

Struthers Early Years Centre



Handbook 2024-25

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August 2024



Dear Parent/Carer,

On behalf of our staff, it is my pleasure to welcome you to Struthers Primary Early Years Centre. Your child's happiness and development are extremely important to us. If this is your first contact with our school community, I hope you find our handbook helpful.

Parental involvement and working in partnership with parents is an important feature here at Struthers. As a school community we have high aspirations for our children and are committed to continuous improvement. We aim to:

- Provide a safe and nurturing environment where your child will feel happy and secure and ready to thrive;
- Encourage the emotional, social, physical and intellectual development of your child;
- Encourage positive attitudes to self and others while developing confidence and self-esteem;
- Create a wide variety of opportunities for play in different environments;
- Encourage your child to explore the world and share their thoughts and feelings;
- Provide opportunities which stimulate interest and imagination and to extend your child's ability to communicate ideas and feelings in different ways;
- Ensure your child has a smooth and supportive transition into the next stages of their learning.
- Ensure all guardians feel included and involved in the life of the Early Years Centre.

I truly believe that a child's experience with us should be enjoyable and provide lasting memories to treasure. We encourage our children to be independent and successful learners, confident individuals, effective contributors and responsible citizens. We pride ourselves on our achievements and continually strive to improve our high levels of success.

If you have any queries please do not hesitate to speak with us in person or telephone at any time. We look forward to welcoming you and your child to our Struthers family.

Warmest regards

Laura Clark

Laura Clark
Head Teacher

Name	Struthers Early Years Centre
Address	Struthers Early Years, Castle Stuart Walk, Troon, KA10 7LH
Telephone Number	01292 690073 (School) 01292 690006 (Early Years Centre)
Email Address	StruthersEYC.Mail@south-ayrshire.gov.uk
Parent Council	Mr David Nelson and Mr Jonathan Harrold
Head Teacher	Mrs Laura Clark
Denominational Status	Non-denomination
Teaching by means of Gaelic language	Not offered
Present EYC & School Roll	<p>10 children: 2-years-old</p> <p>42 children: 3-year-old children</p> <p>45 children: 4-year-old children</p> <p>338 children: P1-P7</p>
Accommodation and capacity	<p>The working capacity of our Early Years Centre is currently 110.</p> <p>Nursery provision – Our nursery offers 1140 hours per year. Registration is online during February/March.</p> <p><u>Our cluster schools are Barassie, Muirhead, Troon and Dundonald and these schools feed in to Marr College.</u></p>
Named Person Details	Unless notified differently your child's named person will be your Health Visitor.

Raising a Concern

If you have a concern about your own child or any other concern in our centre you should bring this to the attention of a staff member.

Pupil Absence

If you are aware in advance that your child will be absent from nursery on a particular day/date please notify our school office by phone or email.

Complaints Procedure

Listening to you: Complaints about schools and nurseries:

[school complaints leaflet for parents and carers.pdf \(south-ayrshire.gov.uk\)](http://school_complaints_leaflet_for_parents_and_carers.pdf (south-ayrshire.gov.uk))

Care Inspectorate : concerns@careinspectorate.gov.scot

Enrolment

Your child must be 2 years old before you can apply for a placement and you, the parent/carer, must meet at least one of the eligibility criteria detailed on the South Ayrshire Council website. [Eligible 2 year old - South Ayrshire Council \(south-ayrshire.gov.uk\)](http://Eligible 2 year old - South Ayrshire Council (south-ayrshire.gov.uk))

Enrolment for nursery placements for 3-5 year olds normally takes place in March. Visit South Ayrshire Council website to keep updated on exact dates.

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).



EARLY YEARS LEADERSHIP TEAM

Mrs Laura Clark	Head Teacher
Mrs Pauline Galloway	Depute Manager
Miss Rhian Craig	Depute Manager
Mrs Lynsey Hopper	Principal Teacher
Miss Nadine Little	Senior Early Years Practitioner
Miss Daena Gass	Senior Early Years Practitioner
Miss Kristie Neilson	Senior Early Years Practitioner

EARLY YEARS PRACTITIONERS

Mrs Gillan Baker
Miss Lea-Anne Campbell
Miss Cindy Constant
Mrs Alison Kinnell
Mrs Clare Logue
Miss Jessica McArthur
Mrs Shayna Gerrard
Mrs Carly Rodger
Miss Angela Rossi
Mrs Tracey Barr
Mrs Suzanne Young
Miss Anna Swanson
Mrs Eilidh McNally
Mrs Freda Bennett
Miss Amy-Louise Brown
Ms Margaret Loudon
Miss Ebony Clark
Miss Jules Mathieson

CLERICAL ASSISTANTS

Mrs Psygka	Mrs Gilchrist
Mrs Gordon	Mrs Maule

CATERING STAFF

Mrs Kennedy (Supervisor)	Miss Renucci
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JANITORIAL/CLEANING STAFF

Mr Adams	Janitor
Mrs Helliwell	



Laura Clark
Head Teacher



Pauline Galloway
Early Years Depute



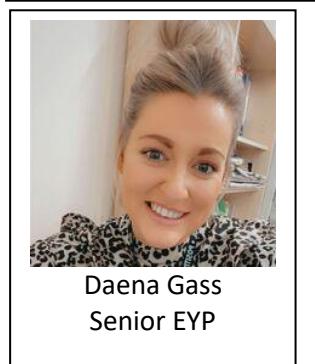
Rhian Craig
Early Years Depute



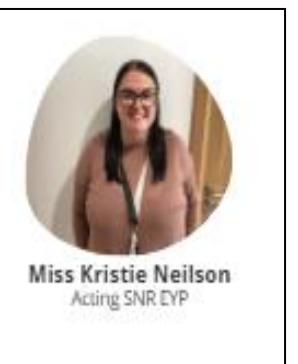
Lyndsey Hopper
Early Years
Teacher



Nadine Little
Senior EYP



Daena Gass
Senior EYP



Miss Kristie Neilson
Acting SNR EYP



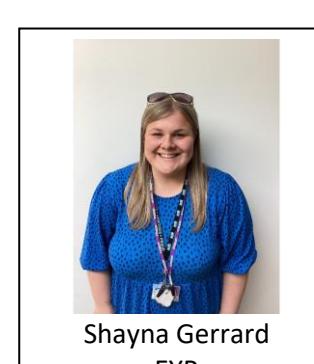
Alison Kinnell
EYP



Cindy Constant
EYP



Angela Rossi
EYP



Shayna Gerrard
EYP



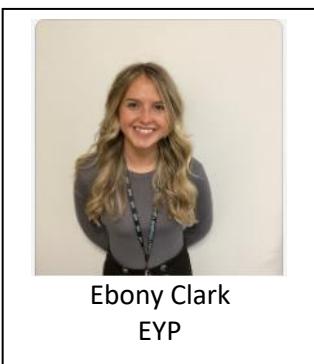
Gillian Baker
EYP



Amy-Louise Brown
EYP



Margaret Loudon
EYP



Ebony Clark
EYP



Eilidh McNally
EYP



Carly Rodger
EYP



Clare Logue
EYP



Suzanne Young
EYP



Lea-Anne Campbell
EYP



Tracey Barr
EYP



Lisa Renucci
Catering Assistant



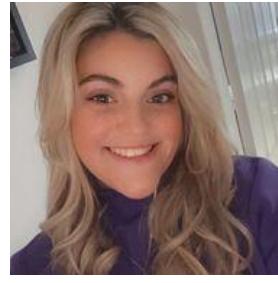
Noreen Heliwell
Cleaner and School
Crossing Patroller



Freda Bennett
EYP



Lea-Anne Campbell
EYP



Jessica McArthur
EYP



Jules Mathieson
EYP



Anna Swanson
EYP



Lynne Gilchrist
Clerical Assistant



Sofi Psygka
Clerical Assistant



Yvette Maule
Clerical Assistant

OUR OPENING TIMES

Early Years Centre		School	
2-5 year olds			
Morning session	08:00 – 12:45	Morning session	09:00 – 10:30
Afternoon session	13:15 – 18:00	Morning break	10:30 – 10:45
Term time	09:00 – 15:00	Morning session	10:45 – 12:30
2 ½ days: Mon & Tues Wednesday	08:00 – 18:00 08:00 – 12:30	Lunch time	12:30 – 13:15
2 ½ days: Wednesday Thurs & Fri	14:30 – 18:00 08:00 – 18:00	Afternoon session	13:15 – 15:00

TRANSITION



ARTICLE 28 At Struthers, we believe that transitions are an ongoing process rather than a one-time event. To support this, we have developed a comprehensive programme that guides children through each key stage of their educational journey. This begins with the transition from home to our Early Years Centre, continues through each stage within the centre, and into Primary 1. As children move through the school, from one year group to the next, we provide tailored support. Finally, we prepare them for a confident transition from Primary 7 to secondary school. Our approach ensures a smooth, positive experience at every stage of their development.

When and how do I apply for an Early Years placement?

Early years registration takes place in February/March. Places for early learning and childcare are not allocated by school catchment areas. Applications can be made online. [Early Years Registration \(3 to 5 years\) August 2024 - July 2025 - My South Ayrshire \(south-ayrshire.gov.uk\)](https://south-ayrshire.gov.uk/early-years-registration-3-to-5-years-august-2024-july-2025-my-south-ayrshire)



A short video explaining this process can be accessed via:

<https://youtu.be/NEIH8YHdi3M?feature=shared>

To complete the application, you may be asked to attach a copy:

- Your child's birth certificate
- Proof of residence (current council tax notice or recent utility bill)

When will my child be eligible to start early learning and childcare?



3 Year Olds: If your child's date of birth is on or between 1 March and 28 February, they will be eligible for a funded early learning and childcare place as set out as follows:

- The first Monday after their third birthday (unless a public holiday or in-service day)



When, where and how do I make an application for a funded 2-year-old placement?

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

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

You will be required to upload evidence of your benefit and your child's birth certificate to support your application. Applications cannot be processed without this information. <https://my.south-ayrshire.gov.uk/article/24216/Eligible-2-year-old-application-form>

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



PURCHASE OF ADDITIONAL EARLY LEARNING AND CHILDCARE

To support children and families in South Ayrshire, where places are available in our Local Authority Early Years Centres, parents/carers can apply to purchase early learning and childcare in addition to their 1140 hours entitlement.

For those children aged 2 years and 3-5 years currently accessing early learning and childcare, an application can be made to purchase additional attendance options at the centre your child currently attends.

For children aged 2 years, not currently accessing early learning and childcare, who are residents within South Ayrshire, an application can be made to purchase attendance options at any centre with 2-year-old provision. <https://my.south-ayrshire.gov.uk/article/36561/Purchase-additional-early-learning-and-childcare-application-form>



ENROLMENT FOR PRIMARY 1

If your child is 5 years old between 1 March 2024 and 28 February 2025 in normal circumstances, they will be due to start Primary 1 in August 2024. Every child requires to register for education at their catchment school.

The main enrolment exercise for Primary 1 will take place in January 2024. Parents should register online at <https://www.south-ayrshire.gov.uk/p1-registration> Please note that a copy of your child's birth certificate and proof of address at registration is required.

Children who live in the catchment area of a particular school are required to enrol at that school where they will be informed of their right to make a placing request to another school of their choice and the conditions pertaining to that request. The school can provide details of which streets are in our catchment area.



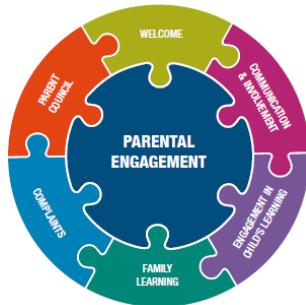
[School catchments - South Ayrshire Council \(south-ayrshire.gov.uk\)](https://www.south-ayrshire.gov.uk/school-catchments)

Children beginning school for the first time will be given many opportunities to visit Struthers throughout their nursery years. Parents who make and receive placing requests are informed in plenty of time to enable their child(ren) to take part. Please note Primary 1 pupils should attend school from 09:15 – 14:50 on the first day and from 09.00 to 15.00 thereafter. [Register for Primary 1 - South Ayrshire Council \(south-ayrshire.gov.uk\)](https://www.south-ayrshire.gov.uk/register-for-primary-1)



Updated – September 2024

PARENTAL ENGAGEMENT



ARTICLES: 3 & 5 We are proud of the very strong relationship we have with our parents. The doors of the centre are always open and parents are made to feel very welcome. As the first and ongoing educator of your child, it is crucial that together we work in partnership and build strong lines of communication. We would encourage parents and carers to get involved with their child's Early Years Centre experience as much as possible. We offer many opportunities for you to become involved and greatly appreciate the ongoing support we have from our parents.

Struthers Early Years Centre is a lively and busy place and we endeavour to keep you up to date with all that is going on. There are a variety of ways we will communicate with you to keep informed of your child's progress and achievements and also to keep you abreast of any changes or upcoming events in the Early Years Centre.

OPEN DOOR POLICY

We have an open-door policy at Struthers which means staff will be available at the beginning and end of each session to discuss any queries or concerns that you may have.

PERSONAL PLAN APPOINTMENTS

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



STAY N PLAY

Each month we offer a Stay n Play date where you are invited into the Early Years Centre to spend time with your child. Sometimes this will be a normal session and your child can show you the experiences that they enjoy exploring, you can observe them interacting with other children and also get to know some of our other parents. On other occasions there may be planned experiences that the children will lead or we will use this as a showcase experience to show off some songs, dances or games we have learned! The children love being able to show off their Early Years Centre and all the things they have learned.



PEEP



South Ayrshire Council deliver PEEP classes for a block of six weeks in our Early Years Centre. You will be informed of these dates around a fortnight before they begin. The classes cover a range of activities

for children aged 0-5 years and also offer tips and ideas for supporting your child's development. The classes are great fun and are open to parents who have younger children not yet at Early Years Centre as well as our existing parents so please feel free to bring along a friend.

BOOKBUG



Bookbug is Scotland's universal early years book gifting programme which supports families to read, sing, and play with their little ones from birth to give them the best start in life. Bookbug Bags are supported by free [Bookbug Sessions](#), where families can enjoy sharing stories, songs and rhymes with their little ones. Bookbug Sessions take place in libraries and community venues across Scotland.

PARENT COUNCIL

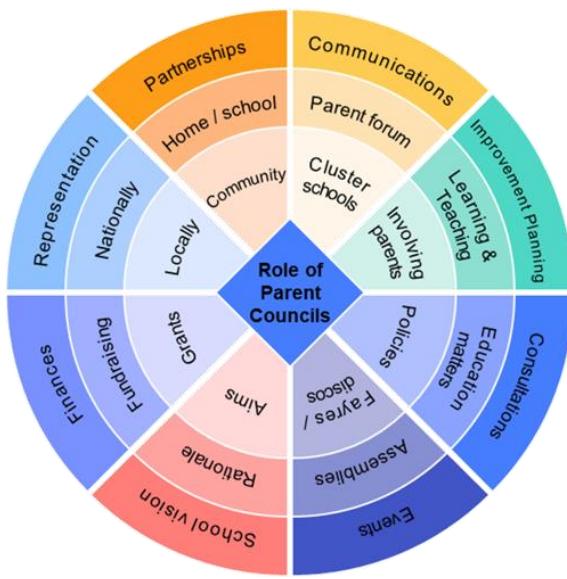
Parent Councils are the formal representative body for parents with children attending nursery and school. Parent Councils are different in each setting to enable them to meet the needs of parents locally. In Struthers, all parents/carers are automatically members of the parent forum. As a member of the Parent Forum, all parents can expect to:

- receive information about the school and its activities;
- hear about what partnership with parents means in the school;
- be invited to be involved in ways and times that suits 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



The duty holders within our Parent Council include:

	Designation
Mr David Nelson and Mr Jonathan Harrold	Chairperson
Mr Craig Dalziel	Parent Council Clerk
Mrs Stephanie Richie	Fundraising Group Chairperson

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

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. 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. National Parent Forum of Scotland – enquiry@parentforumscotland.org

OUR VISION, VALUES AND AIMS

[Articles: 28 & 29](#)

FOLLOWING CONSULTATION WITH PUPILS, STAFF AND PARENTS IN APRIL 2023 WE CREATED OUR NEW, SHARED VISION FOR OUR FUTURE.

OUR VISION



Flourish



Achieve



Belong

OUR VALUES

RESPECT RESPONSIBILITY INCLUSION HONESTY KINDNESS

OUR AIMS

EXCELLENCE AND EQUITY

To provide an inspiring learning environment with high quality experiences to improve the standard of achievement and attainment within the school.

To ensure that every child feels valued and supported and has equal opportunities within the school.

To assist pupil's personal and social development.

PARTNERSHIP WORKING

To promote an effective partnership linking school, home and community.

SCHOOL LEADERSHIP AND IMPROVEMENT

To provide a quality educational service, taking full account of National and Local Priorities and implementing them effectively.

To ensure our children are equipped with the skills they need to become successful learners, confident individuals, effective contributors and responsible citizens.



Struthers Early Years Centre aims to provide a safe and stimulating environment in which our children feel happy and secure. We hope to encourage emotional, social, physical and intellectual development of all the children in our care. We encourage positive attitudes in our children towards themselves and others while developing confidence and self-esteem. We endeavour to create opportunities for play and to encourage pupils to explore the world around them. We aim to provide experiences which stimulates interest and imagination and which extends children's ability to communicate ideas and feelings in different ways.

OUR CURRICULUM

curriculum for excellence



ARTICLES: 28 & 29 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 provide a well-balanced, planned programme of activities tailored to each individual child by providing suitable equipment in safe, nurturing surroundings. This will encourage the child's natural curiosity and allow them the valuable opportunity to progress at their own pace in an educationally stimulating environment enabling them to achieve their full potential.

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 practitioners 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 playrooms and classrooms, making learning relevant and helps our children apply lessons to their life beyond Struthers. 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 children 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.

THE CORE CURRICULUM

Guidelines for the curriculum are provided at a National Level by the Scottish Government. There is a greater emphasis on delivering a challenging, active and responsive approach to learning. The experiences and outcomes within Curriculum for Excellence set out expectations for learning and development in the following subject areas:

[Language and Literacy](#) [Health and Wellbeing](#) [Mathematics and Numeracy](#) [Expressive Arts](#)

[Religious and Moral Education](#) [Sciences](#) [Social Studies](#) [Technologies](#)

Important themes such as Enterprise, Citizenship and Creativity are developed in a range of contexts across curricular areas. We provide a curriculum which ensures:

- Challenge and enjoyment for pupils
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Learning is related to real life

TRACKING YOUR CHILD'S PROGRESS AND ACHIEVEMENTS

HOW WILL I KNOW HOW MY CHILD IS DOING?

In the EYC, staff will make non-intrusive observations of your child's progress and development, a record of this will be kept in individual profiles. Practitioners will then discuss these with you and complete a Personal Plan at several points throughout the year. With your input, staff will set appropriate next steps (nursery and/or home) for your child. At the heart of these observations, and of everything we do in nursery are GIRFEC and SHANARRI.

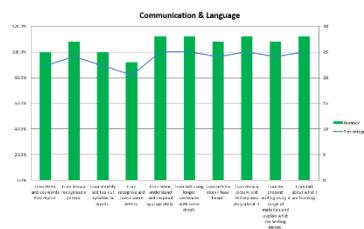


Getting it right for every child (GIRFEC) is the national approach to improving outcomes through public services that support the wellbeing of children and young people. Based on children's and young people's rights, it supports children and their parents to work in partnership with the services that can help them.

In the nursery it is our duty to support your child to be safe, healthy, active, nurtured, achieving, respected, responsible and included. These indicators are therefore used when taking observations of your child and in planning their next steps. You will see them in both your child's profile and personal plans.

For more info visit <http://www.gov.scot/Topics/People/Young-People/gettingitright/well-being>

There are Pre School Developmental Milestones created by South Ayrshire Council which relate directly to skills and experiences in Literacy, Numeracy and Health and Wellbeing outlined in the national curriculum (ACfE). Staff will track your child's progress within these, with formal recording periods being September and May. Whilst your child may not have met many of the milestones in September it would be expected that your child meets the majority of these by May of their pre-school year. Staff may discuss particular supports that they will put in place to help your child achieve each of the milestones throughout the year and also equip you with strategies to support these at home. The milestones should be discussed during your child's personal plan appointment.



In addition to this, we write a formal transition report for pre-school children in May. We share updates via email and through the bulletin and will always readily discuss achievements/concerns as necessary at pick up/drop off.

Achievements are celebrated regularly in the EYC. These can be recorded in the child's profile and are often shared at group times with other children. You can share these via our Twitter page, our Website, or via email.

A TYPICAL DAY IN THE EARLY YEARS CENTRE

Our session starts with a 'soft start'. Your child will come in, wash their hands, pop their snack card on the fridge and choose an activity. During the session we call a 'Together Time' where we explore a variety of learning experiences, for example, sharing news, literacy or numeracy work. Children are free to choose activities for the majority of the session. When weather allows we open our garden doors and children have free flow access throughout the session.



We provide a range of experiences, most are self-select to promote independence but some will be planned by staff to develop key skills such as fine and gross motor, early literacy and numeracy and social development. Children can request games and activities on our I-pads and whiteboards, music to listen to, or activities they have had before. Staff are responsive to the needs and interests of the children. We often ask our children what they would like to learn about and staff then plan experiences around these interests.

Throughout the week we will visit the gym, play on pedals and take part in bookbug sessions. Sometimes we go on outings to the local community, further afield and attend whole school assemblies. You will be informed in advance of these events.

During and towards the end of the session your child may participate in a small group activity – this may be with their key worker group, a randomly selected group or with children of their age (ante-pre/pre). Small groups provide more 1-1 interaction and quiet focussed time. Working with a variety of groups supports your child to develop a variety of friendships in the nursery.

At the end of the session we have another together time to review the session and also sing rhymes or share a story.



OUTDOOR SPACE



We are very proud of our outside space and the children have free access to this. There are wet suits and wellies the children can access. Parents are welcome to provide these for your child if you prefer.

STORY SACKS AND ACTIVITY BAGS

We have several 'Story Sacks' and activity bags in our Foyer which you are welcome to take home for a few nights and enjoy. They may be favourite stories or centres around areas of learning such as 'Healthy Eating' or Number. If borrowing a sack please sign it out in the sign out book and let us know if anything goes missing or gets damaged so we can replace it as soon as possible.



MEDICAL CONDITIONS AND MEDICATION



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

ROUTINE HEALTH CHECKS

Health professionals, such as the nurse, doctor and dentist visit the Early Years Centre regularly to speak to the children. Parents will be issued with letters and permission slips for pupils to receive routine eye tests, during the pre-school year. Should you have any concerns about medical issues, please speak with Early Years Centre staff.

TOILETING

Although many of our children are toilet trained, accidents can happen and children need support in a safe and sensitive way. Staff will:

- Always wear an apron and nitrile gloves.
- Wash their hands before putting on gloves and after cleaning up.
- Encourage the child to take off their clothes themselves and to clean themselves using a wipe.
- It is helpful for children to have a change of clothes in their bag on their coat peg; however, if not, there are extra clothes in the EYC.
- Soiled clothes will be double bagged in a nappy sack, and returned during collection of your child.
- Children will be encouraged to dress themselves in their clean clothes and then to wash and dry their hands thoroughly.
- Parents will be informed of their child's accident discreetly.



ACCIDENTS AND INCIDENTS

Early Years Centre staff are first aid trained and minor accidents and upsets which occur in Early Years Centre are dealt with by staff. Should further support be required, a qualified first aider is on hand in the school. If your child becomes unwell at any time during Early Years Centre, staff will contact parents. If you are unavailable, the emergency contact will be used. Please inform staff of any changes to circumstances so that the contacts are up to date. All accidents are recorded - outlining what happened and the steps taken by the staff. The adult collecting the child will be fully informed by staff about any incidents and will be asked to sign a record to acknowledge that they have been notified about the accident and any appropriate actions required to be taken.



SNACK AND HEALTHY EATING

Healthy eating is promoted at snack time. Milk and water are available each day along with a variety of snacks.



ARTICLE: 18 & 24 At Struthers the Catering Supervisor, Mrs Brenda Cowan and her staff prepare and serve a selection of meals each day. Menus are selected in accordance with the guidelines of Hungry for Success. Their policy is to provide balanced, healthy meals. Children can choose a hot meal, filled rolls or sandwiches, soup, salad, fruit, home baking, milk and yoghurt etc.

If a child requires a special diet for medical or religious reasons, you can apply via the following link: https://www.south-ayrshire.gov.uk/media/6938/Procedure-for-the-provision-of-a-specific-diet-in-schools/doc/Specific_diets_procedure_June_2021.docx?m=638035211051670000

FREE SCHOOL MEALS AND CLOTHING GRANTS

ARTICLE: 18 & 24 The current criteria for entitlement is detailed below, however this is reviewed annually and updated information is available on the Council website Free school meals and clothing grant – South Ayrshire Council (south-ayrshire.gov.uk) The current criteria for entitlement is detailed below, however this is reviewed annually and updated information is available on the Council website – <https://south-ayrshire.gov.uk/free-school-meals>.

Children of parents receiving

- Child Tax Credit where household income is £18,725 or less
- Child Tax Credit and Working Tax Credit where the household income is £8,717 or less
- Universal Credit where earned income is £726 or less per month
- Income-based Jobseekers Allowance
- Income Support
- Any Income related element of Employment and Support Allowance
- Support under part V1 of the Immigration and Asylum Act 1999



TOOTH BRUSHING



Struthers Early Years Centre encourages tooth brushing after snack. The Tooth brushing scheme is managed and maintained by the Department of Dental Health Promotion and Epidemiology. They provide children with toothbrushes and information and practical demonstrations on how to care for their teeth. If you do not wish your child to participate in this scheme please let a member of staff know.

PARENTAL CONTRIBUTIONS

Donations of "junk", cardboard, cartons and newspapers are greatly appreciated. We do highlight our 'Wish List' on our newsletter for anyone who is able to kindly donate.

BIRTHDAYS



As a health promoting Early Years Centre we ask that you please do not send in a birthday cake. On this special day your child will be able to lead the learning in the Early Years Centre by bringing in a favourite CD or game for us to share and play and making it about their favourite things. Please note that the Early Years Centre does not promote giving out sweets to other children from the birthday person.

FIRE DRILLS

Fire drills take place within the school on a regular basis. Procedures for evacuating the building are placed throughout the Early Years Centre. Children rehearse fire drill procedure within the Early Years Centre.

SMOKING

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

OUTINGS

We love to get out and about at Struthers Early Years Centre and throughout the year there will be many planned whole Early Years Centre outings which you will be informed about in advance. Annual consent is completed just as your child's starts at Struthers. We may look for volunteers to support these ventures so please inform a member of staff if you are available to help out.

WANDERING WEDNESDAYS



In addition to whole Early Years Centre trips we take our learning out of the Early Years Centre each Wednesday with a wander around the local community. You will find a consent form for this in your welcome pack. We sometimes go on shape, number or letter hunts around the school grounds but can go further afield to the library, beach and even Dundonald Castle! The children benefit from these outings as it provides a real life context for their learning. Some examples of the skills children develop when out and about include road safety, reading signs, handling money and gaining an understanding of the wider world of work – not to mention the exercise and fresh air! You will be informed of our plan for our wander in our newsletter and any additional consents will be issued if necessary. Please be aware that we do use public transport on these outings, including local buses, if you have any concerns about this please do not hesitate to contact a member of staff.

EMERGENCY CLOSURE PROCEDURES

Schools may be affected by adverse weather, temporary interruption of transport, power failures or difficulties of power supply. Should evacuation be necessary, children will be taken to Muirhead Community Centre. The staff shall make every effort to inform parents about details of the closure and re-opening as soon as possible. We shall keep in touch with parents using school website, letters, notices in local shops, announcements in public places and announcements in press and local radio.

OPPORTUNITIES FOR WIDER ACHIEVEMENT



We welcome the opportunity to share our children's successes within and out with Struthers. Our Early Years Centre and school have now established new email addresses for our families to share with us the wider achievements of our children from home. These successes are shared with our whole school during assembly and appear on our interactive screens in our foyers.

We are lucky in Struthers that so many people give their time to ensure the children enjoy extra activities. Throughout the year these include handball, football (girls and boys), gymnastics, Bikeability, athletics, Scripture Union, volleyball, rugby, hockey and clubs run by our older pupils. There are after school clubs on every night. If you have a skill or talent you would share with children or you would simply enjoy being involved please do get in touch with us. We'd love to have your help to extend our extra-curricular programme.

SUPPORT FOR PUPILS

ARTICLES: 3, 23, 24, 28 AND 29 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 our school by our Head Teacher, Mrs Clark and our Pupil Support Coordinator, Mrs Lockie.



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.

Safe...	protected from abuse, neglect or harm
Healthy...	experiencing the highest standards of physical and mental health, and supported to make healthy, safe choices
Achieving...	receiving support and guidance in their learning – boosting their skills, confidence and self-esteem
Nurtured...	having a nurturing and stimulating place to live and grow
Active...	having opportunities to take part in a wide range of activities – helping them to improve fitness and make healthy choices
Respected...	to be given a voice and be involved in the decisions that affect their wellbeing
Responsible...	taking an active role within their schools and communities
Included...	getting help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn

These wellbeing indicators are fully embedded in the life of our school to ensure that our young people are being given the opportunity to be the best that they can be in life.

If a child needs help or support, the Pupil Support Co-ordinator or named individual for that establishment along with parents/carers and the Team with the Family will assess the child's wellbeing.

EQUAL OPPORTUNITIES AND INCLUSION

ARTICLE: 2



Within school we promote equal opportunities and social justice by aiming to ensure that no child, parent or member of staff receives less favourable treatment than any other on the grounds of race, colour, nationality, ethnic or national origins, religion or disability. In providing equality of opportunity for all we give consideration to each child and his/her individual circumstances.

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

The national legislation around equal opportunities and social inclusion includes:

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

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

- Presumption of mainstream: All children and young people have the right to an education within a mainstream school (Standards in Scotland's School Act 2000);
- Most inclusive option: Wherever possible, children and young people will be provided with an education within their own community and/or within their own catchment school (the ASN 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 ASN Act). There is a particular focus in gathering views of children, young people and their parents relating to the support required to minimise barriers to learning;
- Links to community: If it is agreed that a placement out-with a child's community is appropriate to meet their needs, it is important to consider ways in which a child can maintain links and relationships with peers from their own community (the ASN Act);
- Involvement of children 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 ASN Act) and the Children (Scotland) Act 1995);
- ASN legislation: all processes and meetings will comply with the timescales of the ASN legislation.

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

If you need further information on any of the above teams, contact your school Pupil Support Coordinator.

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



Our school and Early Years Pupil Support Coordinator is Mr Martin. Mr Martin will be available to meet with you to discuss any concerns you may have about your child's needs and how they can be supported. We do not have any specialist provision at Struthers but are an inclusive school and will put in place appropriate learning or emotional supports we can access. We also have a Pupil Support Teacher two days a week. Our Support Assistants are fully timetabled in classes and follow a detailed programme for supporting pupils in class. We use dyslexic inclusive practices in our EYC and in all classes. We use many ICT programs to assist learners and have a range of equipment within our class toolboxes to reduce barriers to learning.

ADDITIONAL SUPPORT FOR LEARNING

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



What are additional support needs (ASN)?



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

All children and young people need support to help them learn. Through good quality learning and teaching, staff in early learning and child care settings and schools are able to meet a diverse range of needs without additional support. Some children and young people will require support that is additional to, or different from, that received by children or young people of the same age to ensure they benefit from education, whether early learning, school or preparation for life after school. There are many reasons why children and young people may need support to help them learn. Additional support needs can be both long- and short-term, or can simply refer to the help a child or young person needs in getting through a difficult period. Additional support needs can be due to:

- disability or health
- learning environment
- family circumstances
- social and emotional factors

The Education (Additional Support for Learning) (Scotland) Act 2004 informs practitioners and organisations of their duties, and parents of their rights, in respect of the provision of support for children and young people.

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 Nurture Teacher) 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 Pupil Support Co-ordinator or named person (Mrs Lockie) for that establishment will contact the appropriate service/agency to discuss/identify what supports are universally available to meet the identified wellbeing need. Consent from parents and child (12+) will be sought prior to a request being made. An Action plan will be created and formally reviewed.

Stage 4 - Specialist help from a multi-agency team

At this stage a My Plan will be completed. The Pupil Support Co-ordinator or named person (Mrs Lockie) for the establishment will contact the appropriate multi-agency team, and work in partnership with parents and learners to discuss/identify what targeted supports are required to minimise the barriers to learning. A Team with the Family (TAF) meeting will be convened to determine how agencies can provide support.

An annual Team with the Family (TAF) will be convened for pupil on stages 2, 3 and 4.

COORDINATED SUPPORT PLAN (CSP)

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

SUPPORTS AVAILABLE

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

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



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

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

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

What role do children and young people play?

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

How can parents make requests for assessment?

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

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

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



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



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

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

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

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

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

Co-ordinator (Inclusion)
Educational Services
County Buildings
Wellington Square
Ayr
KA7 1DR
Tel: 01292 612292

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

Enquire
Scottish Enquire helpline: 0845 123 2303
Textphone: 0131 22 22 439
Email: info@enquire.org.uk
Enquire, the Scottish advice service for Additional Support for Learning provides free, independent and impartial advice through its helpline.

EDUCATIONAL PSYCHOLOGY



ARTICLES: 3, 23, 24, 28 AND 29 "South Ayrshire Psychological Services are committed to ensuring that all children and young people within South Ayrshire have the best start in life and best possible life chances."

Educational Psychologists have five core functions which are:

- Consultation and advice;
- Assessment;
- Intervention;
- Training;
- Research and policy development;

These services can be delivered at different levels, including the level of the child, the school or the local authority. For example, the Educational Psychologist can work with school staff and parents/carers to assess a child's strengths and areas of development, 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 interventions that will benefit all of the children in a school such as relationship-based policies, teaching and learning etc.

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

The Psychological Service works within South Ayrshire's staged approach to supporting young people with additional support needs. The first stage of the process involves support at the classroom level by class teachers and other support staff based within the school. If a school wish to consult to the Educational Psychologist regarding a child, school staff will ask parental permission first. Once this is provided, the school will keep the parent or carer up to date with discussions. If the child or young person is then formally referred to the service, parents will be involved in discussions.

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

Educational Psychologists maintain a note of young people's names who have been discussed with them and will only open Psychological Service case files if a formal referral has been received or accepted. Parental permission is sought prior to opening a Psychological Services case file.

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

INFORMATION SHARING

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



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

If you would like further information please refer to the Ayrshire GIRFEC website: <http://www.girfec-ayrshire.co.uk/home/> and the Guide to information Sharing for parents/carers in Ayrshire and Arran.

<http://www.girfec-ayrshire.co.uk/wp-content/uploads/2014/08/GIRFEC-Parents-and-Carers-e-guidance-June-2017.pdf>

CHILD PROTECTION



ARTICLES: 12, 19, 20, 21 AND 25 Procedures and guidance are important but cannot, in themselves, protect children; a competent, skilled and confident workforce, together with a vigilant public, can. School staff provide support to children and young people in their daily work and have a vital role to help protect them from harm. School staff help keep children and young people safe and well by:

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



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

If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', that something is not right, talk about this to the school's Child Protection Co-ordinator or another member of staff.

The school or education authority can give you more information if you want it. If a CSP is being prepared for a child or young person, the authority must take account of the views of parents. This should be when deciding to prepare CSP and when reviewing the CSP. In addition, the views of parents on any aspects of the CSP should be written into the plan about any concerns you may have. [Supporting documents - National Guidance for Child Protection in Scotland 2021 - updated 2023 - gov.scot \(www.gov.scot\)](#)

SCHOOL IMPROVEMENT

ARTICLES 3, 28 & 29

Our School Improvement Plan outlines how we will continuously improve learning and teaching in Struthers Primary School. Our School Improvement Priorities set a clear path for future development. The full copy of the improvement plan is available on our new school website alongside our Standards and Quality Report. The focus of this plan is improving literacy, numeracy and health and wellbeing outcomes for all learners in our school. Good learning and teaching underpins improvements in these areas and our involvement in the pilot project: The Adaptive Teacher will support improvement in learning and teaching in literacy, numeracy and health and wellbeing.



Our improvement plan also includes the following local and national priorities:

- **National Improvement Framework:** a high level of priority will be given to moderation of Literacy and Numeracy
- **South Ayrshire:** we are working together to close the poverty-related attainment gap by improving attainment in literacy
- **Marr Cluster:** To enhance our approaches to curricular transitions, ensuring continuity in pedagogy and a shared understanding of learning, teaching and assessment across sectors through collaborative working to raise attainment.
- **Struthers Numeracy Priorities:**
 - To raise attainment in numeracy and close the attainment gap between the most and least disadvantaged children and young people.
 - To ensure effective pedagogy is consistent across the school: high quality learning, teaching and assessment.
- **Struthers Literacy Priorities:**
 - To raise attainment in literacy and close the attainment gap between the most and least disadvantaged children and young people.
 - To ensure effective pedagogy is consistent across the school: high quality learning, teaching and assessment
- **Struthers Health and Wellbeing Priorities:**
 - To ensure accessibility for all children to join clubs, sports and extra-curriculum opportunities:
 - minimizing the gap between the most and least disadvantaged children and young people
 - promoting children's rights
 - inclusion
 - Improving outcomes for vulnerable groups including looked after children and young people

UNCRC: RIGHTS RESPECTING SCHOOLS AWARD



In Struthers, we began our Rights Respecting School journey in 2012. We were delighted to be awarded our first UNICEF Rights Respecting Schools Gold Award (RRSA) in 2015. This was re-accredited in March 2022; this is the highest accolade a school can receive.

This award recognises our school's achievement in putting the United Nations Convention on the Rights of the Child (UNCRC) at the heart of all aspects of the school's work: our planning, policy-making, practice and ethos. As a rights-respecting school we teach children about rights but also by our actions model rights and respect in all relationships. There are 54 articles in the UNCRC and our school and class charters are based on the articles detailed below.

The Early Years Centre promotes Rights of the Child and develops a charter in consultation with the children at the beginning of the year. This outlines expected behaviours which we encourage through the use of the Golden Rules- "Walking Feet, Listening Ears, Kind Hands and Stay, Play, Put Away." We ask that you gently remind children of these rules and expected behaviours during their play.

If a child displays distressing behaviour, please discuss this with the Early Years Depute Managers/Senior Early Years Practitioners, or Early Years Teacher. Children will learn through rights, being encouraged to use rights-respecting language and show how they respect and uphold these rights through their actions in class and outside in the playground. We expect all our pupils to be responsible, rights-respecting citizens.

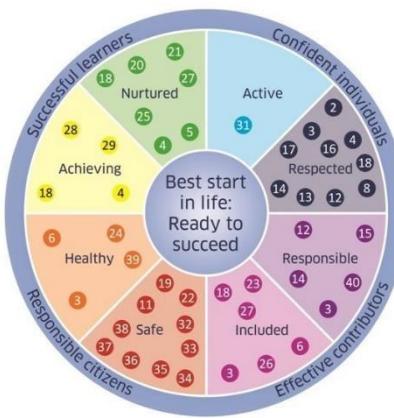
WE ARE A UNICEF GOLD RIGHTS RESPECTING SCHOOL



Links to the Articles are made throughout this handbook. As a cluster and local community, we have worked in partnership to support local, national and global rights. Our global work has centred around helping to rebuild a school in Haiti.

For a detailed summary of the Articles please go to: www.unicef.org.uk/rights-respectingschools for further information.

WELLBEING INDICATOR	UNCRC ARTICLE
SAFE	19 Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
HEALTHY	24 Every child has the right to the best possible health. Government must provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.
ACHIEVING	31 Every child has the right to relax, play and take part in a wide range of culture and artistic activities.
NURTURED	20 If a child cannot be looked after by their family, governments must make sure that they are looked after properly by people respecting the child's religion, culture and language.
ACTIVE	29 Education must develop every child's personality, talent and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.
RESPECTED	12 Every child has the right to say what they think in all matters affecting them and to have their views taken seriously.
RESPONSIBLE	14 Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect these rights
INCLUDED	28 Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in school must respect children's dignity. Richer countries must help poorer countries achieve this.



UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

Article 1

Everyone under 18 has these rights.

Article 2

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or a girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 4

The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5

Your family has the responsibility to help you learn to exercise your rights and to ensure that your rights are protected.

Article 6

You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10

If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11

You have the right to be protected from kidnapping.

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14

You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16

You have the right to privacy.

Article 17

You have the right to get information that is important to your well-being, from radio, newspapers, books, computers and other sources. Adults should make sure that the information you are getting is not harmful and help you to find and understand the information you need.

Being fair and treated, in body or mind.

Article 20

You have the right to special care and help if you cannot live with your parents.

Article 21

You have the right to care and protection if you are adopted or in foster care.

Article 22

You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country).

Article 25

If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most suitable.

Article 26

You have the right to help from the government if you are in need.

Article 27

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30

You have the right to practise your own culture, language and religion – or any you

choose. Minority and indigenous groups need special protection of this right.

Article 31

You have the right to play and rest.

Article 32

You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Do anything to your body which harms you.

Article 35

No one is allowed to kidnap or sell you.

Article 36

You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37

No one is allowed to punish you in a cruel or harmful way.

Article 41

If the laws of your country provide better protection of your rights than the articles in this Convention, those rights should apply.

Article 42

You have the right to know your rights! Adults should know about these rights and help you learn about them too.

Articles 43 to 54

These articles explain how governments and international organisations like UNICEF will work to ensure children are protected with their rights.



DATA PROTECTION ACT

ARTICLE: 16 When you enrol your child at school or early years centre you are required to provide some personal information about yourself and your child in order to access services provided by Educational Services.

How we will use the information about you and your child?

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

Who we share your information with?

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

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

What are my rights?

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

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

IF YOU HAVE A COMPLAINT

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

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

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

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

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

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

IF YOU HAVE NO INTERNET ACCESS

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

HOW TO ACCESS OUR FULL PRIVACY NOTICE

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

EDUCATION STATISTICS PRIVACY NOTICE: TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

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

Why do we need your data?

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

- Plan and deliver better policies for the benefit of all pupils
- Plan and deliver better policies for the benefit of specific groups of pupils
- Better understand some of the factors which influence pupil attainment and achievement
- Share good practice
- Target resources better
- Enhance the quality of research to improve the lives of young people in Scotland

The full Education Statistics Privacy Notice can be found at the 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

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

Public Authorities have to allow access to the following information:

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

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

HELPFUL ADDRESSES & WEBSITES

Educational Services, County Buildings, Wellington Square, AYR, KA7 1DR
www.south-ayrshire.gov.uk

www.education.gov.scot/parentzone/

www.hmie.gov.uk

Local Councillor(s)

Councillor Craig Mackay
Councillor Philip Saxton
Councillor Bob Pollock
Councillor Kenneth Bell

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

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

APPENDIX 2

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

SCHOOL POLICIES AND PRACTICAL INFORMATION

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

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

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

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

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

Standards in Scotland's Schools (Scotland) Act 2000 –

<http://www.legislation.gov.uk/asp/2000/6/contents>

Education Scotland's Communication Toolkit for engaging with parents –

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

The Scottish Government guide Principles of Inclusive Communications – provides information on communications and 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 resources 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/the curriculum/>

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/the curriculum/howisthe curriculumorganised/experiencesandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing –

<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthe curriculum/responsibilityofall/index.asp>

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

http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64

Information on the Senior Phase –

<http://www.educationscotland.gov.uk/the curriculum/whatcanlearnersexpect/seniorphase.asp>

Information on Skills for learning, life and work –

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>

Information around the Scottish Government's 'Opportunities for All' programme –

<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

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

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

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

ASSESSMENT AND REPORTING

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework –

http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf

Information about Curriculum for Excellence levels and how progress is assessed –

<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Curriculum for Excellence factfile – Assessment and qualifications –

http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp

Information on recognising achievement, reporting and profiling –

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

TRANSITIONS

Curriculum for Excellence factfile – 3-18 Transitions – provides information on the transitions children and young people will face throughout their education and beyond –

http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

Career Information, Advice and Guidance in Scotland – A Framework for Service Redesign and Improvement – provides guidance on career information, advice and guidance strategy –

<http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

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

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

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

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

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

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

Parenting Across Scotland offers support to children and families in Scotland –

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

SUPPORT FOR PUPILS

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

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

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

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

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

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

SCHOOL IMPROVEMENT

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

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

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

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

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

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

Scottish Credit and Qualifications Framework (SCQF)

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

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

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

Amazing Things – information about youth awards in Scotland –

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

Information on how to access statistics relating to School Education –

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

