



## Symington Primary School



Symington Primary School  
17 Brewlands Road  
Symington  
KA1 5QZ

(01292) 690074



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## **WELCOME BY HEAD TEACHER**

Welcome to Symington Primary School!

I am delighted to be taking on the role of Head Teacher in January 2026.

The school is a welcoming and friendly school with enthusiastic learners. We are situated in a village of Symington with a rural catchment area, taking in Craigie Village.

As a Gold accredited Rights respecting School, we pride ourselves on having a respecting, caring attitude, encouraging all learners as we learn to work and play together.

The configuration of classes in school changes each year. We are a small school and so can have a mixture of both straight and composite classes. This year the school has 7 classes with a leadership team of one Depute Head Teacher and a Head Teacher.

The Early Years' Centre currently has 48 places available for 3 and 4 year olds. Since August, 2021 we have offered 1140 hours to 3 and 4 year olds. We will have capacity for 60 children and the hours will be available during termtime, 9.00am until 3.00pm.

The school had a positive visit from His Majesty's Inspectorate in 2025 and a copy of their report is available from the School office or online at Education Scotland from February 2026.

I look forward to working with you and your child throughout their primary years.

Kay Shields



## **CONTACT DETAILS**

**Name**

Symington Primary School

**Address**

17 Brewlands Road  
Symington  
Kilmarnock  
KA1 5QZ

**Telephone Number**

01292 690074

**Website**

<http://blogs.glowscotland.org.uk/sa/symingtonps/>

**Email Address**

Symington.Mail@south-ayrshire.gov.uk

**Catchment map and area**

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 website at [www.south-ayrshire.gov.uk](http://www.south-ayrshire.gov.uk) Catchment map and area (available from the School Management Section, Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR.

Useful links to additional information to be found in Appendix 2.

**Stages of Education provided**

The Primary School and Early Learning Centre (Nursery) offer education in the first instance for 3 and 4 year olds in the Early Years Centre. In Primary School children join us in Primary1 (age approximately 5 years old) and continue until Primary 7 (age approximately 12 years old).

**Accommodation and capacity (School)**

Present Roll	January	175
Maximum capacity		231
Working capacity		225

**Accommodation and capacity (Early Years)**

Present Roll	January	36
Maximum capacity		40
Working capacity		60

**Denominational status**

Non-denominational

**Teaching by means of Gaelic language**

Not offered

**Head Teacher**

Mrs Kay Shields

**School Staff**

Depute Head Teacher	Miss Roseanne Smith
Class Teacher	Miss Natalie Gillespie
Class Teacher	Mrs Sarah Drohan
Class Teacher	Mr John Wilson
Class Teacher	Mrs Ashley McCluskey
Class Teacher	Mrs Ann Louise Neil
Class Teacher	Mrs Lyndsay Smith
Class Teacher	Mrs Emma Ferguson
NQT Class Teacher	Mrs Fiona Hillan
Learning Support teacher	Mrs Lesley Smith
Class Teacher (temp)	Mrs Rebecca Wilson
School Assistant	Mrs K English

**Named Person****Child Protection/PREVENT Officer****Pupil Support Coordinator**

School Assistant	Mrs Holly Ireland
School Assistant	Mrs Alison Dar
Early Years Senior	Mrs Eleanor Beattie
Early Years Practitioner	Mrs Beth Geddes
Early Years Practitioner	Ms Arlene Clark
Early Years Practitioner	Miss Georgie Patterson
Early Years Practitioner	Mrs Lindsayann
Robertson (part time)	
Early Years Practitioner	Mrs Eve Boyd (part time)
Early Years Practitioner	Miss Nicole Hainey (part time)
Clerical Assistant	Mrs Cheryl Devlin
Clerical Assistant	Mrs Alison Ferguson
Janitor	Mr Antony Cocossa

Kay Shields    Head Teacher

Kay Shields    Head Teacher

Roseanne Smith    Depute Head Teacher

Kay Shields (School)    Head Teacher

Roseanne Smith (Early Years)    Depute Head Teacher

**Arrangements for when a parent has a concern about the pupil and an overview of how these concerns will be dealt with**

When a parent has a concern about a pupil they should, in the first instance, contact the school office. Education concerns will be dealt with by the Class Teacher initially and then the Pupil Support Co-ordinator, if appropriate. Child protection concerns will be handled by the Co-ordinator. All other concerns will be handled by the Senior Management Team.

**Procedure in case of absence or sickness**

Parents must phone school by 9.30am on the first day of sickness to confirm where pupil is during absence. If no phone call is received then school will make every attempt to contact parent on confirm child's safety. Parental holidays are marked as an unauthorised absence.

## Complaints Procedure

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

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

- Visit one of South Ayrshire Council's Customer Service Centres, or any local office.
- Phone South Ayrshire Council Customer Services Team on 0300 123 0900
- E-mail: [listeningtoyou@south-ayrshire.gov.uk](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 your child attends our **early years centre** and you have a concern and wish to complain to the Care Inspectorate directly, please write to:  
Care Inspectorate  
Sovereign Road, Suite 3  
Academy Road  
Irvine, Ayrshire  
KA12 8RL

## Arrangements for a parent, offered or seeking a place for the parent's child in the school, to visit the school

Parents seeking or offered a place for their child in the school will be offered a visit to the school at a suitable time during the process.

## The School Day

The current school day starts at 9.00am. Morning break is from 10.30am until 10.45am. Lunch time is from 12.30 until 1.15pm and the school day finishes at 3.00pm.

## 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).

The law requires that parents register their child at their zonal school: ie the school in whose zone the child lives.

All children in Symington and surrounding district are zoned to attend Symington School. A map of the rural boundaries is shown on page of this Handbook and further information is available on the South Ayrshire Council website ([www.south-ayrshire.gov.uk](http://www.south-ayrshire.gov.uk)). If parents wish their child to attend any other school they have the right to make a placing request to the Head of Service and School Management of South Ayrshire Council. Further information on placing requests can be obtained from the Head Teacher.

Children in the Craigie area which is in South Ayrshire have the choice of either Symington Primary School or Annanhill Primary School, Kilmarnock and are entitled to free transport to both.

Registration of school beginners, ie children starting school for the first time, takes place in January. Notification of this date is published in the local press.

Given that we have an Early Years' Class within the School, transferring to mainstream education will be a much simpler process. The children who already attend our Early Years Centre will be very familiar with the Primary 1 Staff and the Primary 1 classrooms. There will be the usual Enrolment Days and Induction Days, as well as meetings for parents. Children who wish to enrol for Symington School but have not attended Symington Early Years Centre will be invited to register through the normal procedures and will be invited to take part in the induction programme.

Parents of pupils transferring from another Primary School are invited to bring their children along to the School at a time convenient to the parents. They will meet with the Head teacher and be shown around the school.

### ***Parental Involvement***

#### **What opportunity is there for parents to be involved in their child's learning?**

The school operates an open door policy with regards to parental contact. Being a village school, contact with our parents is very regular and can be very informal, keeping everyone up to date with the issues that can affect our pupils learning. Parents are welcomed by the Head Teacher or Depute Head Teacher for discussion should they have any concerns.

The School has very strong, positive links with parents. Events are held throughout the year actively involving parents, such as parent workshops, parents' evenings, and open afternoons. These events help us to share the learning your child takes part in and to provide parents with skills to help support learning at home.

Each class distributes 'Learning Links' at the beginning of a term informing parents of upcoming skills and how they can help and be involved in their child's learning.

We continually strive to help learning at home by incorporating responsibility and choice into our homework initiatives using grids to help parents become involved



in activities. We use our 'sharing the learning initiative' to regularly send the pupil's work home for discussion with their parents before returning to school. There is an opportunity for parents to also communicate with the teacher any comments they may have or where they can further assist in their child's learning.

Parents are kept fully informed through termly Newsletters, sent out at the beginning of every term. At busy times of the year, eg December, additional updates are sent out to keep parents informed of all events.

Each year an invitation is extended to all parents to become involved in the Parent Council. This can be as a formal representative or on a more informal basis assisting in events as they arise. The Parent Council also, on occasion, send out letters keeping parents up to date with their activities and initiatives. They also post information on the website.

### **Parents as partners – Parent council and parent 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 the 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 PTA/PA 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).

**Parent Council Chair** Mrs Louise Taylor who can be contacted c/o school e-mail – [Symington.mail@south-ayrshire.gov.uk](mailto:Symington.mail@south-ayrshire.gov.uk)

The Scottish Parent Teacher Council is a national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents. They can be contacted by phone on 0131 474 6199, fax 0870 706 5814 or email on [sptc@sptc.info](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.

### ***School Ethos***

#### **Vision**

Take pride in yourself, inspire your learning and work together to become the best you can be.

**“Be proud to be part of our PRIDE”**

#### **Values**

**P**ositive

**R**ights Respecting

**I**nclusive

**D**etermined to Succeed

**E**xcellent



#### **Aims**

**We aim** to work as a team with parents, children, staff and the wider community, maintaining good relationships for all.

**We aim** to provide an interesting and stimulating curriculum that is relevant and accessible to all learners, whilst maintaining high standards of learning and teaching.

**We aim** to develop children's self-esteem, confidence and life skills to enable them to become passionate learners for life and overcome the challenges of the future.

**We aim** to promote every child's aspirations and support them to reach their learning and personal goals.

**We aim** to value and respect other people's views, beliefs, cultures and religions promoting equality and inclusion and encouraging all to be Rights Respecting.

**We aim** to maintain high standards of attainment and achievement ensuring that all learners reach their full potential.

At Symington we are an accredited Gold Rights respecting School. Children's rights are celebrated fully upheld by all Duty Bearers.

Children's views are sought regularly through, 'Team Time' and views are used to shape decision making within the school.

## **The Curriculum**

### **The Curriculum for Excellence**

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

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

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from 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.

### **How is the curriculum structured?**

The Curriculum at Symington Primary is planned across all stages based on the significant aspects of learning recognised in Curriculum for Excellence. This means that teachers make sound judgements on the style and type of teaching best suited to our learners and the skills they need to develop. Teaching may take place as discrete subject or may be part of interdisciplinary learning which deepens understanding and use of skills developed.

In areas of sensitivity such as sex education parents are informed of planned timetable and invited to view materials. In Religious Education we offer an increased knowledge and understanding of various world religions – not observance. If a

parent wishes to withdraw a child from any part or service within this subject they must do so in writing.

Pupils are actively encouraged to make choices in what and how they learn within parameters. They use a variety of targets, journals and conversations to assess their learning and set next steps.

Parents are kept informed through our 'Sharing the Learning' initiative, Parents' Evenings and formal reporting.

### **Broad General Education**

Pupils in Symington Primary School are undertaking their journey on a Curriculum for Excellence (CfE). The curriculum is broken down into the following components – Mathematics and Numeracy, English & Literacy, Expressive Arts, Religious and Moral Education, Health and Wellbeing, Social Studies, Science, Modern Foreign Language and Technologies

This curriculum aims to develop a continuous, coherent, flexible and enriched educational experience from 3-18. Using this approach we hope to enable our young people to become: Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

The Curriculum creates greater flexibility. Viewed in its totality it will provide contexts for learning: ethos and life of the school as a community, curriculum areas and subjects, interdisciplinary learning and opportunities for personal learning.

### **Mathematics and Numeracy**

Primaries 1 – 7 are now working in maths using a mix of approaches which provide children with an interesting, yet challenging syllabus, with reinforcement work for the less able and enrichment work for the more able. All classes study the following aspects of Maths:

- Shape, position and movement
- Problem solving
- Number, money and measurement
- Mental maths
- Information handling

Children are regularly assessed and parents are involved in sharing their learning. Presentation of work is also considered extremely important in Symington Primary School and children are encouraged from early stages to set high standards in written work. Active maths practices are used in different forms at all stages helping to engage children in their learning.

### **Language and Literacy**

The Language programme covers reading, writing, talking and listening.

Reading is taught using a variety of methods including synthetic phonics and look and say. Analytic phonics and onset and rime are also methods which are implemented in our classes. The reading scheme we favour is Oxford Reading Tree (ORT). In Primary 3, the children move on to short chapter books and novels. By this time staff recognise that children can read, but we are looking to widen their

knowledge by developing their understanding, reference skills, inferential skills and reading for enjoyment. We also make use of the local library which is adjacent to the School.

Spelling and grammar are taught from Primary 1 – Primary 7. We use a multisensory scheme to engage our children in learning to spell. Grammar is delivered through class lessons at appropriate levels. All children at Symington Primary School are taught at their own level.

Writing is taught from Primary 1. In Primary 1 the class teacher writes the story as dictated by the child. Gradually, through the year, as the children are taught how to form letters, more ownership is given to the children. By Primary 7 children are able to write interesting detailed stories and most reach a level, which is age appropriate for that stage.

### **Health and Wellbeing (including PE)**

This area of your child's development is dealt with in three ways:-

Whole-school approach

Cross-Curricular

Discrete, class-based lessons

The first two are on-going while the latter is achieved through a programme of study undertaken from Primary 1 – Primary 7.

PE is an important part of life at Symington both as part of the curriculum and in the wider sense of health and well being. Class teachers deliver a structured PE programme throughout the year.

The South Ayrshire programme of work which is used in School helps pupils to learn about their own physical, emotional and social development. The programme is designed to support and build on what children experience at home and outside of School.

- To understand their own physical development and respect and care for others health and well-being
- To explore and clarify their beliefs, attitudes and values
- To be aware of personal safety
- To develop personal and social skills
- To increase their knowledge and understanding about a range of health and lifestyle issues
- To make informed decisions
- To take responsibility for their own health and as participating citizens

### **Science**

Children at Symington Primary School find the core curriculum to be interesting, yet challenging. Staff here work very hard, ensuring all children's needs are met, delivering well thought through lessons. A flexible approach using the totality of the curriculum allows for both specific and discrete learning in subject areas and Interdisciplinary learning to widen and deepen the learning experiences of our children.

### ***Opportunities for Wider Achievement***

Pupil achievement is celebrated within the school and celebrated at school assemblies. We have displays of achievements both academical and personal throughout the school.

In Symington Primary School we operate a Morning club which starts at 7.50am Monday to Friday.

There is also an After School Club, which operates from the end of the School day until 6.00pm.

The maximum number for both of these clubs is 16.

Over the course of the year a variety of after school clubs run, and are offered to various stages, ensuring all children have an opportunity to take part. In the past year these have included football, hockey, drama, choir, handball, multi-sports, and chess.

Parents are always encouraged to start up new clubs in conjunction with the School and we always welcome new ideas and talents.

### ***Composite Classes***

Primary schools have pupils at seven year stages, primary 1 to primary 7. A year stage is defined as a group of pupils entering primary education at a common date. Composite classes are those where children of more than one-year stage are grouped together to form a class.

Schools are staffed to agreed standards based on the total number of pupils within the school regardless of the numbers of pupils at each year stage. This means that the head teachers are required to take management decisions to organise classes to make best use of available staff, resources and space. Balancing up the various factors involves both educational and organisational considerations.

Head teachers take into account a number of considerations when organising their class structures. In allocating children to composite classes, head teachers bear in mind the progress children have made in their learning. For example, a group of children of similar ability, or working at broadly the same pace - particularly in mathematics/numeracy and/or language/literacy - may be allocated to the same class. Parents should be reassured that, by using information about how pupils are progressing to inform groupings for composite classes, no child is being disadvantaged by being "kept back" or "pushed on".

Normally such classes will be formed before the start of a new school year so that all involved know that class structures exist for the new school session. In certain circumstances class restructuring may have to take place during the summer break or after a school session has started. However, such cases will be very exceptional. Parents will be informed at the earliest opportunity of likely re-classification of classes to allow appropriate discussions to take place. Further information is available at the school.

## ***Religious and Moral Education***

Religious and moral education is obligatory for all schools to include in the curriculum. We study world religions with each class, Primary 1 – 7, looking at different aspects of beliefs and helping children gain insight and understanding.

Parents wishing to see more detail of these programmes can do so by contacting the Head Teacher.

We have strong links with the local Church and go to the church for our annual Christmas and Easter Services. The school chaplain is also invited to attend assemblies or join classes to provide insight where appropriate to the learning taking place.

Parents have the right to withdraw their children from religious education and observance. Any parent who wishes to exercise this right should discuss the matter with the Head Teacher.

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

## ***Health and Wellbeing (including Relationships Policy)***

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 rights 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 August 2025, the School's Relationship Policy was reviewed collaboratively with all stakeholders the aims and objectives are as follows;

### **Aims**

Our aims are to raise expectations of all and to instil in all children a sense of pride in their behaviour. We strive to provide meaningful and positive relationships that our children can mirror and learn from.

### **Objectives**

The main principles of our positive behaviour policy are to:

- Ensure a consistent approach across the school and early years centre
- Set high but achievable standards
- Ensure our school community has a positive ethos and atmosphere for all.

Within this Policy there are incentive outlined as well as supports for those who require it. A copy of this can be found on our website.

We firmly believe in the **importance of working in close partnership with parents to promote good behaviour**. All children can make mistakes or poor choices. School and parents must work together to help children realise this and make better and more positive choices. We emphasise the effect their choice may have on others.

### ***Equal Opportunities and Inclusion***

Equal opportunities ensure that all pupils, irrespective of belief, race, culture, class, gender and disability, are provided with an education, which allows them to develop their potential. Symington Primary School recognises the uniqueness of the individual through ensuring that all pupils are equally valued, respected, cared for, and have access to the full range of appropriate activities and experiences.

The school operates an open and active approach involving all staff in promoting race equality. We also want to ensure that the curriculum will promote cultural diversity and challenge racism. The curriculum will offer knowledge and understanding of different beliefs and cultures.

Pupils will challenge stereotypes and discrimination. The staff at Symington Primary School receive appropriate training on race equality. The School Policy will be reviewed annually, alongside an awareness raising session for staff.

Symington is proud to be a Unicef Rights Respecting School, Gold Level and have been recently reaccredited at this level for the second time.

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

The national legislation around equal opportunities and social inclusion includes:

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

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

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



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

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

At Symington Primary School and EYC we aim to provide children with an educational and social environment which will enable all children to reach their full potential irrespective of race, creed, sex or religion.

To promote this statement we undertake to:-

- Make all areas of the curriculum available to boys and girls alike.
- Apply disciplinary measures in a uniform manner to both sexes.
- Allocate tasks within the school fairly.
- Avoid the use of any language, or texts, by staff or pupils which could be looked upon as racist or sexist.

To promote social justice we aim to:-

- Provide equality for all pupils.
- Promote self-respect and a positive self-image for all pupils.
- Further develop existing good practice in relation to school/local industry liaison.
- Improve inter-agency contacts and liaison with support agencies.
- Develop better communication with parents with regard to CfE and progress of pupils.

### **SENSITIVE ASPECTS OF LEARNING**

Sensitive aspects of learning are dealt with carefully and delicately with the appropriate person supporting our curriculum. For example, Our Positive Steps – sex education programme is implemented in close collaboration with our school nurse. The Health and Wellbeing Programme follows the experiences and outcomes of CfE and a wide variety of resources are used to support this.

**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 (NSA) 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.

**National Standardised Assessments (NSAs)**

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.

**How is Learning in the Senior Phase Assessed?**

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

## **Tracking and monitoring Progress**

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

### **Assessment**

Parents are invited to come into school at various points during the session to meet their child's teacher, see the resources being used and hear about the varying aspects of the curriculum. We also have parent workshops during the session to familiarise parents with new school initiatives and classes also arrange interdisciplinary parent events to show parents what they have been learning and how they have been learning. Individual appointments are offered to parents around the October holidays when the teacher will update you on your child's progress in curricular areas and also highlight the progress of their Personal and Social Development for the first part of the session. There is also another Parents' Evening at the end of March. Parents receive a school produced, detailed written report just before the final parents' night in March. This gives information of their child's progress in all areas during the session.

Our standards and expectations for assessment include:

- providing quality feedback to learners
- monitoring and tracking progress in learning
- providing information to those outside the school on learners' progress and achievements
- providing information for use beyond the school, including qualifications and awards.

With the purposes of assessment being very clear:

- greater breadth and depth of 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 of progress
- summary of achievements
- effectively prepares children and young people for the next stage in learning.

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

## Reporting

### **Reporting – how will your child’s progress be reported?**

The Curriculum for Excellence assessment data and the data relating to pupils 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.

Each school will have their own arrangements for reporting to parents and will share this with parents on an annual basis. As a minimum expectation parents will receive one written report during the course of the academic year. Parents will also be invited into school on at least one occasion during the academic year to discuss their child’s progress.

At Symington Primary School written reports will be issued in May 2026

Below are the dates of our parents evening for this session where you are encouraged to come into school and discuss your child’s progress.

### **Parents evening dates session 2026**

October / March

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> </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> </ul>

<ul style="list-style-type: none"> <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>• Parent Council meetings</li> <li>• Pupil Council meetings</li> </ul>
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## **Transitions**

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

We ensure transition of learning from stage to stage by a skills development framework ensuring a child's previous learning is taken into account as they move from class to class. Teachers engage in strong liaison and shared evaluations with Senior Management Team to ensure progression. Larger Transitions such as Nursery to Primary and Primary to Secondary take place with extended programmes to support children in their social skills and learning. Pupils who have additional needs may have specially adapted transition programmes to provide support.

### **Transfer to Secondary School**

*Pupils are normally transferred between the ages of 11 ½ and 12 ½ 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.*

Following seven years of primary Education most of our pupils go on to Prestwick Academy. (Head Teacher – Mrs Oonagh Browne, telephone 01292 477121)  
Parents have the right to put in a placing request form to another Secondary of their choice, but this does not guarantee them a place. For further information please contact the School or local Education Authority.

## **SUPPORT FOR PUPILS**

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

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

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

If a child needs help or support, the Named Person along with parents/carers and the 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?**

In Symington Primary School the Pupil Support Co-ordinator is Mrs Shields. In the first instance your child's teacher will talk to you about your child's additional needs and the level of support they may require after a time of monitoring and holistic assessment your child may be identified as having additional support needs. These may be long or short term and, depending on the level of support needed, may require an action plan or strategies which can be used to support.

If you are concerned that your child may have additional needs then, please, contact Mrs Shields to discuss, for information or for advice.

At the beginning of each term the school sends home 'Learning Links' for each stage which outline learning for the term and how to support.

Homework is used to reinforce learning and should take no more than 20 minutes per night in Primary 1 – 3 and no more than 40 minutes by the end of Primary 7.

### **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 CPS where appropriate) maintain and review additional support needs on an ongoing basis. South Ayrshire Council is committed to a care policy of inclusion to carry out these duties of support. The authority is also committed to maintain a range of specialist establishments and services to support the whole continuum of needs.

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

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

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

### **How do we make sure we can meet the additional support needs of pupils in South Ayrshire?**

All children and young people may need additional support at some point to help them make the most of their education. Most children are supported through their own class teacher and appropriate class based strategies and supports.

If a pupil needs more help than the class teacher can provide, then a process of providing the right support begins. We call this staged intervention. Staged intervention is our way of assessing, identifying and then providing the necessary additional support and/or strategies for a child or young person.

Staged intervention can be broken down into the following stages:

#### **Stage 1 - 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 Pupil Support Coordinator or Named individual or 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 Coordinator or Named Individual for that establishment will contact the appropriate multi-agency team, and work in partnership with parents and learners to discuss/identify what targeted supports are required to minimise the barriers to learning.

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

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

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

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

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

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

#### **Supports available**

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

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

Education Services 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. 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 parents, etc

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

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

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

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

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 612426 or 612292

**Enquire**

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

**Scottish Child Law Centre**

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

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

**Resolve**

Children in Scotland  
5 Shandwick Place  
Edinburgh, EH2 4RG

Tel: 0131 222 2456

### **Advocacy Service**

Circles Network  
2 Bridge Street  
Ayr, KA7 1JX  
Tel: 01292 264396 or 07557150035

### **Psychological Service**

Educational Psychologists have five key elements to their service delivery including:

- Consultation and advice;
- Assessment;
- Intervention;
- Research and training;
- 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 or chat to the educational psychologist regarding a child, school staff will always ask parental permission first. Once this is provided, the school or psychologist will keep the parent or carer up to date with discussions although it is likely that the parent will be involved in discussions.

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

Educational Psychologists maintain 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.

Further details on the service can be found on their website: [\*\*www.eps.south-ayrshire.gov.uk\*\*](http://www.eps.south-ayrshire.gov.uk).

### **Information Sharing**

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

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

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

### **Child Protection**

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

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

The school has a Child Protection Co-ordinator who will co-ordinate the school's response to concerns for children's and young people's safety and where they may be at risk of significant harm. The Authority has a designated officer for Child Protection who will ensure schools work effectively to keep children safe and well. If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', talk about this to the school's Child Protection Co-ordinator or another member of staff.

## **SCHOOL IMPROVEMENT**

### **How has the school improved over the last twelve months?** **How has the school improved the attainment of young people?**

While here at Symington we have maintained performance data of a high standard this has moved from National assessments to CFE reporting and CEM data (national comparisons). HMIE visited the school in December 2025. Each year we report fully on improvement in our Standards and Quality Report. This report will be available February 2026. The School Improvement Plan and Standards and Quality are available on the schools website.

Each year an Improvement Plan is created from continuous evaluations and evidence gathering which takes place throughout the session. Evidence is gathered from a range of partners including staff, pupils, parents, cluster colleagues and partners in the wider community. This session key improvements include:

- Improvements in Literacy
- Improvements in Numeracy and Mathematics for all
- Improvement in Health and Well Being for youngsters
- Improvement in employability skills and sustained leaver destinations for all young people

The Prestwick Schools Cluster work in close partnership when planning for School Improvement.

The Schools Standards and Quality Report which is posted on our school website highlights the many achievements during the session. This includes wider achievements of the pupils, the CfE information and SNSA information at Primaries 1, 4, and 7.

Attainment last session (2024/2025) was as follows;

<b>2024/2025</b>	<b>P1</b>	<b>P4</b>	<b>P7</b>
Reading	100%	91%	95%
Writing	100%	79%	79%
Listening and Talking	100%	100%	95%
Numeracy and Mathematics	100%	96%	90%

### **Wider Achievement**

Wider achievement within the school is strong with pupils provided with many opportunities to undertake representation on behalf of the school and recognition at a very personal level. Over the past year this has included participation in various organisation schemes such as the John Muir Award, Junior Achievement Award, Eco Schools and Young Sports Leaders. We have also had musical representation at the Ayrshire music festival in orchestra and individual categories.

## **SCHOOL POLICIES AND PRACTICAL INFORMATION**

### **Morning Club**

Our Morning Club is available for up to 16 pupils every school day morning from 7.50am – 8.50am. The cost per morning is £2.50 per child which should be paid at time of booking or at the time of attending. Booking forms are available from the school office.

### **After School Club**

The After-School Club, which takes place in the Hall for All every school day from 3.00pm – 6.00pm, is available for up to 16 pupils. Information, including registration and booking, can be found on the South Ayrshire Council website (see [www.south-ayrshire.gov.uk/childcare](http://www.south-ayrshire.gov.uk/childcare))

### **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.

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.

In Symington Primary School our pupil council/rota kids committee consists of pupils from Nursery to Primary 7. We also have committee’s for Eco, Fairtrade and Dyslexia and Inclusive Practice (DIPA) and Rights Respecting Schools.

### **Choosing a School**

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

Full details of the Placing Request process are available on the Council's web-site using the following link.

Placing Requests –South Ayrshire Council ([south-ayrshire.gov.uk](http://south-ayrshire.gov.uk)) or you can contact Educational Services on 01292 612162.

### **Attendance**

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

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

### **Family Holiday not authorised by the school**

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

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

Where parents are in the emergency services and routinely take holidays 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**

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

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

### **Advice to parents**

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

### **Routine and expected visits outwith school**

Symington 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 expected part of Curriculum for Excellence. Routine and expected visits will be to local venues, involve easily managed activities, happen on a regular basis and be completed within regular school times.

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

### **School Uniform Policy**

Given that there is a substantial parental and public approval of uniform, schools in South Ayrshire are free to encourage the wearing of school uniform. In encouraging the wearing of uniform, account must be taken in any proposals to

prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of South Ayrshire Council not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite to their attending and engaging in all of the activities of the curriculum.

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

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

At Symington Primary our uniform is made up of grey trousers or skirt and dark green sweatshirt or cardigan with a dark green or white polo shirts worn below. **For more formal events and in senior years we would ask that shirt and tie be worn.** The tie is green and yellow. Items which have the school logo, can be purchased from the school office.

### **Playground Supervision**

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

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

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.

### **Parental complaints procedure**

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

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

- Visit one of South Ayrshire Council's Customer Service Centres, or any local office.
- Phone South Ayrshire Council Customer Services Team on 0300 123 0900



- E-mail: [listeningtoyou@south-ayrshire.gov.uk](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 Inspectorate directly, please write to:*

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

### **School Meals and Free School Meal Information**

The School has a kitchen on the premises providing freshly cooked food every day. Menus are available on the South Ayrshire website for a 3 week programme of meals available. We operate a cashless system in the cafeteria. The online payments system allows parents to put money onto their child's account electronically. Each meal they receive is then deducted from their lunch account. This system allows parents to see exactly what their child is purchasing for lunch. Accounts can run over by only a minimal amount and when this happens reminders to top up accounts are sent home. This is in line with the South Ayrshire Council management guidelines on school meals which is available by visiting the South Ayrshire Council website.

#### **Free school meals are available to all P1-5 pupils.**

Children with special diets will be catered for. Each day children can choose from the following – homemade soup, salads, hot meals, sandwiches and snacks. Fresh fruit is also on sale. At the moment the cost of a two-course meal is £2.15. Children who bring packed lunches sit in the lunch hall and eat with their friends. However, we do ask that pupils make sure they take their packed lunch boxes home every day and not leave them in the School.

The current criteria for entitlement to free school meals 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 £18,725), Child Tax Credit and Working Tax Credit (where income is less than £8,717 Universal Credit where earned income is £726 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.

### **Footwear and clothing grant information**

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than £18,725), Child Tax Credit and Working Tax Credit (where income is less than £8,717, Universal Credit where earned income is £726 or less per month. Income related element of Employment and Support Allowance, Council Tax Reduction, Housing Benefit and Support under part VI of the Immigration and Asylum Act 1999 are entitled to a footwear and clothing grant. Information and application forms for footwear and clothing grants may be obtained from Schools, Customer Service Centres and from Education Support Services, County Buildings, Wellington Square, Ayr KA7 1DR Telephone 01292 612168.

### **Transport guide to parents (excludes nursery provision)**

In law it is the parents' responsibility to ensure that children attend school and make suitable travel arrangements for them. However where children live more than a specified walking distance from their catchment school the Council will assist with school travel by making available free school transport for all or part of the journey.

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 online 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 first paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure their child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicles. Misbehaviour could result in your child losing the right to free transport.

The education authority does not provide transport for those pupils in receipt of a placing request.

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).

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### **Seatbelts**

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 on occasion 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 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

As from November, 2005, children living in the Craigie area of South Ayrshire have the choice of Symington Primary School or a school in Kilmarnock. Parents choosing Symington Primary School will be entitled to free transport. Please contact the School for further details and the appropriate transport form.

### **Insurance**

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

### **Valuable items**

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

### **Use of Mobile Phones**

Over the past few years the number of people using a mobile phone has continued to increase. A great number of young people currently own and use mobile phones. The continued advances in telecommunication technology have led to more sophisticated phones which have the capacity to play music, record video footage and take still photographs in addition to phone calls and text messaging.

Although a mobile phone is for some a fashion accessory there is also parental concern about the safety of young people and the provision of a mobile phone is seen as an important measure. It should be pointed out, however, that Symington Primary School has an effective communication system for all eventualities within school and the use of mobile phones should be unnecessary.

A pupil's right to own and use a mobile phone should not impinge on the good order of a school and the right of other pupils to learn and teachers to educate in appropriate surroundings.

#### **Guidelines**

The following guidelines have been written to provide Symington PS with the framework to address any difficulties that may arise.

1. Parents will be encouraged to ask their children to leave mobile phones at home. There is however a recognition that there will be certain circumstances which would require a pupil to carry a mobile phone.
2. If pupils do bring a mobile phone to school with the approval of their parent or guardian they remain the responsibility of the owner in terms of security and safekeeping.
3. Mobile phones should be switched off at all times within the school buildings. (This includes music, video and camera functions). The existing communication system within the school should be used to deal with emergencies.
4. A common sense approach to the use of mobile phones will be adopted. Using these guidelines no member of staff or pupil should be unduly disadvantaged.
5. If a mobile phone is used in school it may be confiscated by a member of the SMT. The phone should be switched off and a note taken of the time of last call/text message. The phone will be kept in a secure location within the Main Office and the incident will be logged.
6. If a mobile phone is repeatedly confiscated the pupil's parent/guardian may be asked to collect it from school.

Pupils and Staff who are subject to abuse through inappropriate use of mobile phones will be given the appropriate support. In certain circumstances the relevant section of Education and Support will be contacted for advice.

### **Use of Social Media**

Online social media tools can be excellent for supporting teaching and learning, providing exciting opportunities for schools to engage, communicate and collaborate with pupils and the wider community. Their use is carefully considered by the school to ensure the safety of the school community. The benefits of using social media tools

should significantly outweigh any concerns and schools should be able to demonstrate the steps they have taken to reduce any identified risks.

In South Ayrshire we want to support collaboration amongst teachers and pupils and therefore we promote and support the use of the common platform, Glow.

If pupils are using online communities where they self-register the school will encourage them to read and follow the terms and conditions of the site and ensure they are aware of how to stay safe online.

When using any form of social media to communicate with pupils (including Glow) staff will ensure that they:

- only share information that they would be willing to share in school or a school-related setting;
- maintain a formal, courteous and professional tone when communicating with pupils;
- maintain professional boundaries ;
- do not exchange personal information such as phone numbers and personal e-mail addresses;
- do not discuss their private and personal relationships with pupils;
- take care to avoid becoming personally involved in pupils' personal affairs;
- decline pupil-initiated 'friend' requests;
- manage their privacy settings and keep them under review;
- report any inappropriate use of social media by a pupil or concerning a pupil to their Head Teacher or line manager.

The school has a clear and documented process in place for the reporting and recording of inappropriate use of social media.

### **Health and Medical Information**

All parents are requested to inform the School immediately of any particular medical requirement their child may have. Similarly parents should be aware of necessity to inform the School of arrangements to be made if a child has to be taken home. Parents frequently change mobile phone number and the School should be informed when this occurs.

In the event of your child being ill or having an accident all efforts will be made to contact parents or emergency contacts. If this is unsuccessful and medical advice is required, the Head Teacher and first aider will take the child to hospital.

A child receiving a bump or blow to the head will be treated by the first aider who will telephone parents and/or follow up with a letter that same day.

The School nurse visits the School frequently offering guidance and assistance to pupils, class teachers and parents. Any parent wishing to do so, **can contact the School Nurse on 01292 313455 for a confidential discussion.**

Medicals, hearing tests, eye tests and dental checks occur during the year for some stages. Please contact the School for further information.

## **Health Promotion and Nutrition**

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

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

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

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

Further guidance can be found at:

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

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

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

### **Childsmile:**

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

- o 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.**

- o **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.

- o **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.

o 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.

### **Data Protection Act**

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

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

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

### **Who we share your information with**

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

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

### **What are my rights?**

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

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

### **If you have a complaint**

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

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



Email: [DataProtection@south-ayrshire.gov.uk](mailto:DataProtection@south-ayrshire.gov.uk) |  
Telephone: 01292 612223

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

Information Commissioner's Office, 45 Melville Street, Edinburgh, EH3 7HL  
Email: [scotland@ico.org.uk](mailto:scotland@ico.org.uk). | Telephone: 0131 244 9001 |  
(<https://ico.org.uk/for-the-public/>)

### **If you have no Internet Access**

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

### **How to access our full Privacy Notice**

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

### **Education Statistics Privacy Notice**

#### **Transferring Educational Data about Pupils**

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

#### **Why do we need your data?**

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

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

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

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

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

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



## **The Freedom of Information (Scotland) Act 2002**

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

Public Authorities have to allow access to the following information:

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

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

### **Helpful Address and Websites**

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

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

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

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

### **Local Councillors**

Mr D Townson	01292 319290	South Ayrshire Council
Mr S Ferry	01292 319287	County Buildings, Wellington Square
Ms J Dettbarn	01292 612293	Ayr KA7 1DR

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.

## **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/1995/36/contents>

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

Education Scotland's Communication Toolkit for engaging with parents –

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

**The Scottish Government guide Principles of Inclusive Communications** - provides information on communications and a self-assessment tool for public authorities –  
<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

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

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school –  
<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

## **PARENTAL INVOLVEMENT**

**Guidance on the Scottish Schools (Parental Involvement) Act 2006** provides guidance on the act for education authorities, Parent Councils and others –  
<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

**Parentzone** provide information and resource for parents and Parent Councils –  
<http://www.educationscotland.gov.uk/parentzone/index.asp>

## **SCHOOL ETHOS**

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

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

**Health and wellbeing guidance on healthy living for local authorities and schools**

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

**Building Curriculum for Excellence Through Positive Behaviour and Relationships** - outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support –

<http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

**Scottish Catholic Education Service's resource 'This is Our Faith'** which supports the teaching and learning of Catholic religious education –

<http://www.sces.uk.com/this-is-our-faith.html>

## **CURRICULUM**

**Information about how the curriculum is structured and curriculum planning –**

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

**Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas –**

<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

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

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

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

[http://www.educationscotland.gov.uk/resources/b/genericresource\\_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64](http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64)

**Information on the Senior Phase –**

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

**Information on Skills for learning, life and work –**

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

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

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

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

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

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

## **ASSESSMENT AND REPORTING**

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

[http://www.educationscotland.gov.uk/Images/BtC5Framework\\_tcm4-653230.pdf](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](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](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>

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

<http://www.educationscotland.gov.uk/resources/practice/p/planningforchoicesandchanges/>

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

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

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

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

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

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

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

## **SUPPORT FOR PUPILS**

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

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

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

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

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

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

## **SCHOOL IMPROVEMENT**

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

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

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

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

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

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

**Scottish Credit and Qualifications Framework (SCQF)**

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

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

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

**Amazing Things** - information about youth awards in Scotland –

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

**Information on how to access statistics relating to School Education** –

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

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

For further Information please contact:

**0300 123 0900**

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

Aby uzyskać więcej informacji, proszę skontaktować się z:

**0300 123 0900**

本出版物還有純文字中文版。

有關更多資訊，請聯絡：

**0300 123 0900**

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

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

**0300 123 0900**

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

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

**0300 123 0900**

Date	Holiday
<b>First term</b>	
18 August 2026	Inservice day
19 August 2026	Inservice day
20 August 2026	Pupils return
18 September 2026 - 21 September 2026	Schools closed
12 October 2026 - 16 October 2026	Schools closed
19 October 2026	Inservice day
20 October 2026	Pupils return
23 December 2026 - 4 January 2027	Schools closed
<b>Second Term</b>	
05 January 2027	Pupils return
12 February 2027 - 15 February 2027	Schools closed
16 February 2027	Inservice day
17 February 2027	Pupils return
<b>Third Term</b>	
26 March 2027 - 9 April 2027	Schools closed
12 April 2027	Pupils return
03 May 2027	Schools closed
04 May 2027	Pupils return
06 May 2027	Inservice day
07 May 2027	Pupils return
28 May 2027 - 31 May 2027	Schools closed

Date	Holiday
30 June 2027	last day of term for pupils and staff