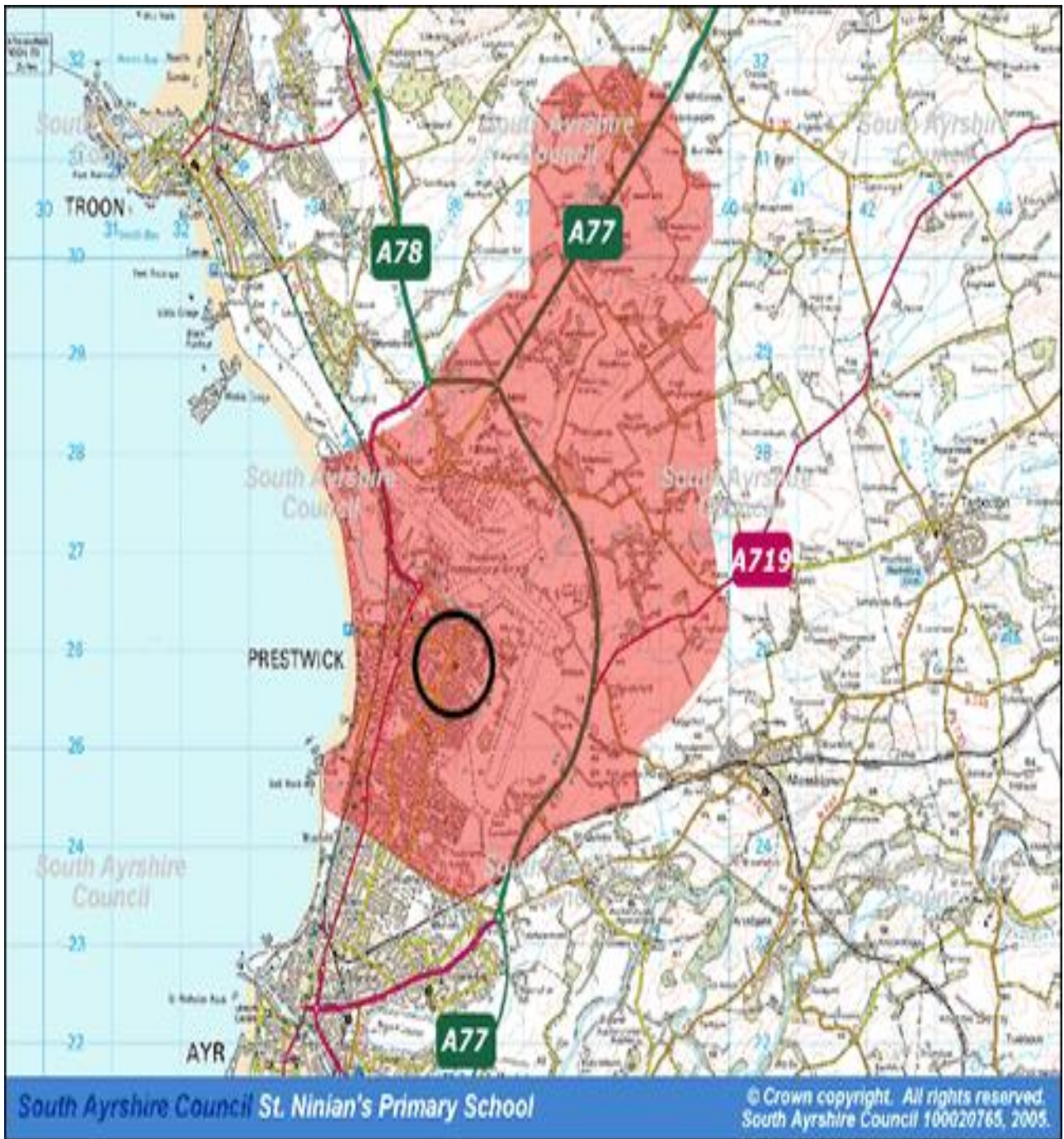




## A.2. School Information

<b>Name</b>	St Ninian's Primary School
<b>Address</b>	Preswtick North Education Campus Sherwood Road Prestwick KA9 1EY
<b>Telephone No</b>	01292 473457
<b>Website address</b>	<a href="https://blogs.glowscotland.org.uk/sa/stninianspsandeyc/">https://blogs.glowscotland.org.uk/sa/stninianspsandeyc/</a>
<b>Email address</b>	stninians.mail@south-ayrshire.gov.uk
<b>Head Teacher</b>	Mrs Jacqueline McPeake
<b>Denominational status</b>	Roman Catholic
<b>Gaelic Language</b>	Primary 1 and 2
<b>Accommodation and capacity</b>	230 – parents should note that the working capacity of the school might vary dependent upon the number of pupils at each stage and the way in which the classes are organised. The definition of 'parent' used is the broadly framed definition set out in the 1980 Act which is as follows: 'Parent' includes guardian and any person who is liable to maintain or has parental responsibilities in relation to, or has care of a child or young person. This is a wide definition which can include, by way of example, non-resident parents who are liable to maintain or have parental responsibilities in respect of a child and others with parental responsibilities, e.g. foster carers or kinship carers.
<b>Stages of education provided &amp; school roll</b>	Primary 1 to Primary 7 Current school roll is 130 as at October 2023
<b>House structure</b>	School is divided into 3 houses and points awarded as part of Positive Behaviour Programme. St Andrew's (Blue), St Ninian's (Yellow) and St Patrick's (Green)
<b>Early Years provision</b>	Prestwick North Early Years Centre is on the same campus as St Ninian's but is not attached to the school
<b>Catchment map and area</b>	See page 5.  Details of the school's catchment area and street names are available for inspection at the school and parents can also access them on the Council's web site at: <a href="http://www.south-ayrshire.gov.uk">www.south-ayrshire.gov.uk</a>  Catchment map and area (available from the School Management Section, Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR).
<b>Helpful addresses</b>	Useful links to additional information can be found at Appendix 2.

# Catchment map and area



### **A.3. School Staff**

<b>Name</b>	<b>Designation</b>
<b>Jacqueline McPeake</b>	<b>Head Teacher and Named Person</b>
Father Stephen Latham	School Chaplain
Jacqueline McPeake	Head Teacher
Nicola McNicol	Depute Head Teacher
Aislinn Robb	P1 Teacher
Amy Davis	P2 Teacher (Probationer)
Laura Moncrieff	P3 Teacher
Stephanie Swan	P4 Teacher
Elise Diamond	P5 Teacher
Claire Ramsay	P6 Teacher
Rob Lee	P7 Teacher
Elsbeth Macleod	String Instrumental Instruction (Violin)
David O'Connell	String Instrumental Instruction (Cello)
Scott Walker	Brass Instrumental Instruction
Claire McClurg	Cluster Pupil Support
Kirstine Lambie	Peripatetic EAL
Caroline Doherty	Clerical Assistant (full-time)
Karen Alexander	Clerical Assistant (part-time)
Caroline Jenkins	School Assistant (full-time)
Amanda McEwan	School Assistant (full-time)
Claire Watson	School Assistant (Part-time)
John Watson	School Assistant (Part-time)
Margaret Pirrie	Catering Assistant
Elizabeth McCurdie	Catering Assistant
Marion Brown	Janitor
Alan Wotherspoon	Cleaner (COVID recovery)

### **A.4. Management Team**

<b>Name</b>	<b>Designation</b>
Jacqueline McPeake	Head Teacher
Nicola McNicol	Depute Head Teacher



## **A.5. Contacting the school**

If your child is unwell and unable to attend school then please inform the school before 9:15am, either via the Xpressions app or by telephoning the school on 01292 473457.

If your child has an appointment within school hours then please advise the school either via the Xpressions app or in writing.

If you have a concern about your child's progress please contact the school to arrange an appointment with the Class Teacher in the first instance.

If you have a concern about your child's health and wellbeing please contact the school to arrange an appointment with Jacqueline McPeake, the Head Teacher (P3-7) and Nicola McNicol, the Depute Head Teacher (P1 and P2)

If you are considering sending your child to St Ninian's Primary and would like a visit please contact the school on 01292 473457 to arrange.

### **Parental Complaints**

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](mailto:listeningtoyou@south-ayrshire.gov.uk)
- write to: Customer Services, South Ayrshire Council, Freepost NAT 7733, Ayr KA7 1DR.

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

## A.6. The School Year and School Hours

### School Hours:

All classes	9.00 am - 10.30am - Learning & Teaching
Interval	10.15 am - 10.30 am
	10.45 am – 12 noon - Learning & Teaching
Lunch	12 noon – 12.45 pm
	1.15 pm - 3.00 pm - Learning & Teaching



**After School Care:** - Prestwick After School Care Services (based in Prestwick Community Centre). Telephone: 07738585287.

SOUTH AYRSHIRE COUNCIL					
Educational Services					
Approved School Holiday Arrangements: 2023/2024					
Term	Break	Dates of Attendance		Cumulative Working Days	
First	Mid Term	Teachers ( <b>Inservice</b> )	Thurs	17 Aug 2023	85
		Teachers ( <b>Inservice</b> )	Fri	18 Aug 2023	
		Pupils return	Mon	21 Aug 2023	
		<i>local holiday</i>	Fri	*22 Sept 2023	
		<i>local holiday</i>	Mon	*25 Sept 2023	
		Close	Fri	13 Oct 2023	
		Teachers ( <b>Inservice</b> )	Mon	23 Oct 2023	
		Re-open (Pupils)	Tues	24 Oct 2023	
		Close	Fri	22 Dec 2023	
Second	Mid Term	Re-open	Mon	8 Jan 2024	143
		Close	Fri	9 Feb 2024	
		<i>local holiday</i>	Mon	12 Feb 2024	
		Teachers ( <b>Inservice</b> )	Tues	13 Feb 2024	
		Re-open (Pupils)	Wed	14 Feb 2024	
		Close	Thurs	28 Mar 2024	
Third		Re-open	Mon	15 Apr 2024	195
		Close	Wed	1 May 2024	
		Teachers ( <b>Inservice</b> )	Thurs	2 May 2024	
		Re-open (Pupils)	Fri	3 May 2024	
		<i>May Day</i>	Mon	6 May 2024	
		<i>local holiday</i>	Fri	24 May 2024	
		<i>local holiday</i>	Mon	27 May 2024	
Close	Fri	28 June 2024			
	Session 2024/25	Teachers ( <b>Inservice</b> )	Fri	16 Aug 2024	
		Teachers ( <b>Inservice</b> )	Mon	19 Aug 2024	
		Pupils return	Tues	20 Aug 2024	
NB	Good Friday: 29 March 2024				
* Please note that the September weekend is provisional subject to confirmation of the date of the Ayr Gold Cup					
<i>Pupil's attendance will be 190 days after deducting 5 in-service days.</i>					

## **A.7. Enrolment**

The main enrolment exercise for Primary 1 takes place in January when pupils register for education. At all other times parents should contact the school office and make an appointment to meet the Head Teacher (unless you are making a placing request, see section Choosing a School). Information as to date and hours for enrolment of children starting school for the first time is advertised in the local press in January each year.

Notices of dates and times of Registration are displayed within the school, Early Years Centre and church notice boards.

Parents and children are invited to visit the school on several occasions. They are invited to visit the Primary 1 classroom. Children will have the opportunity to meet their new teacher and to familiarise themselves with their new surroundings. Parents will be shown the books and equipment to be used by the pupils, and the type of homework that will be required. An indication will be given as to how parents can best support and reinforce, at home, the work being done at school. Infant induction handbooks for pupils and parents are available.

Parents wishing to enrol pupils during the session are welcome to arrange to visit the school by telephoning the Head Teacher.

## **A.8. Parental Involvement and Home School Links**

Each session, new Primary 1 parents will be invited to take part in the Induction Programme.

St Ninian's Primary School have reviewed methods of communication between school and parents/carers and now use the Xpressions app and the website. The added benefit of this would drastically reduce the volume of paper we send out. This is one of the targets in our ECO schools programme.

As a school, we place a strong emphasis on partnership working and are keen in St Ninian's to foster strong links with parents and to work in partnership with all parents and members of the community to the benefit of all pupils.

Parents are encouraged to visit the school at any time to discuss their child's progress. However, it would be helpful if an appointment is arranged in advance through the office to ensure the appropriate member of staff is available.

Formal Parents' afternoons/evenings are held twice throughout the year, where parents are given the opportunity to meet with the teachers to discuss any areas of concern and to celebrate successes. In addition, we run a series of open afternoons, where parents are given the opportunity to visit their child's class and work alongside them for a short while.

Parents are kept up to date through the school website and Twitter. Weekly newsletters are also emailed out to celebrate the highlights of the previous week and to plan for the week ahead.

In the past, parents have assisted the school in many ways – parent helpers, extra-curricular activities, etc. We are fortunate in St Ninian's to have a hard working Parent Council and Fundraising Group, who work closely with the Head Teacher to benefit the school and the wider community.

St Ninian's regularly seeks volunteers to assist on school trips and to support children's learning in a number of other ways – art and craft, badminton, netball, library, Bikeability, website, gardening and supporting Active Maths and Literacy. The Head Teacher would love to hear from any parent willing to become involved in supporting St Ninian's pupils in their learning.

Parents are regularly invited to be involved in decisions about school policy. The Head Teacher will be arranging regular parent drop-in sessions for parents to chat informally and to discuss a range of issues about the school and the work we do.

St Ninian's Primary actively provides parents with support and advice on their child's learning at key stages.

- Promoting **learning at home** – by improving the information parents receive from the school on the curriculum, assessment and reporting, support for pupils and school improvement so that parents can help with their child's learning at home and in the community.
- Improving the **home/school partnership** - by highlighting opportunities for parents to become involved in the school and access information, support and advice to support their child's learning.
- **Parental representation** – by providing information about getting involved in the Parent Council or other parent representative body at the school.

## A.9. Parents as Partners - Parent Council Forum

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

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

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

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

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

The main aims of the Parent Council are to:

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

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

The members of St Ninian's Parent Council are as follows:

<b><u>Name</u></b>	<b><u>Designation</u></b>	<b><u>Address</u></b>
Mrs Angela Cassells Mrs Siobhan Cameron	Chairperson Vice Chair Treasurer	C/o St Ninian's PS Sherwood Road PRESTWICK KA9 1EY
Mrs Jacqueline McPeake Mrs Nicola McNicol	Adviser to Parent Council Teacher Representative	C/o St Ninian's PS Adamton Road North PRESTWICK KA9 1EY
Father Stephen Latham	Pastoral Representative	C/o St Quivox Church St Quivox Road PRESTWICK

Our fundraising group undertakes the organisation of many events throughout the year including fairs, social events, etc. All parents are strongly encouraged to become involved by helping at any events or by supporting them.

More information can be given from the school office.

These parents can be contacted via the school office.

Our local councillors are invited to attend all meetings of the Parent Council.

The Scottish Parent Teacher Council is the 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 **08707065814** or email on [sptc@sptc.info](mailto:sptc@sptc.info) or write to **SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.**

**National Parent Forum of Scotland – [enquiry@parentforumscotland.org](mailto: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.

## **A.10 School Ethos**

### **The Commitment of St Ninian's Primary School**

Staff in St Ninian's Primary School share the national ambition of continually striving to improve the quality of the education we provide. In our efforts to achieve this we will endeavour to do everything we can to support all of our pupils to achieve their full potential. The school and everyone associated with it is committed to working hard to provide education of the highest quality and to ensuring that the learning experiences provided meet the needs and aspirations of pupils, parents, staff and the wider community. Essential to achieving this vision is the ambition of our school to work towards raising standards by creating a culture and ethos of achievement and equity for all.

### **Statement of School Vision**

- The whole school community of St Ninian's is extremely proud of our achievements. Staff share the national ambition of continually striving to improve the quality of education that we provide.
- At St Ninian's we want children to learn about their rights and to feel empowered through their education. Through involvement in pupil groups and learning and teaching discussions, pupils are actively involved in creating and evaluating the school improvement plan.
- We have a dedicated staff who work hard to develop our pupils as Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors through the creation of a positive, stimulating learning and teaching environment, which promotes Gospel values.
- In our efforts to achieve this we endeavour to do everything we can to support all of our pupils to achieve their full potential. The school and everyone associated with it understands children's rights and are committed to working hard to provide education of the highest quality ensuring that the learning experiences provided meet the needs and aspirations of pupils, parents, staff and the wider community.
- Essential to achieving this vision is the ambition of our school to work towards raising standards by creating a culture and ethos of achievement and equity for all.

### **Core Values**

- Integrity
  - Respect
  - Kindness
  - Ambition
  - Faith
- As a Catholic school, our Christian Faith permeates all aspects of our school life where everyone is treated with equality, fairness, love and respect.
  - As a community of faith and learning, we work closely with St Quivox Parish to provide the highest quality of education through the promotion of Gospel values, celebration, worship and service to others.
    - We value the contribution and support of our parents and local community.
    - We encourage the active involvement of parents in their child's education and learning.
    - We encourage the active involvement of pupils in their own education and learning.
    - As a Rights Respecting School, we are a community where children's rights are learned, taught, practised, respected, protected and promoted. We learn about our rights by putting them into practice every day.

### **School Aims**

Here at St Ninian's we aim to:

- create a positive school ethos based on the UNCRC and the Gospel values promoting inclusion, equality, health and wellbeing.
- provide a stimulating, challenging, active curriculum for our pupils.
- improve the standard of achievement and attainment in consultation with learner, parent or guardian.
- assist our pupils' personal and social development and to promote the values and responsibilities of citizenship in an effective democratic society.
- to promote effective partnerships that links home, school, parish and the local community.

## SECTION B – Teaching and Learning

### B.1. Curriculum for Excellence

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

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

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

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



## B.2. The Curriculum

Guidelines for the curriculum are provided at National Level by the Scottish Government, by South Ayrshire Council and by other agencies. In St Ninian's Primary School, the curriculum is designed taking these guidelines into account to provide a well-balanced programme of learning, which is organised in four contexts. These are:

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

This is achieved in St Ninian's by careful consideration of not only **what** is taught but also **how** it is taught. The curriculum is designed to meet the needs of all learners and through careful planning, teachers ensure appropriate levels of work and suitable pace of learning for all young people.

All pupils work at their own level, with all pupils setting achievable targets in their learning. There will be increased opportunity for personal achievements, which are planned, recorded and celebrated by pupils and by staff.

Across all stages of the school, our pupils learn in an active way. Children are given opportunities to interact, discuss, discover and learn from each other, in a very active and practical way.

They work and learn together in a co-operative way, making decisions and directing their own learning. Within the school, many opportunities are provided for children to take personal responsibilities in a number of areas including Pupil Council, Inclusive Practice group, Digital Champions, House Captains, and Sports Leaders.

Within each classroom, pupils are encouraged to work collaboratively, with a good understanding of how an effective team works. They are also given opportunities to learn in an active and experiential way.

Presently there are significant developments within Scottish education and through the improvement planning process we endeavour to implement these changes effectively.

The curriculum is organised under eight areas:

- Mathematics/Numeracy
- Literacy/English
- Social Subjects
- Science
- Technologies
- Religious and Moral Education - RCRE
- Health and Wellbeing
- Expressive Arts

### **Mathematics/Numeracy**

Our programme of work aims to support our pupils to:

- Develop essential numeracy skills, including arithmetical skills, which allow them to participate fully in society.
- Develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts.
- Have an understanding of the application of mathematics, its impact on our society, past and present and its potential for the future.
- Establish firm foundations for further specialist learning, including those who will be the mathematicians of the future.

## **The main lines of development in mathematics are:**

### **Information Handling**

Exploring understanding and developing secure skills in using

- Data analysis
- Ideas of chance and uncertainty

### **Number, money and measurement**

Exploring, understanding and developing secure skills in using

- Basic arithmetical and other number processes, including estimation
- Measurement
- Patterns and relationships
- Equations and expressions

### **Shape, position and movement**

Exploring, understanding and developing secure skills in using

- Properties of 2D shapes and 3D objects
- Symmetry, angles and transformations

The children are focused on developing their maths skills in real life contexts, with many opportunities for collaboration and working together to solve given problems. Through Making Thinking Visible and Number Talks, they learn that there can be many different ways of thinking and different strategies to solve given problems. Every day in class they are encouraged to articulate their preferred method and to recognise that mistakes are learning opportunities.

Regular assessments are undertaken and recorded within pupil profiles. Children are encouraged to learn maths in a context and to apply gained skills across all aspects of their learning. The school explains the purpose of all assessments to pupils and parents and shares results and progress, working together to agree next steps.

### **Languages**

Our programme of work is skills based and seeks to cover experiences and outcomes, which will allow our pupils to engage fully in society.

At St Ninian's we place a strong emphasis on the development of literacy as it is the core of thinking and is necessary to allow our children to reflect, communicate and develop ideas. It is an essential passport to learning.

### **We cover the 3 recognised areas of:**

- Reading
- Writing
- Talking and listening

### **We aim to enable our pupils to:**

- Develop their ability to communicate their thoughts and feelings and respond to those of other people.
- Develop the high skills in listening, talking, reading and writing.
- Use different media effectively for learning and communicating.
- Enhance their enjoyment and their understanding of their own and other cultures through literature.
- Develop a secure understanding of how language works and use language well to communicate ideas and information in English and French.

While we use published texts to support the learning and teaching in languages very strong connections are made across the other areas of the curriculum. We also seek to use everyday contexts to make the children's learning effective. Pupils are taught to read, write and speak in French, with additional opportunities to learn Spanish.

### **Social Subjects**

Topics have been selected which are age and stage appropriate and which allow our pupils to investigate, be creative, use critical thinking, both individually and in groups, to:

- Learn to access and use information from different kinds of sources and think critically about evidence and arguments in order to arrive at their own conclusions.
- Learn to justify these in discussion and debate.
- Develop their skills in literacy and numeracy.
- Learn about their community and country's past and present so that they develop an understanding of the political and social changes, which have shaped Scotland.
- Develop their own values.
- Gradually build up a framework of historical, geographical, social, economic and political knowledge and understanding.
- Learn about the values, beliefs and cultures of societies at other times and in other places so that they can become more willing to question intolerance and prejudice and to develop respect for other people.
- Learn about and apply concepts that stimulate enterprise and influence business and allow them to gain an understanding of Scotland's contribution to global economy.
- Be challenged to consider how they can contribute to the wellbeing of society.

Pupil's experiences will be grouped in the following way:

#### **People in the Past:** including:

- People in societies
- People and events in the past

#### **People in Place:** including

- People and landscapes
- People and communities

#### **People and Society:** including

- Society and economy
- Decision-making in a democracy

### **Sciences**

Our programme of study in science includes experiences and outcomes in biological, chemical, physical and environmental contexts, which aim to enable our pupils to:

Investigate their environment by observing, exploring, investigating and recording

- Demonstrate a secure understanding of the big ideas and concepts of science.
- Make sense of evidence collected and presented in a scientific way.
- Recognise the impact science makes on their lives, on the lives of others, on the environment and on culture.
- Express opinions and make decisions on social, moral, ethical, economic and environmental issues informed by their knowledge and understanding of science.

Our programme of study will grouped in the following way:

#### **Our living world:** including

- The diversity of living things, the uniqueness of being human and the importance of cells.

**Our material world:** including

- Uses and properties of materials, sustainability, the chemistry of life processes and the applications of chemistry in society.

**Our physical world** including

- Harnessing and using energy sources, motion and travel on land, sea, air and space.
- The development of communication systems.

**Technologies**

This includes craft, design, engineering, graphics, and food, textile and information technologies.

We aim to develop our pupil's skills in order for them to participate in modern life so that they can:

- Develop an understanding of technologies and their impact on society – in the past, present and future.
- Apply knowledge, understanding and practical skills to design and create products, processes and solutions that meet needs in play and daily life.
- Gain the confidence and skills to embrace and use technology.

For each of these technologies, the main lines of development will be:

**Investigating and designing:** including

- Learning about technologies and their effect of society.
- Investigating resources and materials.
- Developing design skills and knowledge.

**Producing:** including

- Using technologies effectively.
- Planning and organising.

**Evaluating:** including

- Evaluating and improving products and solutions.
- Evaluating the impact of products, systems and processes.

**Religious and Moral Education**

As a Roman Catholic Primary School, St Ninian's Primary follows the programme of study for RCRE (Roman Catholic Religion Education) This is Our Faith. Children are also given opportunities to learn about other world religions.

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 authorised absentee in the register,

**Expressive Arts**

Expressive arts include experiences and outcomes in art and design, drama, dance and music. Our programmes of work give our pupils opportunities to learn to:

- Express themselves in different ways and be creative.
- Experience enjoyment (and contribute to other people's enjoyment) through creative expressive performances and presentation.
- Develop important skills specific to expressive arts and also transferable skills.

Each year, through our School Improvement Plan, we work collegiately to continually improve the curriculum of learning and teaching. We work with pupils, parents, staff and cluster colleagues to complete effective self-evaluation and to plan school improvements.

### **B.3. Homework Policy**

This is given to reinforce or review classroom learning and to build upon home/school links. Parents are keen to assist with homework. In addition, reading, spelling and research are encouraged. Pupils and parents appreciate homework that is –

- related to classroom work
- well planned by the teacher
- varied
- manageable in the time given
- challenging but not too difficult
- likely to promote confidence through success
- recognised and rewarded
- supported by teachers and parents

Teachers share their expectations with children and parents setting out the number of nights each week homework will be issued and the date for submission.

There are no sanctions for failure to do homework however, staff note such cases and will text parents to ensure they are informed.

At times homework is accessed through ICT, however parents should inform the class teacher if this online tool is a problem.

### **B.4. Opportunities for Wider Achievement**

As part of their learning, our young pupils will be provided with the opportunity to participate in an extensive range of planned activities, which contribute to their wider achievement.

It is the policy of the school to provide an extensive range of sporting activities for pupils. These activities are organised each sessions in conjunction with our Active Schools Co-ordinator. These activities include a range of sports. The school hosts regular inter-house games and local organisations support these with engaging and motivating activities for all pupils. We strive to cater for all age groups and work in partnership with local community organisations, parents, and both Queen Margaret Academy and Prestwick Academy. Our sports council consult with pupils around interests and we strive to provide pupils with opportunities to develop skills in sports where there is a pathway within the local community,

The children in Primary 5 have the opportunity to go swimming and in P6 and P7 the children have the opportunity to attend a residential at Dolphin House and Inverclyde respectively. Primary 5 and 6 children also complete Bikeability.

The children of Primary 6 and 7 participate in the Pope Francis Faith Award and P7 pupils work to receiving their Award of Ambition.

This year the choir loved singing at Young Carers Day, Prestmas, the Cluster Choir Concert and the Christmas Fayre.

The children regularly compete in community art competitions and enjoy showcasing their work.

Pupils are always encouraged to share their achievements at their local clubs in school and representatives from these clubs are regularly invited in to encourage more pupils to attend. Wider achievements are shared with parents through our weekly highlights.

It is the policy of the school to work in partnership with local organisations to give children opportunities to develop their skills in the world of work.

## **B.5. 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.

## **B.6. Religious and Moral Education**

As a Roman Catholic Primary School, St Ninian's Primary follows the programme of study for RCRE (Roman Catholic Religion Education) This is Our Faith. The programme includes:

**Catholic Christianity:** including

- Mystery of God
- In the Image of God
- Revealed truth of God
- Son of God
- Signs of God
- Word of God
- Hours of God

- Reign of God

**Other World Religions:** including

- Beliefs – Jewish and Muslim Faiths
- Values and Issues – Jewish and Muslim Faiths
- Practices and Traditions – Jewish and Muslim Faiths

We have weekly assemblies where speakers are a regular feature and we enjoy a positive relationship with our Parish of St Quivox and our Parish Priest Father Stephen Latham.

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.

Parents have the right to withdraw their children from Religious Education and Observance. Parents who wish to exercise this right of withdrawal should inform the Head teacher in writing to that effect so that alternative arrangements can be made. This is in line with national advice set out in SOEID Circular 6/9 the Education (Scotland) Act 1980 and the Scottish Government Circular dated Feb 2011, 'Curriculum for Excellence – Provision of Religious Observance in Schools'.

## **B.7. 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 Children need to learn to experience what it feels like to develop, enjoy and live a healthy life-style.

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 We provide opportunities for pupils to:

- Experience positive aspects of healthy living and activities for themselves (both during and after school).
- Develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives.
- Make informed decisions in order to improve their physical, emotional and social wellbeing.
- Apply their physical, emotional and social skills to pursue on healthy lifestyles.

We take holistic approach to health and wellbeing and our programme of study aims to promote learning about:

- Health – mental, social, emotional and physical.
- Physical education and physical activity including sport
- Eating for health and hygienic practices.
- Personal safety.
- Drugs, alcohol and tobacco.
- Relationships and parenthood.
- Planning choices.

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 and all staff in the school are pro-active in promoting positive behaviour in the classroom, playground and the wider school community in line with our Positive Behaviour Policy.

As a health promoting school, St Ninian's has built very positive relationships with staff, pupils, and parents and outside agencies. We encourage a greater emphasis on health throughout the curriculum, covering physical, emotional and mental health. As well as a cross-curricular approach to health promotion within classrooms, we also follow a calendar of whole school health events. Parental co-operation is essential ensuring that packed lunches are healthy, i.e. contain fruit/vegetables etc.

Health and wellbeing is the responsibility of all staff in the school, which will ensure children develop knowledge and understanding and the skills needed for mental, emotional, social and physical wellbeing. It helps them to make informed decisions about their health.

Across the school year, all pupils have access to two hours of quality physical activity per week. Within the guidelines currently in use, various aspects of PE are explored and taught in a structured way throughout the school. These include: games, gymnastics, health and fitness, athletics, dance and in swimming. Our P.E. specialist ensures quality P.E. to all children over the year. As a health promoting school, pupils are regularly given the opportunity to access a range of additional sporting activities which encourage an active lifestyle.

Within St Ninian's Primary, we aim to:

- Ensure all children and young people have equality of provision of health education.
- Develop a stimulating yet safe and supportive environment that both promotes and protects the health and well-being of all members of the school community.
- Involve the family and wider community in efforts to promote healthy lifestyles
- Work with others to identify and respond to the health needs of the whole school community and contribute to meeting these needs.

## **B.8. Equal Opportunities and Inclusion**

All pupils have access to a curriculum and to a range of learning activities which will fulfil their needs.

When a teacher identifies a pupil who is in need of additional support, that support will be provided initially by the class teacher. These needs may be of a physical, learning or emotional nature. It may be that after a consultation with the class teacher and parents, it is felt that the child requires further support. This may be provided by a support teacher, a school assistant, a speech therapist, an occupational therapist, other promoted staff, etc.

In some cases, the pupil may be referred to an educational psychologist. Pupils who fall into these categories are monitored closely by psychological services, the class teacher and by the Depute and Head Teacher, who are the pupil support co-ordinators.

In St Ninian's Primary, we aim to provide all children with an educational and social environment, which will enable them to reach their potential irrespective of race, creed, sex or religion.

The school has a policy in Equal Opportunities, which can be obtained from the school office. Mrs McPeake, Head Teacher, has responsibility for ensuring the implementation of this policy.



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 be included.

The national legislation around equal opportunities and social inclusion includes:

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

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

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

Each school has a Pupil Support Coordinator (Mrs McPeake & Mrs McNicol, both also the named person) who 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 Managers

If you need further information on any of the above contact your school Pupil Support Co-ordinator.

## B.9. Assessment

### How is Learning in the Broad General Education Assessed?

Assessment is a central part of everyday learning and teaching for children and young people. Teachers gather evidence on an ongoing and informal basis through asking questions, observing children working together and making comments on their work. Children may assess their own work or that of their classmates. Some assessment is more formal, such as projects, investigations, case studies and tests. The assessment of children's progress throughout primary school and in secondary S1–S3 is based partly on teachers' views: their "professional judgement". In making these judgements, teachers draw on their professional knowledge and understanding of the child using a very wide range of assessment information including standardised assessments.

The professional assessment judgements of teachers are expressed in terms of a child or young person's progress within and through levels. Most children are expected to have achieved the early level by the end of P1, first level by the end of P4, second level by the end of P7 and third

level by the end of S3. Many will achieve fourth level by the end of S3.

All schools in South Ayrshire Council have been using standardised assessments, along with a range of other assessment information for several years, to monitor the progress of individual learners and support their learning. From August 2017, new, national standardised assessments (SNSA) were introduced in all schools in Scotland. These assessments will provide an additional source of nationally consistent evidence for teachers to use when assessing children's progress. Schools across South Ayrshire use a wide range of assessments and St Ninian's deliver an input to parents on this in January.

### **National Standardised Assessments**

Every child in P1, P4, P7 and S3 will undertake national standardised assessments covering some aspects of reading, writing and working with numbers. Assessments will be completed online and will be automatically marked by the online system, giving teachers immediate feedback to help children progress. The assessments will be used to help teachers understand how well your child is progressing with his or her learning and to plan next steps. There will be no pass or fail.

The exercises in the tests are adaptive to your child's response and offer an evaluation of your child's skills in these key areas. In other words, the system is designed so that if a child is struggling with the questions they will get easier, and if a child is doing well the questions will become more challenging.

A time limit of 50 minutes for each assessment has been set. This is an absolute maximum, to ensure that no child feels an unnecessary time pressure when undertaking the assessments. Your child will not be expected to take assessments covering reading, writing and working with numbers in one sitting. In South Ayrshire, national standardised assessments take place when the teacher feels it is appropriate. The assessments will, as far as possible, accommodate the needs of children who require additional support.

### **Good Assessment Helps Your Child to Know How Well they Have Learned.**

**Summative Assessment** - focuses on measuring current performance – on how successful the learner has been. It tends to come at the end of a topic or a piece of work with the emphasis on correcting mistakes and putting right what the pupil has got wrong.

It helps your children to know how well they have done and what level they are working at. It provides teachers, parents and carers with the same kind of feedback. Also it is used to provide local authorities and the government with evidence of how well schools are performing so that they can be held accountable for standards.

Of course, it is important for young people to know how well they have done and it is also important that teachers and schools should be accountable for how effective they are in helping your children to learn. However, recent research shows that too much emphasis on summative assessment is not necessarily the best way to improve your child's learning. Another kind of assessment has been shown to do this. It is called Formative Assessment.

**Formative Assessment** – Like summative assessment, it is about gathering information about your child's learning. It is different because the information is used to help pupils to improve their learning and to do better. This is sometimes called 'closing the gap'. It encourages the children to improve by offering advice and next steps and focuses on what they have done well then how to improve depending on each child's learning styles.

The school fully embraces the national Assessment is for Learning programme. Assessment is undertaken on a continual basis and is an important part of the planning process in school. Assessment in St Ninian's has a number of purposes. These include:-

- Ensuring breadth and depth in learning.
- Greater focus on the secure development of skills and knowledge.

- Progress across a breadth of learning
- Application of learning in different and unfamiliar contexts.
- Effective planning and tracking progress.
- Summary of achievements.
- Effective preparation of children and young people for the next step in learning.

Within Curriculum for Excellence, learning is arranged in levels as follows:

Early Level	Early Years and Primary 1, or later for some.
First Level	Primary 2 – Primary 4, but earlier or later for some.
Second Level	Primary 5 – Primary 7, but earlier or later for some.
Third Level	Secondary 1 - Secondary 3 but earlier for some.
Fourth Level	Secondary 4 – Secondary 6.

Children are learning within and being assessed on a particular level depending on age, stage and ability.

Across the school, staff are using a new approach to planning across all curricular areas. Linked to this, is assessment, where staff track and record children's progress through learning at all levels – Early, First and Second. Assessment is not an add-on to learning, but it is integral to daily classroom practice.

It is expected, through the assessment for learning, that we will:

- Provide quality feedback to all young people,
- Monitor and track progress all young people are making.
- Provide information to parents about their child's progress and achievements.
- Provide information for use beyond the school, including qualifications and awards.

Assessment takes place throughout the year and information on these is shared in pupil work folders, jotters, profiles and at any parent/teacher meeting.

Class teachers assess on an on-going basis and record next steps for children in daily planning documentation.

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

## **B.10. Reporting**

Three opportunities per year are provided for parents to meet with class teachers to discuss progress. These meetings generally take place one afternoon and evening in October, February and May. At these times, the school management team are also available to discuss any areas of concern with parents.

Two interim reports are in October and February, with a more detailed one issued in May.

Parents do not need to wait for these meetings to discuss their children, but are welcome to call at the school any time. It is advisable to telephone to make an appointment first.

If a teacher has any concerns regarding a child's progress then they will contact the parents. Please note this will not be left until Parents' Night.

The Curriculum for Excellence assessment data and the dates 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.

Reporting pupil progress to parents can take many forms. Please see table below for examples. (Education Scotland -reporting to parents and carers)

Reporting activities for individual learners	Reporting activities for group/class/school/setting
<ul style="list-style-type: none"> <li>• Learning conversations – pupil and teacher/ pupil and pupil and/or pupil and parent/carer</li> <li>• Learners’ reflections on their learning/Learning Logs</li> <li>• Achievement Logs</li> <li>• Parents’ consultation meetings involving parents, teachers and learners, as appropriate</li> <li>• Homework/Shared Learning activities</li> <li>• Learning profiles/folios</li> <li>• Monthly/termly tracking information</li> <li>• Written reports</li> <li>• Monthly/termly progress reports</li> <li>• Review meetings</li> <li>• Progress within additional support for learning plans</li> <li>• Interagency meetings</li> <li>• On-going feedback in classwork</li> </ul>	<ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Open days/events</li> <li>• Leading learning events</li> <li>• ‘Meet the teacher’ sessions</li> <li>• School concerts/shows</li> <li>• Achievement wall displays</li> <li>• Wall displays showcasing learning</li> <li>• School/class newsletters highlighting learning</li> <li>• Pupil led Glow blogs</li> <li>• Curriculum workshops</li> <li>• Information events</li> <li>• ‘Soft starts’ where parents can join their children in class</li> <li>• Class showcase events</li> <li>• Social media</li> <li>• Curriculum workshops led by learners and/ or staff</li> <li>• School website/Twitter</li> <li>• Class Blogs</li> <li>• Parent Council meetings</li> <li>• Pupil Council meetings</li> </ul>

**B.11. Transition**

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

South Ayrshire have clear Curricular frameworks designed to ensure continuity of learning.

In St Ninian’s we have established a robust transition programme for children transitioning into our school. We work hard to get to know families to ensure we are getting it right for our pupils and their families.

We have a well-established transition programme for P7 pupils transitioning to secondary school. Staff from the secondary school come into St Ninian’s and work with the children, which again helps build up staff’s knowledge of the children and children’s confidence in moving to the Academy.

The Queen Margaret Cluster have a dedicated transition team, made up of staff from cluster primaries and the secondary to ensure we are providing the best possible transition opportunities for our Primary 7 pupils. The transition process begins in P6.

We have the facility to arrange enhanced transition for children with additional support needs. Please note that these needs can be either academic or social and emotional

### **Transfer to secondary school**

Pupils are normally transferred between the ages of 11½ and 12½ to ensure that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the transfer arrangements no later than December of the year preceding the date of transfer.

An induction programme for secondary school takes place in May.

Pupils from St Ninian's transfer to:

Queen Margaret Academy, Dalmellington Road, Ayr, KA7 3TL.

Telephone: 01292 612020.

Head Teacher is Mrs Oonagh Browne

## SECTION C– Support for Pupils

### C.1. Support for Pupils (Additional Support Needs)

#### Getting It Right for Every Child (GIRFEC)

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

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

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

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

- If you are concerned that your child has an additional support need and a plan has not been discussed with you at a Team Around The Child meeting then please contact the school and a plan to move forward, including an outline of the necessary assessments will be discussed.
- Please contact your child's class teacher in the first instance and they will inform the Pupil Support Co-ordinator (Mrs McPeake P3-P7 and Mrs McNicol P1 and P2).

#### **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 on-going basis. South Ayrshire Council is committed to a policy of inclusion to carry out these duties of support. The authority is also committed to maintain a range of specialist establishments 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 – In Class Support**

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

#### **Stage 2 – 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 2. An Action plan should be created and reviewed.

#### **Stage 3 – Additional Support from a service that is universally available**

Where support for a child's Additional Support Need cannot be met solely through school based interventions the school and family may seek support from other universal services. 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 4 – 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 (TAC) will be convened to determine how agencies can provide supports.

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.

For a small number of children or young people, a Coordinated Support Plan (CSP) may be needed. This is prepared when there is 'significant' involvement from professionals from one or

more agencies outwith education that will last for longer than 1 year. For further information see [www.enquire.org](http://www.enquire.org)

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

### **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

Education will also access support where appropriate from colleagues within 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. Parents' and children's views should be taken into account and recorded through the Child's Assessment and Plan. Opportunities are also given by South Ayrshire Council to parents/carers to contribute to policy and procedure development including the Additional Support for Learning Parents Forum, engagement during improvement visits and consultation on the Children's Service Plan.

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

### **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 their additional support needs. 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 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 of their child's school. If this is not possible, parents can also speak to the Quality Improvement Officer for their child's school.

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

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

### **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 612201

#### **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 612292 or 612504

#### **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

## C.2. Psychological Service

Educational Psychologists have five key elements 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 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.

If a parent has particular concerns they wish to discuss further with their school's educational psychologist they can contact the Psychological Service themselves to discuss any concerns. All psychologists are based in Queen Margaret Academy and can be contacted on 01292 612819.

Educational Psychologists maintain consultation notes for children who have been discussed but 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.

Each educational establishment in South Ayrshire has an allocated educational psychologist and the details of this can be found on their website: [www.eps.south-ayrshire.gov.uk](http://www.eps.south-ayrshire.gov.uk) as can other information on South Ayrshire's Psychological Service.

## **Information Sharing**

In South Ayrshire educational establishments /schools we work closely with partner services including 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>

## **C.4. 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.

St Ninian's 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 (Mrs McPeake) 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.

## SECTION D– School Improvement

### D.1. School Improvement

At the heart of everything we do in St Ninian’s is school improvement. We are committed to ensuring all young people are given high quality learning and teaching and have opportunities to experience high levels of achievement within and out with the classroom.

Attainment and Achievement at St Ninian’s is good and pupils across the school are making good progress in aspects of their learning. Assessments undertaken at key points of the school P1, P4 and P7 have been useful in identified the needs of all young people across the school. Children across the school are highly motivated, interested and the majority are confident learners. All staff continue to have high expectations.

#### CfE - Percentage of all children (P1+P4+P7) who are secure or above at the appropriate key stage in Literacy

	2015-16	2016-17	2017-18	2018-19	2020-2021	2021-2022	2022-2023
	Overall Literacy	Overall Literacy	Overall Literacy	Overall Literacy	Overall Literacy	Overall Literacy	Overall Literacy
St Ninian’s PS	82	82	89	90	82.0	83.9	82

#### CfE - Percentage of all children (P1 + P4 + P7) who are secure or above at the appropriate key stage in Mathematics

School	2015/16	2016/17	2017/18	2018/19	2020-2021	2021-2022	2022-2023
St Ninian’s PS	88	87	87	86	94	82.6	91

Attendance	2014/15	2015/16	2016/17	2017/18	2018/19	2020-2021	2021-2022	2022-2023
St Ninian’s PS	96.4	96.5	95.9	95.3	95	96.3		93

Staff, parents and pupils are aware of the priorities outlined in our School Improvement Plan and these are accessible on the website:

- To improve attainment particularly in literacy and numeracy;
- Improvement in children and young people’s Health and Wellbeing;
- Developing as a community of faith and learning;
- To further embed Curriculum Frameworks and build staff confidence in assessment and moderation;
- To raise awareness and implement SAC objectives

We have developed our pupil groups to ensure they have created and are implementing a clear improvement plan. They are motivated by the impact they are having upon the school community. Our pupil groups are working within the school and across the authority, using How Good is Our School to evaluate and improve the school. We have involved pupils in teaching and learning conversations to improve experiences for all.

In response to parental feedback, we have improved communication with parents. Our website is available to all parents and we are using the Xpression app to enable two-way communication between home and school. Increased opportunities have been made for parents to become more involved in the life of the school, Big Breakfast, Social nights, fundraisers etc and we have

increased the number of opportunities for parents to support their child's learning; active maths sessions, number talks sessions, active spelling sessions and parent and child homework clubs.

We are proud of the pupils in our school and celebrate their achievements. They are encouraged to showcase their achievements at assembly each week and these are shared with parents in our weekly diaries. Through these assemblies we encourage all pupils to celebrate their faith and we have strong links with our local parish and we work together to improve our local community!

We are using Making Thinking Visible to increase pupil confidence in their learning and to encourage them to discuss different styles of learning.

We have introduced a new writing scheme-Talk 4 Writing and are working with cluster colleagues to share best practice and improve outcomes for learners.

Queen Margaret Academy maths department has worked closely with P7 staff and pupils across the cluster identified as working towards Third level in Maths. This has allowed quality feedback on expectations from Secondary and enhanced moderation across the Cluster. QMA have developed their transition programme to include P5 and P6 pupils. This has been very successful.

Three groups of QMA S6 Leaders have engaged with P7 to further develop transition between Primary and Secondary. P7 have had the opportunity to hear first-hand from pupils what QMA has to offer and feel more informed about the opportunities available.

We are also developing a Growth Mindset approach, which we will rolling out over the next 3 years. We have identified Health and Wellbeing as an area for development and have ring-fenced a major part of our PEF money (Pupil Equity Fund) to help with this.

For additional information regarding school's performance, please use websites below:

<http://www.scwis.com>

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

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

### **E.1. School policies**

Please note our school policies are accessible via the school website. These include our Promoting Positive Behaviour Policy, Parental Engagement Policy and Learning and Teaching Policy.

### **E.2. Pupil Voice**

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

Each week the Head Teacher meets with a representative from each class to discuss their opinions on the school. How Good Is Our School forms the basis for these discussions, together with a summary of what the children have been learning and how they would like to move their learning forward.

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

#### **House Captains**

St Ninian’s Primary is divided into 3 houses. St Andrews (Blue), St Ninian’s (Yellow) and St Patrick’s (Green). Each house has 2 P7 House Captains. The Captains are elected by the pupils from P1-7. The House Captains have the job of trying to make their house the best house in the school. All staff members can award house points for good behaviour, work or deeds and they are displayed weekly at Assembly. At the end of the year, the winning house will vote on an out of school activity... The House Captains have the responsibility of being positive role models, ensuring good behaviour and maintaining the caring ethos of the school.

#### **Pupil Council**

We have a very proactive Pupil Council who take on board points and issues raised by the pupils in their respective classes and bring these to regular meetings which have a staff representative. Each class including Early Years Centre have a representative in the council. Using “how good is our school” the Pupil Council leads self-evaluation sessions and contribute to the school improvement plan.

In addition to their other duties, this group are also responsible for educating our school community on Children’s Rights. We have achieved our Level1 Rights Respecting Schools Award and we are currently developing this further.

#### **Laudato Si**

St Ninian’s focus this year is serving the Common Good and the Developing in Faith identify opportunities for us to make a positive contribution to the community.

#### **Digital Champions**

This group are responsible for updating and maintaining the website and improving the use of digital technologies within the school.

## **Sports Council**

St Ninian's staff pupils and parents have formed a Sports Council. This group is responsible for organising and leading sporting events in the school and are working towards achieving a recognised Sport Award. Last year we achieved the Silver Sports Council award and are now working towards gold.

## **Inclusive Practice Group**

The Inclusive Practice group are extremely committed to upholding St Ninian's Anti-Bullying Policy. In addition to ensuring the school is well informed about the subject of bullying, they offer playground support to all children and advice on any concerns and issues. They also spend time learning about additional support needs and helping staff, pupils and parents to better understand these and to implement helpful strategies at school and home.



### E.3. Choosing a school

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 the Council 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.

### E.4. Attendance

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

**Regulation 7 of the Education (Scotland and Place 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.

#### **Pupil Attendance and Absence**

As you are aware, all schools in South Ayrshire Council are committed to ensuring that every pupil develops to his/her full potential. To help us fulfil this commitment, it is important that we continue to gather detailed and accurate information on pupil attendance and absence patterns. This information is vitally important, not only in terms of prompting the highest possible level of school attendance – also in terms of ensuring pupil safety and welfare and where appropriate during periods of absence ensuring entitlement to educational provision as outlined in the standards in Scotland's Schools Act 2000.

#### **Family Holiday Not Authorised by the School**

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

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

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

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

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experienced during school holidays
- Holidays which overlap the beginning or end of term

- Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)

### **Extended Leave with Parental Consent**

Where almost all family holidays will be recorded as unauthorised absence, extended leave with parental consent will not be considered to be 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.

## **E.5. Routine and Expected Visits Outwith School**

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

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

## E.6. 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.

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform. However, it is helpful if each child has a bag to protect his/her books and a gym kit – shorts, tee shirt and gym shoes.

Our pupils from P1-P6 wear grey skirt/trousers and a burgundy jumper. P7s wear black skirts/shorts/trousers and a burgundy jumper. P7s order a leavers hoodie at the beginning of the year. All children wear a white shirt or polo shirt.

Burgundy/red summer dresses can be worn in the summer.

Waterproof fleeces, white polo shirts blazers with embroidered school badge and school ties can be purchased at the Schoolwear Shop, Dalblair Road, Ayr.

In order to prevent upset caused by loss of clothing, we ask that all items are labelled with the child's name. Your co-operation in this matter will ensure items are re-united with their owner.

## E.7. Playground Supervision

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

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

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

Regular meetings between the supervisor/s and head teacher are important to share information and to maintain the good behaviour in the school. This may include sharing information about suspected incidents of bullying or abuse etc.

Mrs Brown (Janitor), Mrs Jenkins (Classroom Assistant), Mrs McEwan (Pupil Support Assistant), Mrs Watson (Pupil Support Assistant) and Mr Watson (Pupil Support Assistant) supervise at playtime and lunchtime each day. During wet weather, children remain in classrooms and are supervised by the above with additional support from upper school monitors.

A playground charter has been established in consultation with pupils. A behaviour warning system operates and in the incidence of swearing, punching, kicking, fighting, spitting, an immediate referral is made to the Head Teacher who will inform parents by letter.

## E.8. Parental Complaints Procedures

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](mailto:listeningtoyou@south-ayrshire.gov.uk)
- write to: Customer Services, South Ayrshire Council, Freepost NAT 7733, Ayr KA7 1DR.

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

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

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

## **E.9. School Meals and Free School Meal Information**

School meals cost approximately £2.60 per day and parents can pay this online through ipayimpact. Your child will be given a unique reference number when they begin school. Children may select a hot meal, sandwiches, salad, pasta or rice in addition to fruit, home baking and drinks. Provision for children with special dietary requirements can be arranged.

Pupils who bring packed lunches may eat these in school under the supervision of members of staff. Parents are asked to note that, in the interest of safety, no glass bottles or containers should be brought to school.

The current criteria for entitlement are included below, however this is reviewed annually in April and updated information is available on the Council website <http://www.south-ayrshire.gov.uk/schools/meals/free-school-meals.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 £7,330 Universal Credit where earned income is £610 or less per month, income related element of Employment and Support Allowance and Support under part VI of the Immigration and Asylum Act 1999 are entitled to a free school meal. Information and on-line application forms for free school meals can be accessed from the above link.

Free school meals are available to all P1-P3 pupils

## **E.10. Footwear and Clothing Grant Information**

### **Clothing Grant information**

The current criteria for entitlement are included below, however this is reviewed annually in April and updated information is 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 £1,342.08 or less per month. Income related element of Employment and Support Allowance, Council Tax Reduction, Housing Benefit and Support under part VI of the Immigration and Asylum Act 1999 are entitled to a clothing grant. Information and on-line application forms for clothing grants can be accessed from the above link.

## **E.11 Educational maintenance allowance (EMA)**

Pupils who stay on at secondary school after the statutory leaving age may be eligible for an Education Maintenance Allowance. The allowance is subject to a learning agreement between the pupil and the school.

Information and on-line application forms can be accessed from the following link [www.south-ayrshire.gov.uk/schools/maintenance-allowance.aspx](http://www.south-ayrshire.gov.uk/schools/maintenance-allowance.aspx).

## E.12. Transport Guide to Parents (excludes nursery provision)

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

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

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

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

Where free transport is provided, it may be necessary for pupils to walk a certain distance to the vehicle pick up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limit (see 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 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.

### **Privileged seats**

Pupils who are not entitled to free school transport may apply for a privileged seat. A privileged seat is where there is a vacant seat on a dedicated school contract. Parents can make an application for a privileged seat by submitting a letter to Educational Services, County Buildings, Wellington Square, AYR KA7 1DR at any time during the year. Parents should note that privileged seats are allocated in October and are not available on local service contracts. Privileged seats can be withdrawn if an entitled pupil requires transport and cease at the end of each school session.

## E.13. 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.

#### **E.14. 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.

#### **E.15. Use of Mobile Phones**

Over the past few years, there has been a noted increase in pupils using mobile phones.

Advances in technology have led to more sophisticated phones, which have the capacity to send/receive messages, take photographs, record etc., and unfortunately the technology has the potential to be misused.

Currently all schools have extremely effective communication systems for all eventualities including emergencies.

Parents/guardians are encouraged to ask their children to leave mobiles at home. Pupils can bring mobiles to school with the written approval of their parent/guardian. Mobile phones should, in these cases, be deposited at the school office on arrival at school and collected at the end of the school day. It is the pupil's responsibility to do this.

Mobile phones should be switched off at all times within the school buildings and taken to the school office where they will be stored in a safe place.

When a pupil repeatedly breaches school guidelines, their mobile phone will be removed and held in a secure location until a parent/guardian is contacted to come and collect the phone.

The above is in line with South Ayrshire Council Guidelines on use of mobile phones in schools.

#### **E.16. 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 a pupils' personal affairs;
- decline pupil-initiated 'friend' requests;
- manage their privacy settings and keep them under review;
- report any inappropriate use of social media by a pupil or concerning a pupil to your 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.

## E.17. Health and Medical Information

All pupils have a medical examination in Primary 1. Parents are informed of the date and are invited to be present. Currently P1-P7 are offered the flu vaccination, which is delivered via a nasal spray.

In addition to the above, there are regular visits of health visitors for medical checks and testing of hearing and eyesight.

In the event of a minor accident to or illness of a pupil, attention will be given by the school staff. In the case of a more serious accident or illness, the school will immediately inform the parents. It is of the utmost importance, therefore, that parents should provide the school with the name, address and telephone number of a relation, friend or acquaintance who can be contacted in such an emergency if the parent is not available. No child may leave school for a doctor, dentist or hospital appointment without written notification to the Head Teacher and must be accompanied out of school by an adult/parent when permission is granted.

No pupil should bring medication to school e.g. Calpol, Paracetamol etc. without staff being made aware in writing by parent/carer. Self-administration of medication cannot be undertaken without agreement between Head Teacher and parents and completion of appropriate documentation.

**Please note we have several children in the school who are at risk from anaphylaxis due to severe nut allergies. We would therefore ask that parents be vigilant about the contents of any food that they send in with their child, ensuring that they are nut free.**

## 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:-

<http://www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf>



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 toothbrushing programme – In Ayrshire & Arran, daily supervised toothbrushing 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](http://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.

## **E.18 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 undernoted link or by requesting a copy from the school office.

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

#### **Your Rights and Further information**

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

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

Public Authorities have to allow access to the following information:

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

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

**E.19. Helpful Addresses and websites**

Organisation	Address	Telephone Number
Educational Services Website: <a href="http://www.south-ayrshire.gov.uk">www.south-ayrshire.gov.uk</a>	County Buildings Wellington Square Ayr KA7 1DR	0300 123 0900
Councillor Helen Moonie	County Buildings Wellington Square Ayr KA7 1DR.	07769726002
Councillor Ian Cochrane	County Buildings Wellington Square Ayr KA7 1DR.	01292 612471 or 07794037561
Councillor Margaret Toner	County Buildings Wellington Square Ayr KA7 1DR.	01292 478245
Councillor Hugh Hunter	County Buildings Wellington Square Ayr KA7 1DR.	01292 612616
Care Commission for the Regulation of Care	Princes Gate Castle Street Hamilton ML3 6BU	01506 600304
Area Community Education Officer	9 Green Street Lane Ayr KA8 8BL	01292 266171
Ayr & Prestwick Registration Office	5-9 High Street Ayr KA7 1LU	01292 617617

**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)

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.

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- (a) Before the commencement or during the course of the school year in question.
- (b) In relation to subsequent school years.

## Appendix A

### **School Policies and Practical Information**

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/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>

**Active, 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 Secondary School – A Guide for Parents and Carers –**

[http://www.educationscotland.gov.uk/resources/b/genericresources\\_tcm4725663.asp?strReferringChannel=parentxone&strReferringPageID=tcm4-634353-64](http://www.educationscotland.gov.uk/resources/b/genericresources_tcm4725663.asp?strReferringChannel=parentxone&strReferringPageID=tcm4-634353-64)

**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](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 fact file – Assessment and qualifications –**

[http://www.educationscotland.gov.uk/publications/c/publication\\_tcm4624968.asp](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 fact file – 3-18 Transitions** – provides information on the transitions children and young people will face throughout their educations and beyond –

[http://www.educationscotland.gov.uk/publications/c/publication\\_tcm4660285.asp](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.educationscotland.gov.uk/Publications/2011/03/1110615/0>

**Choices and changes** provides information about choices made at various stages of learning –

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

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

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

**Supporting Children’s Learning Code of Practice** includes specific requirements on education authorities and others under the new legislation in relation to transition

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

**Enquire** is the Scottish advice service for additional support for learning –

<http://enquire.org.uk/>

**Parenting across Scotland** offers support to children and families in Scotland –

<http://www.parentingacrossscotland.org/>

### **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, and 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.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/Topic/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**

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**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**