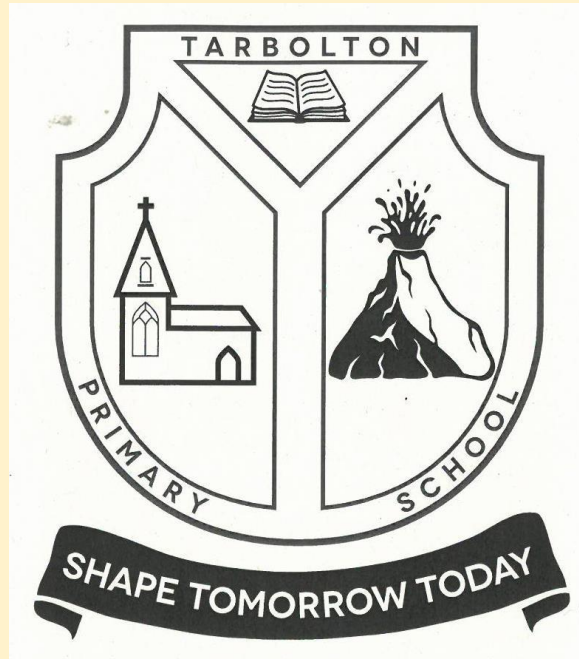




## **TARBOLTON PRIMARY**



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

**2023/2024**

**Montgomerie Street  
Tarbolton  
KA5 5QA**



**01292 612152**

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## WELCOME BY THE HEAD TEACHER

Dear Parent/Carer

It gives me great pleasure to welcome you and your child to Tarbolton Primary School and Early Years Centre.

Starting school is a very exciting time for you and your child. At Tarbolton Primary we have an excellent staff of caring professionals who will help your child to reach their full potential and develop their individual talents.

We aim to make every child feel special and to feel part of our community.

We also encourage our pupils to care for and show respect to everyone.

We look forward to working in partnership with you as your child learns and grows at Tarbolton Primary School and Early Years Centre.

We are always here to offer support and advice. Please feel free to contact me if I can assist you in any way.

I look forward to working in partnership with you and your child.

Yours sincerely

HELEN ROSS  
HEAD TEACHER



## CONTACT DETAILS

<b>Name</b>	Tarbolton Community Campus
<b>Address</b>	Montgomerie Street Tarbolton KA5 5QA
<b>Telephone Number</b>	01292 612152
<b>Email address for school</b>	Tarbolton.mail@south-ayrshire.gov.uk
<b>Email address for Parent Council</b>	n/a
<b>Website</b>	<a href="https://blogs.glowscotland.org.uk/sa/tarboltonprimary/">https://blogs.glowscotland.org.uk/sa/tarboltonprimary/</a>
<b>Head Teacher</b>	Mrs Helen Ross – tel: (01292) 612152
<b>Denominational Status</b>	Non-denominational
<b>Teaching by means of Gaelic language</b>	Sessions offered within Early Level
<b>Present School Roll</b>	248 pupils from N3 to P7
<b>Accommodation and capacity</b>	<p>Tarbolton Primary is situated in the middle of the village. Most of the children come from the village whilst the remainder come from nearby farms, outlying houses and the hamlets of Failford and Stair. The school caters for the education of boys and girls from around 2 years to around 12 years of age.</p> <p>We are in a new school build having only moved into our new building in February 2017.</p> <p>This session we have an early years class, 9 classes from P1-P7, an open pupil area including our computer suite, 2 closed classrooms and an office block which houses our main office, depute head teacher and the head teacher office's.</p> <p>Pupils have a tarmac and grass area for play and outdoor learning. We have a fantastic trim trail for pupil use as well as 2 fantastic outdoor classrooms.</p> <p>We have a large PE hall which is available for use by the community in the evenings and a large dining hall which is shared with the community. In addition to this there are 2 community rooms which the school can use when not being used by the community</p>
<b>House structure</b>	<p>Afton, Coyle, Fail and Montgomerie</p> <p>Pupils are allocated to a house in Primary 1 and would normally join the house of any older brothers or sisters.</p>

<b>Catchment map and area</b>	<p>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 <a href="http://www.south-ayrshire.gov.uk">www.south-ayrshire.gov.uk</a>. Catchment map and area (available from the School Management Section, Educational Services, County Buildings, Wellington Square, Ayr, KA7 1DR</p> <p>Useful links to additional information to be found in Appendix 2</p>
<b>Named Person Details</b>	<p>Unless notified differently your child's named person will be Mrs. Helen Ross.</p> <p>For more information on Named Person visit <a href="http://www.gov.scot">www.gov.scot</a></p>
<b>Raising a Concern</b>	<p>If you have a concern about your own child or any other concern in our school you should bring this to the attention of a staff member. The most efficient way to do this is to call the main office. Office staff will be able to direct your call to the most appropriate staff member.</p> <p>If you believe your concern to be a child protection matter Mrs Ross is our child protection coordinator.</p> <p>If a member of staff is not immediately available to take your call you will receive a return call within 24hrs.</p>
<b>Pupil Absence</b>	<p>If you are aware in advance that your child will be absent from school on a particular day/date please notify our school office by phone or in writing.</p> <p>If your child is unwell and is unable to come in to school without advance notice parents must contact the school office before 9.30am on the day of their absence.</p> <p>Where the school does not receive a call, they will attempt to contact parents and listed emergency contacts for the pupil.</p> <p>If no contact can be made and the school has concerns social work may be contacted.</p> <p>If sending an absence message, please ensure this message is emailed into <a href="mailto:Tarbolton.attendancemail@south-ayrshire.gov.uk">Tarbolton.attendancemail@south-ayrshire.gov.uk</a> before 9.30am on the day of absence.</p>
<b>Complaints Procedure</b>	<p>A complaint is regarded as an expression of dissatisfaction about an incident or action or lack of action, or about the standard of service provided by us.</p> <p>You may complain in person, by phone, by email, in writing or online through the council's website at:</p> <p><a href="http://www.south-ayrshire.gov.uk/listeningtoyou">www.south-ayrshire.gov.uk/listeningtoyou</a>.</p>
<b>Enrolment</b>	<p>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).</p>

**Pupil Concern**

Any parent who has a concern about any child should contact the school office or call in to school. If a member of staff is not immediately available to meet with you an appointment within 24hrs will be made.

**STAFFING SESSION 2023-2024**

Name		Teaching Staff
Miss Johnston		Early years class
Miss Morrison		P1
Mrs Paterson		P1/2
Miss Phillips (NQT)		P2
Mrs Cuthbertson		P3
Miss Hutton		P4
Miss Weir		P5
Mrs Brunet-Laing		P6
Mr Wilson		P7W
Miss MacKay		P7
Mrs Elliot		Class Support Teacher
Mrs Adams		Support for Learning Teacher
School Assistants		
Mrs Paton		Miss Hendry
Mrs Thorrat		Clerical Assistants
Mrs Peters		Mrs McDowall
Mrs Meikle		Mrs Russell
Mrs Smith		Mrs Thorrat
Mrs Kennedy		
Early Years Workers		
Mrs Barr		Miss McQuiston
Mrs Nisbet		Mrs Morrison
Miss McGinney		Mrs Bennett (covering Miss Hainey's secondment)
Mrs Galbraith		Mrs Watters
Miss Steele (covering Mrs Hunter's maternity)		
Miss John		
Catering Staff		
Mrs McCulloch (cook)		Mrs Urie
Mrs Milligan		Miss Ure
Cleaning Staff		
Mrs Urie (Supervisor)		Miss Goodwin

<b>Management Team</b>	
<b>Name</b>	<b>Designation</b>
Mrs Helen Ross	Head Teacher
Mrs Amy Logan	Depute Head Teacher
<b>Janitorial Staff</b>	
Mr Taylor	

### **The School Year and School Hours**

The school is open 39 weeks of the year.

Hours of Opening:	9.00 am – 3.00 pm
Morning Break:	10.30 am – 10.45 am <b>(P1- P7 only)</b>
Lunch Break	12.30 pm – 1.15 pm

#### **Early Years Class**

2-year olds may apply for a nursery place via the council website.  
Alternatively, a health visitor may make a referral.

3 year olds will start their nursery place the week after their 3<sup>rd</sup> birthday.  
Entry to the early year's class is usually phased to meet the individual needs of each child. Not all children will be ready for full sessions immediately and we will work closely with parents to ensure coming to our early year's class is not a stressful experience for children or their parents.



#### **Breakfast Club**

We currently run a breakfast club from 8.15-8.45 for those families where parents have to leave the village for work purposes. There is a small charge for this to cover our staff wages.



## PARENTAL INVOLVEMENT

We encourage all parents to become involved in school life. We do appreciate that parents will wish to become involved to differing degrees' dependant on work commitments and family circumstance and we try to provide a variety of ways to get involved

### Meet the Teacher

We hold a 'meet the teacher' / parent open afternoon at the beginning of each new session. This is an opportunity for parents to visit their child's new classroom, meet their class teacher and to learn more about what their child will be learning in the year ahead. Teachers will also discuss how parents can become involved in the day to day life of the class.

### Shared Learning

Each year every class will have a minimum of one open afternoon where parents will be invited to their child's classroom or to the main hall to find out more about what their child has been learning and to do some learning alongside their child.

### Parents Evening

We also hold two annual parents evenings where parents have a 1:1 appointment with their child's teacher. This is an opportunity for parents and teachers to discuss progress and agree a plan to how learning will progress.

### Parent Workshops

Throughout the session we organise workshops for parents to participate in. These cover a range of topics, assessment, specific subject areas to processes for pupil support. If there are any workshops or information sessions you would like us to provide please let us know.

### Volunteering

If any parent would like to volunteer in school we would love to hear from them. This may be volunteering to help us keep our building clean and organised or it may be to offer support in class or to run an afterschool club. Whatever it is we would love to hear from you.

### Care Plan Meetings

All children in our early years class will have a care plan within 28 days of starting nursery. This care plan will lay out the things your child requires help with and the targets they are working towards. Parents will be invited to review these plans along with early years staff a minimum of 3 times per year. Your child's keyworker will upload these to Learning Journals and communicate with you at pick up and drop off about how your child is progressing towards the targets agreed.

We encourage parents to let us know how their child is progressing in the home environment too.

## COMMUNICATION WITH PARENTS

There are a wide range of ways that parents can communicate with us and keep us up to date with what is happening in school.

**Call into the office** – Our office is open from 8.00am – 3.00pm.

**Telephone** – please use this for emergencies and to notify us of any absences from school. Please note that office staff have many duties that take them out of the school office and therefore the phone is not always manned.

**Learning Journals** –Your child's progress will be updated here and photographs and videos of your child's learning journey will also be found here. When you enrol your child, you will be requested to download the Learning Journals app and sign into your child's account prior to them starting on their first day. This will allow us to very quickly share how your child is settling with us.

**School Website** – here you will find lots of information about our school.

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

**Twitter** -@TarboltonPS\_sac

### **Learning at Home**

All home tasks are sent via Learning Journals. Pupils learning is uploaded so that parents are aware of what their child is learning across literacy and numeracy on a regular basis.

Should parents wish to complete learning at home tasks with their child, then pupils from P1-P3 would be expected to spend approximately 15 minutes each evening (Monday-Thursday) on activities. Pupils from P4-P7 may spend up to 20 minutes each evening.

### **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;
- 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).

**Chairperson** - Carolyn Lamb (07930521913)

**Secretary** – Lawrence Young (07734477225)

**Treasurer** - Jillian Riddell & Jen Allan

Email address for the parent council: [tarboltonparentcouncil@gmail.com](mailto:tarboltonparentcouncil@gmail.com)

**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@parentforumsotland.org](mailto:enquiry@parentforumsotland.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 AND AIMS

### Our Vision

We would like all pupils to flourish on their own personal journey through Tarbolton Community Campus, guided by unique opportunities in all areas of the curriculum to become the best that they can be.

Pupils will leave us with confidence in using technology and have a variety of transferable life skills and employability skills equipping them for life in a fast-changing world.

Parents will feel encouraged and supported to fully participate in their child's learning journey. Staff will be supported to reach their full professional potential.



### Aims

- Our school is a safe place to grow and learn.
- Pupil, parents and staff work collaboratively to make each child's learning journey a successful one.
- Pupil voice is heard and where appropriate acted upon.
- Teaching is of the highest quality.
- Pupils leave us with confidence in their own abilities recognising their own self-worth.

### Value Statement

At Tarbolton Primary School we value each other demonstrating **respect, empathy and acceptance**. We celebrate differences and encourage **self-worth, individuality and personal growth**. We encourage every child to develop to their **full potential** in all aspects of life. We take pride in our **community**.

### Personal Achievements

Achievements of staff and pupils are celebrated daily in classes and at school level.

Parents are encouraged to communicate with the school through Learning Journals and by sending messages in to notify us of achievements out of school.

We are very proud to hold a (Gold) RRS award. Our work around UNCRC is central to our school behaviour policy which we review regularly.

Parents are encouraged to keep lines of communication open between school and home. It is crucial that school and parents work together to promote a positive working environment and the pupils see school and home working as one.

Our school discipline policy can be viewed at

<https://blogs.glowscotland.org.uk/sa/tarboltonprimary/or> requested from the school office.



### Positive Relationships

At Tarbolton we are committed to building positive relationships within our community. From a very early stage pupils are supported to take increasing responsibility for their own behaviour within our nurturing environment.

Staff spend a great deal of time talking through acceptable behaviours and how behaviours which are inappropriate can be altered. Those who struggle to manage their own behaviours will have behaviour targets as part of their support plan.



At Tarbolton our pupils are supported to create their own targets and think about their well-being. We use the well-being indicators to discuss health and well-being on a regular basis.



## THE CURRICULUM

### The Curriculum for Excellence:

#### Aim

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.

#### Achievement

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.

#### Responsibility for all

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.

#### Skills Development

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.

#### Supporting our learners

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.

## The Curriculum for Excellence at Tarbolton

The design of the curriculum at Tarbolton Primary is based on a shared aspirational vision agreed by all stakeholders and a clear set of school values.

Pupil voice is central to our planning and delivery.

The curriculum we deliver is reviewed annually to ensure we are meeting learner's needs. When we review our curriculum, all stakeholders are encouraged to share their views on which topics we should use to stimulate learning and also the teaching methods which may be most appropriate.

In all subjects we deliver we consider and discuss the links to future learning and possible career destinations.

Parents who wish to contribute to the design or delivery of our curriculum are encouraged to contact a member of our management team.

We regularly organise educational outings to support learning with every class averaging at least one educational outing per term. These outings can be in our local community or further afield. We aim to keep charges for these outings to a minimum and in many cases, there is no charge to parents. Where charges are requested, parents who would find the financial request difficult are asked to contact the senior management team to discuss.

### STEM Tuesday

On the 2nd Tuesday of each month we have a day devoted to STEM (Science, technology engineering and mathematics). These are referred to as STEM Tuesdays. Classes study in levels on these days. Literacy and numeracy skills are developed through this work.

### The Core Curriculum

Teaching staff plan learning experiences using the outcomes and experiences from Curriculum for Excellence. They ensure that they are building on prior learning and meet the needs of all learners. This covers a broad range of curricular areas:

<b>Literacy and English</b>	<b>Numeracy and Mathematics</b>	<b>Health and Wellbeing</b>	<b>Social Subjects</b>	<b>Technologies</b>
<b>Expressive Arts</b>	<b>Sciences</b>	<b>Religious and Moral Education</b>	<b>Modern Languages</b>	

## Literacy and English

### Talking and Listening

### Reading

### Writing

#### Resources used to support learning

To deliver this area of the curriculum, we use a range of reading resources from Oxford Reading Tree to classic children's novels. Talk4writing is used throughout the school to support our writing programme. Nelson spelling and Nelson grammar are introduced around P2 or 3 with Jolly Phonics and Jolly Grammar being used to support learning in the early years.



### Reading

#### Reading Aloud

We use a combination of class novels, literacy circles, ORT and the PM reading scheme to teach reading aloud.

As part of this we are teaching the reading strategies of predicting, connecting, self-questioning, visualising, inferring, skimming, scanning, summarising and paraphrasing.

#### Comprehension

As a child progresses through the school he/she must develop a greater understanding of written texts and be encouraged to look for facts and ideas which are inferred, as well as recalling names, events, places etc.

They should also be encouraged to make an emotional response to what they have read and make connections. Asking a child to retell a story in their own words can be a good way to establish how much they have understood. We use Blooms Taxonomy to encourage higher order thinking when reading.

#### Reading for Information

A great deal of this type of work is carried out through topic work. Here the children have to find out relevant facts and details necessary to enhance their understanding and knowledge of the topic. Higher order reading skills such as skimming and scanning, should be developed to help the children locate information quickly.

We have invested heavily  
At Tarbolton Primary we use Bloom's buttons to scaffold this work.

#### Recreational Reading

All children enjoy sharing books and have an opportunity to read for enjoyment. Everyone in the classroom, including the teacher reads. The children keep a note of books read, reviews are written from time to time, books discussed, etc. The teacher reads to the children and non-fiction books are used to extend reading skills. Pupils also have access to Internet facilities and e-books.

We have a small school library but are also timetabled to regularly visit our local library.

## Writing

### Mark Making and Handwriting

Mark making is encouraged in our early years classroom and a range of tools are provided to develop pencil grip and hand strength.

As our children move through school they learn to write with the correct letter formation, size and position with moving on to learn how to join their letters in handwriting.

### Writing Genres

Our pupils gain experience in writing in a wide range of genres including: imaginative, descriptive, informative, functional (letter writing, persuasive writing), note taking and recording.

### Grammar and VCOP

Rules about words and punctuation are taught within literacy lessons. We focus on VCOP to teach the children to think about Vocabulary, Connectives, Openers and Punctuation.

### Spelling

Work begins in our Early Years class with exploring the sounds within words, syllabification and rhyme. When ready, the children are encouraged to look at letter patterns in words, single letter sounds and double letter sounds (digraphs) are introduced in P1. For example c a t = cat    oi l = oil    sh ee p = sheep

Common words which do not follow a phonic pattern (i.e. was) are also introduced at pace appropriate for each individual.

All children are actively encouraged to speak with their teachers, enter into discussion with their peers and also on a one-to-one basis.

Our pupils are taught effective talking and listening skills from a young age such as turn taking and eye contact. They use these skills throughout their school years and in life.

Children are encouraged to speak clearly and fluently and provide our pupils with opportunities to speak in front of different audiences. We encourage pupils to voice their opinions in an appropriate and respectful manner. There are opportunities to develop debating skills throughout the school.

Currently, we are implementing 'Modern Languages 1+2' as per Scottish Government Guidelines. This will result in ALL pupils in the school being taught a level of French appropriate to their age and stage. Pupils in their pre-school year, P1 and P2 this session will also experience some teaching in Gaelic.

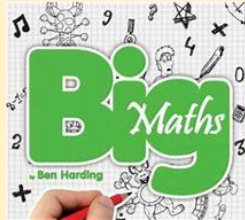
We also introduce our pupils to Makaton which is a form of sign language used to communicate. The pupils enjoy learning songs and stories in Makaton.

## Numeracy and Mathematics

### Number, Money and Measurement

### Information Handling

### Shape, Position and Movement



### Resources used to Support Learning

Our core resources are Big Maths and Teejay Maths. In all maths teaching we recognise the importance of an active approach to maths, linking activities to life experience. This involves using real life resources such as money, clocks, weights and scales to develop life-long skills. Numicon is used to support understanding in numeracy. Jotters, textbooks or workbooks are used to consolidate skills.

### Number, Money and Measurement

#### Organisers

This area of numeracy and mathematics is organised into different categories;

- Estimation and Rounding
- Number and Number Processes
- Multiples, Factors and Primes
- Powers and Roots
- Fractions
- Money
- Time
- Measurement
- Patterns and Relationships
- Expressions and Equations

We teach and support children to understand number concepts, use number facts and different methods when using the four operations – addition, subtraction, multiplication and division. We encourage children to look for patterns and relationships within numbers which helps them in all areas of numeracy. Our pupils experience a range of practical opportunities to be able to measure weight, length, volume and capacity.

#### Big Maths and CLIC

From Early Years onwards our pupils are taught number concepts using our Big Maths resource. It involves children learning in four areas every week; Counting, Learn It's, It's Nothing New and Calculations (CLIC). The pupils learn new concepts and practise their numeracy skills throughout the week and then are challenged on their learning and Learn It's on a Friday. Learn It's are addition and multiplication facts that the children learn to recall quickly. Our pupils are highly motivated to complete these challenges and beat their score every week.

## Information Handling

### Organisers

This area of numeracy and mathematics is organised into different categories;

- Data Analysis
- Ideas of chance and uncertainty

In this area of numeracy and mathematics our pupils are taught how to collect, organise, display and interpret graphs, tally charts and tables. We link this to real life contexts and encourage the children to gather information from other classes and pupils in our school to give them ownership. We encourage our classes to use data analysis.



## Shape, Position and Movement

### Organisers

This area of numeracy and mathematics is organised into different categories;

- Properties of 2D and 3D shapes
- Angle, symmetry and transformation

This is an excellent area in which to encourage the children to have a positive attitude to mathematics. It is a very practical area involving the knowledge of a range of shape, scale, co-ordinates, symmetry and angles. We use our community to support learning in this area as often as we can with orienteering and mapping skills.



## Social Subjects

Through social studies our children develop their understanding of the world by learning about other people and their values in different times, places and circumstances. Our pupils study a range of interdisciplinary topics some of which have a heavier focus on history, geography, science etc. Where relevant a little of each curricular area is included in a topic.

Below is a topic grid for session 2022-2023

### TOPIC PLANNER

## IDL YEARLY PLAN SESSION 2023/24

Class Month	Aug-Oct	Oct-Dec	Dec	Jan	Feb – Mar	April	May (Dates tbc)	June
P1	Blue Planet	PUPIL CHOICE	Nativity	Scottish Cultures & Traditions	Infinity & Beyond	PUPIL CHOICE	Whole School Topic TBC	Weather
P1/2	I am Unique		Nativity	Scottish Food	Our Community Heroes			The Rainforest
P2	Infrastructure		Christmas Around The Tree	Katie Morag	The Circus			Bugs Life
P3	Egyptians		Retail And The Consumer	Famous Landmarks	Flat Stanley			Sustainable Future
P4	Vikings		Christmas Around The World	Highland Games	Body Builders			Back to Earth
P5	Victorians		Christmas Markets	Scottish Tourism	Africa			Global Engineers
P6	Natural Disasters		Christmas Charities	Scottish Parliament	Titanic			Young Creators
P7	Modern Media		Christmas Advertising	Burns Supper	WWII			Green Planet

### Expressive Arts

Music, Art & Design, Drama and Dance all form the Expressive Arts and these are delivered mainly by the class teacher. Much of this work is also topic related. Within the expressive arts the children are encouraged to display and demonstrate their work. Throughout the school year we have opportunities for the children to present and perform through school shows, shared learning events, Nativity, Panto, Burns Supper, and art competitions. Dance is also covered during P.E.

### Music Specialist

Brass, wind and stringed instrumental tuition is given to some pupils in P5, P6 and P7. Any parent with a great desire for their child to be considered to play a musical instrument should contact the Head Teacher.

## Health and Wellbeing

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

Children and young people have the right to feel safe, be healthy and active; to be nurtured; to achieve their potential; to be respected; given responsibility and to be included in the school environment. All staff in the school are pro-active in promoting positive behaviour in the classroom, playground and the wider school community. RRS-Positive-Behaviour.pdf ([glowscotland.org.uk](http://glowscotland.org.uk))

### Food and Health

### Personal and Social Education

### Physical Education

#### P.E

All pupils have a minimum of 2hrs practical, high quality PE each week. This is a mixture of 'keep-fit/fitness' and learning new skills. Our early years class visit the gym once per week and walk a mile most days. They also have the choice of physical outdoor play on a daily basis.

#### P.E Kit

The children are asked to dress appropriately – **indoor kit:** shorts, sandshoes, T-shirt, **outdoor kit:** jogging bottoms/leggings, hoodie and trainers. Children are encouraged to bring and leave kit in school for each term. Parents will be contacted if their child keeps forgetting to bring his/her P.E. kit. All jewellery should be removed before taking part in PE. Earrings may be taped although parents are required to provide appropriate tape.

#### Sports Day

We have a sports day where all children take part in a variety of events. We have a Boys and Girls Championship as well as an inter-house competition.

#### Swimming

In P4 pupils are taken to swimming lessons during their allocated P.E time. Our swimming block is generally in January.

#### Cycling/Bike Ability

From P1-7 cycling is fully embedded within the curriculum at Tarbolton. From P5 we offer specific Bikeability courses within P.E:  
P5 – Level 1  
P6 – Level 2  
P7 – have the opportunity to progress to Level 3

#### Facilities

As part of our campus we have a good sized gym hall with built in climbing frame and basketball nets. This is available for the public to hire in the evenings. It is fully accessible to wheelchair users. We also have access to a good sized multi-purpose pitch outside.

Here is an example of our activities on offer. Activities change termly.

BREAKFAST	LUNCH	AFTER-SCHOOL
Board Games Multisports Tennis	Basketball Football	Basketball Girls Football Parachute Games Multisports Football Team Training

## Personal and Social Education

### Sensitive Aspects of Learning

Occasionally some aspects of learning can be of a sensitive nature. We will aim to make parents aware if this is likely to be the case. For example, if we had been discussing families and there had been a recent bereavement for a child we would contact parents to discuss how we could best support the child.

Relationships, sexual health and parenthood are discussed at an age appropriate level within school. This ranges from raising awareness of how friendships are formed in the early part of primary to discussing the different kinds of friendships and relationships that exist.

In early primary school discussions take place about how to keep our bodies clean and healthy. In the upper primary the physical and emotional changes at puberty are discussed.

## Religious and Moral Education

During their time at school pupils are encouraged, both implicitly and explicitly, to adopt a moral code of conduct and to develop a sense of individual and collective responsibility for each other, for the wider community and for the environment.

In addition to the time devoted to the subject in school, pupils also attend Tarbolton Church to take part in services each year, at Easter and Christmas. Parents have the right to withdraw their children from religious observance. Any parent wishing to do so should contact the senior management team.

Our Religious and Moral policy is based on national advice as set out in SOIED Circular 6/9, the Education (Scotland) Act 1980 and the Scottish Government Circular dated February 2011, '*Curriculum for Excellence – Provision of religious Observance in Schools*'.

Parents with different faiths or beliefs other than Christianity may request that their children be permitted to be absent from schools 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.

### Composite Classes

Primary Schools have pupils at seven years 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.

### Equal Opportunities and Inclusion

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

The national legislation around equal opportunities and social inclusion includes:  
Children and Young People (Scotland) Act 2014;  
Education (Additional Support for Learning Scotland) Act 2004 (as amended 2009) 'the ASN Act';  
Equality Act 2010;  
Disability Discrimination Act 2005;  
Human Rights Act 1998;  
Children (Scotland) Act 1995.

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

***Presumption of mainstream:*** All children and young people have the right to an education within a mainstream school (Standards in Scotland's School Act 2000);

***Most inclusive option:*** Wherever possible, children and young people will be provided with an education within their own community and/or within their own catchment school (the ASL Act);

***Staged intervention:*** If there are concerns about how a child or young person is coping within a mainstream placement, the model of staged intervention will be followed and this may include Team Around the Child meetings to assess and plan with available resources (the ASL Act). There is a particular focus in gathering the views of children, young people and their parents relating to the support required to minimise barriers to learning;

***Links to community:*** If it is agreed that a placement out with a child's community is appropriate to meet their needs, it is important to consider ways in which a child can maintain links and relationships with peers from their own community (the ASL Act);

***Involvement of child and parent/carer:*** It is vital that the child, young person and parents/ carers are involved in all of these processes, and that the child or young person's views are taken account of in any decisions made. (UNCRC) (the ASL Act) and the Children (Scotland) Act 1995);

***ASN legislation:*** all processes and meetings will comply with the timescales of the ASN legislation.

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

- If you need further information on any of the above contact our school Pupil Support Co-ordinator.
- At Tarbolton Primary School our pupil support co-ordinator is **Mrs Logan**, Acting Depute Head Teacher.
- Your child's named person will either be **Mrs Ross** Head Teacher or **Mrs Logan**, Depute Head Teacher.
- In school we have a pupil support teacher and a number of school assistants who support pupils who require additional support with physical or emotional care and also in their learning.
- All staff work continually to promote equality and equity and strive to ensure every pupil benefits from education regardless of any individual needs or challenges.
- Mrs Ross, Head Teacher is responsible for logging and reporting to our authority any incidences of racism.

## ASSESSMENT AND REPORTING

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 end of unit 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.

### CfE Levels

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.

### Standardised Assessments

All schools in South Ayrshire 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

During session 2023/24 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 will usually take place at the end of a year in the summer term. The assessments will, as far as possible, accommodate the needs of children who require additional support.

### **Tracking and monitoring Progress**

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

At Tarbolton pupil progress is tracked continually by Early Years Practitioners and class teachers.

In our Early Years class progress towards set developmental milestones are recorded twice per year. Out with these times pupil progress towards achieving benchmarks linked to each CfE outcome is recorded. This progress is continually updated and the information is used to make suggestions for care plan targets which are agreed with parents a minimum of 3 times per year.

From P1-P7 all 8 curricular areas are tracked in terms of progress towards a level. Twice per year this is monitored with those not on track to reach the age appropriate level discussed with management and where appropriate additional interventions are put in place.

### **Reporting**

During session 2023/24 we will report in the same fashion as last session where we piloted pupil involvement in the construction of annual reports to parents

- We will communicate with parents weekly via Learning Journals, updating them on the ongoing work in their child's class and any major achievements/successes they have had.
- We will have a meet the teacher/shared learning event in September
- We will hold a formal parents evening in October and one in May.
- A detailed report on pupil progress will be uploaded to Learning Journals in April. (P1-P7)
- Written reports are issued for pre-school children in June.
- In addition to the report above pupils with additional support needs will have staged intervention paperwork (more on this later) and the progress towards targets agreed within this paperwork reported to parents 3 times per year in September, February and May.
- The Curriculum for Excellence assessment data and the data relating to pupil performance in SQA examinations in the Senior Phase (S4-S6) for South Ayrshire schools is reported to members of the public in the annual performance report, which is published in February each year.

### **Pupil Profiling**

- We use Learning Journals as a way of profiling pupil work. Parents sign up to Learning Journals via the link provided by the school and downloading the app. This allows them to access their child's profile. Parents can also add to the profile.

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

#### Early Years

Transition from home to our early years class is a gradual process and is very much driven by the needs of individual children. Home visits can be arranged where appropriate as can visits to the early years class prior to a child's official start date. Pupils will be invited along with their parent for a short visit at the end of a school day whilst the class is free of other pupils. This will give our new start time to explore whilst their parents can chat with the staff member who will be their keyworker. The child will then be invited for a 1 hour visit during the school day. During this visit parents are asked to stay close by or at the end of the phone. In most cases pupils will then be ready to start full time on their given start date however every child is different and we will be led by a child and their parent.

Transition from our 3-5 room to P1 begins as soon as children enter their pre-school year.

Firstly, pre-school children are matched with a P6 buddy and throughout the course of the year P6 buddies work with the pre-school child developing a nurturing relationship. Once in P1 this buddy will be in P7 and will continue to support them. In addition to this, where appropriate, pre-school children will work with P1 pupils during our STEM Tuesdays throughout the course of the year. This gives them an opportunity to meet school staff but also an opportunity to work in the primary class setting.

#### Starting Primary 1

During the summer term, parents of children about to enter the Primary 1 class in August will be invited to the school for one afternoon. Parents will attend a workshop giving lots of information about school and P1 in particular while pupils head off to class. For the child, this is an opportunity to meet new classmates and the teacher and to experience some school activities. This is also a chance for parents to meet each other and some of the staff. School routines and arrangements will be explained and questions answered. A welcome pack will be given to each child and the parents will be able to ask detailed questions if necessary. If you would like a home visit from the Head Teacher or Depute Head Teacher please contact the school office. An appointment at a convenient time during the month of June will be arranged.

During Term 1 parents will be invited to a workshop. At this workshop parents will be introduced to our phonics programme and learn more about our play-based learning approach.

Where pupils are coming to us from other early years centres we will contact their nurseries once enrolment is complete. It is likely that we will visit your child in the nursery and where possible speak to their nursery manager.

#### 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 at the start of the new session. Belmont Academy is the secondary school linked to Tarbolton Primary School. Where a parent opts to send their child to a denominational school it would be Queen Margaret Academy.

In June each year P7 pupils have the opportunity to spend a minimum of 2 days at their secondary school. They would normally travel on school transport and follow a typical S1 timetable during these days. Those pupils who may find the transfer to secondary more challenging will be given an enhanced transition and this is agreed annually between primary and secondary staff in discussion with pupils and parents.

### **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 Team around the child (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?**

Whilst every member of staff at Tarbolton community campus endeavours to know every child personally we do have members of staff with specific remits to ensure that children are supported appropriately especially during challenging times.

Mrs Logan, Depute Head Teacher is responsible for co-ordinating child plans for those children with additional support needs including those who are looked after/accommodated.

She meets regularly with appropriate staff in school and liaises with external agencies such as social work, Barnardos etc.

Pupil progress/welfare is a standing agenda item on our management team meetings.

Our Child Protection Co-ordinator is Mrs Ross, Head Teacher.

### **Additional Support for Learning**

South Ayrshire Council has duties outlined in the Standards in Scotland's Schools etc. Act (2000), and the Education (Additional Support for Learning) (Scotland) Act 2004 (As amended). These include the production of a policy for additional support needs; authority arrangements for identification and assessment of additional support needs; preparation of plans (including a CSP where appropriate); maintain and review additional support needs on an ongoing basis.

South Ayrshire Council is committed to a policy of inclusion to carry out these duties of support. The authority is also committed to maintaining a range of specialist establishments and services to support the whole continuum of needs.

### **What are Additional Support Needs (ASN)?**

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

Further examples of situations where additional support may be needed for a child or young person who:

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

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

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

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

#### **Stage 1 - In class support**

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

#### **Stage 2 – In school support**

Where a child's additional support needs require intervention from a specialist teacher (e.g. Additional Support for Learning staff) or targeted support from a School Assistant they will be deemed to be supported at Stage 2. An action plan should be created and reviewed.

#### **Stage 3 - Additional support from a service that is universally available**

Where support for a child's Additional Support Need cannot be met solely through school based interventions, the school and family may seek support from other universal services. The Named Person will contact the appropriate service/agency to discuss/identify what supports are universally available to meet the identified wellbeing need. Consent from parents and child (12+) will be sought prior to a request being made. An Action plan will be created and formally reviewed.

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

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



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

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

### **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;
- Learning and Inclusion Team;
- School Support Assistants;
- Additional Support for Learning Teachers;
- Home Tutoring;
- Outreach services from Specialist Centres.
- Counselling services for children over 10

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

### **What role do children and young people play?**

All children and young people will have the opportunity to make their views known about decisions that affect them. Children and young people's views should be considered and recorded through the Child's Plan. They will be encouraged to take part in any meeting where people are discussing them. They will help to set their own targets and to review these. At Tarbolton Primary school pupils regularly set and review their own targets. These targets can be targets in learning or targets in personal behaviours.

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

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

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

Meetings for children with additional support needs are called Team with the Family meetings.



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

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

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

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

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

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

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

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

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

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

#### **Quality Improvement Manager**

County Buildings  
Wellington Square  
AYR  
01292 612504

#### **Principal Educational Psychologist**

Queen Margaret Academy  
Dalmellington Road  
AYR  
KA7 3TL  
01292612819

#### **Co-ordinator (Inclusion)**

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

#### **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  
Mob: 07557150035  
South-Ayrshire – Circles Network

### **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.

### **Psychological Service**

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

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

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

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

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

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

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

Educational Psychologists maintain consultation notes for children who have been discussed but only open Psychological Service case files if there is to be direct work with a child or family or there is a high frequency of consultations required. Again, parental permission is sought prior to opening a Psychological Services case file.

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

## 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;
- 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.

## 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>

### How has the school improved over the last 12 months?

During session 2023-24 we experienced many successes

- We have successfully achieved our Eco Schools Scotland Green Flag award this session.
- We received over 400 trees donated by the Woodland Trust and were planted by staff and pupils in the school grounds. The long-term plan is to nurture the trees and then re-plant them in our local community.
- Our outdoor area continues to be visited by other schools in the authority to view our good practice and share ideas.
- Our early level is well established and as a result is a haven for lots of different wildlife which enables our children to learn about science stories such as hibernation, habitats and life cycles first hand.
- We are outdoors all year where children can experience the seasons and the direct results of the weather on their bodies and environment. We grow from seed, harvest preparation and cook on our own fire.
- Our first and second level areas are all progressions of these skills and experiences with an added wildlife pond in first level and a woodworking shed in the second level. All areas have been built and resourced using observations of children's age and stage to challenge and support using their voice and opinions
- Class teachers ensure outdoor learning experiences take place throughout the session, making them aware of the resources available and helping them resource or giving staff suggestions and ideas as to how to make them feel more comfortable with outdoor learning.
- Outdoor learning has had a huge impact on our children in terms of their resilience, problem solving skills and differentiation to help them learn in a more practical setting.
- We are currently involved in the pilot scheme for our LEAF awards with Keep Scotland beautiful.
- In December 2021, we were part of a thematic inspection by Education Scotland looking into effective practice in outdoor education in order to share good practice nationally.
- In June 2022, we were successful in being awarded our plaque of achievement for being a 'Say It Out Loud' Mental Health Chartered School. This session, we have been invited to share good practice with other primary and secondary schools in looking beyond our level of achievement. Our school has been included and has highlighted our very good practice within videos shared within the local authority.
- In June 2023, we successfully achieved our LEAF accreditation

## **What are the key priorities for improvement in 2023/24**

### **Priority 1 of 3**

#### **Literacy and English**

**To provide a whole school approach to the assessment of Literacy. To engage in South Ayrshire Reads (SAR) strategy and embed an improved reading culture for all learners across all levels.**

### **Priority 2 of 3**

#### **Numeracy and Mathematics**

**To improve the quality of teaching and learning of mathematical reasoning across the whole school and develop a whole school approach to the assessment of Concrete, Pictorial and Abstract methodologies.**

### **Priority 3 of 3**

#### **Health & Wellbeing**

**To help reduce the cost of the school day.**

## **SCHOOL POLICIES AND PRACTICAL INFORMATION**

### **What additional information is available to parents?**

Our current school policies are available on our school website.

<https://blogs.glowscotland.org.uk/sa/tarboltonprimary/>. Policies for our authority are on the South Ayrshire Council website. Parents are welcome to request paper copies at any time from the school office.

### **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.

Members of our pupil groups are voted in by their peers in a democratic way which allows everyone to be involved in the selection of the pupil representatives.

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.

Pupil voice is very strong in Tarbolton. As well as our Pupil Council who help shape our curriculum and develop our school environment, we have an ethos in school where pupils are encouraged to speak their minds and question routines and activities if they feel things would be better done in a different way.

At the start of each new topic, pupils comment on what they would like to know about a topic and in what way they would learn best. Each year pupils select a topic for their class to study too.

Annually P4-P7 pupils complete a pupil survey and the results of this feed into our school improvement plan and also to school policies and ongoing learning and teaching.

## Pupil Groups

### Rights Respecting Schools (RRS)



### Dyslexia Friendly Schools (DFS)



### Pupil Council



### Eco Warriors



### Junior Road Safety Officers (JRSO)



## Choosing a School

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

<http://www.south-ayrshire.gov.uk/schools/placing-requests.aspx>

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

Prior to making a placing request we would encourage parents to come and visit our school and speak to a member of the management team.

## Attendance

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

## **Regulation 7 of The Education (Scotland and Placing Information) (Scotland) Amendment etc.**

**Regulations 1993** requires each child/young person's absence from school to be recorded in the school register as authorised: e.g. approved by the authority, or unauthorised; e.g. unexplained by the parent (truancy) or excluded from school.

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

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

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

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

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

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

### **Extended leave with parental consent**

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

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

### **Advice to parents**

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

**Parents are also reminded that they must inform the school of any changes to their contact details in case of emergencies.**

### **Routine and expected visits out with school**

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

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

It is essential that parents send their children to school with a jacket and suitable footwear when we are heading out. Living in Ayrshire we know that our weather can change considerably and many times throughout the school day.

### **School uniform policy**

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

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

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

### **Our school uniform**

- brown skirt or trousers
- brown sweatshirt or cardigan
- gold or yellow polo shirt.
- a school tie for those wishing to wear a collared shirt is available from school wear shop.

### **Our gym kit**

- shorts
- trainers
- school hoodie (our hoodies are particularly popular)
- jogging bottoms (optional)

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

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit where income is less than £16,105, Child Tax Credit and Working Tax Credit where income is less than £16,105, Universal Credit where earned income is £1,342.08 or less per month. Income related element of Employment and Support Allowance, Council Tax Reduction, Housing Benefit and Support under part VI of the Immigration and Asylum Act 1999 are entitled to a clothing grant. Information and on-line application form can be accessed from the link below.

[Free school meals and clothing grant - South Ayrshire Council \(south-ayrshire.gov.uk\)](https://www.south-ayrshire.gov.uk/free-school-meals-and-clothing-grant)

Parents may also wish to purchase a school jacket or blazer although there is no requirement to do so. Our uniform is stocked by BE Schoolwear Shop in Ayr and Kilmarnock and also Blu Design in Mauchline.

## School Meals and Free School Meal Information

We operate a cashless catering system. Parents set up an Parent Pay account and use this to top up their child's school meal account.

Those in receipt of free school meals have their account topped up daily by the authority to pay for their lunch. Menus in our canteen work on a 4weekly cycle. The menu is available on the South Ayrshire Website or a paper copy can be picked up from the school office.

The current criteria for entitlement is detailed below, however this is reviewed annually and updated information is available on the Council website [Free school meals and clothing grant - South Ayrshire Council \(south-ayrshire.gov.uk\)](https://www.south-ayrshire.gov.uk)

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit where income is less than £16,105, Child Tax Credit and Working Tax Credit where income is less than £7,500, Universal Credit where earned income is £625 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 form can be accessed from the above link.

From August 2023, free school meals are available to all P1-P5 pupils.

### Qualifying criteria for primary school children

Qualifying Benefit	Supporting Documentation
Income support	Letter of Award
Income-based Jobseekers Allowance	Letter of Award
Child Tax Credit only where household income is less than £16,105	2020-21 Letter of Award (all pages required)
Child Tax Credit and Working Tax Credit where household income is less than £7500	2020-21 Letter of Award (all pages required)
Universal Credit where earned income is £625 or less per month Some application forms have been issued indicating applicants would be entitled where Universal Credit earned income is £500 or less per month	Letter of Award (most recent)
of Award where Universal Credit earned income is £500 or less per month	Letter of Award
Any income related element of Employment and Support Allowance	Letter of Award
Support under part IV of the Immigration and Asylum Act 1999	
<b>Application forms are available online.</b>	

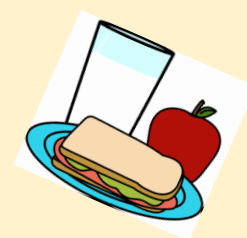
**Break** – our pupils in P1 have a shared snack provided by the school. All P1 pupils visit the dining hall for a glass of water and a snack ie scone, toast etc. Fruit is also available each day.

Pupils from P2-P7 are required to bring snack from home. Parents are reminded that breaks only last 15 minutes and children will therefore only have time for a small snack. Children can get distressed if they are asked to stop half way through.

Pupils have 3 options for **lunch**-

- 1 Home Lunch – please note there is no crossing patrol over the lunch period.
2. Children can bring a packed lunch from home which they can choose to eat inside at our first aid area or at our picnic tables outside.
- 3 Go to our dining hall and purchase a hot meal. In our dining hall we operate a cashless catering service. Parents top up their child's account via Parent Pay.

- School menus are available on the South Ayrshire Council Website.
- All P1-P5 pupils are entitled to a free school meal. Parents wishing a clothing grant must still apply.
- If you child is in P6-P7 they may also be entitled to a free meal and a school



### **Playground Supervision**

At Tarbolton Primary there are always a minimum of 2 adults supervising adults in our playground with an additional adult on First Aid and tooth brushing duty (P1-P3 lunchtime only).

Our school gates open at 8.45am and parents are asked to leave their child once they are in through the gate. We have found this has reduced the amount of upset for our younger pupils.

### **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*

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

South Ayrshire Council has a policy of providing free transport to all secondary pupils whose main address is more than three miles and primary pupils whose main address is more than two miles from their catchment school by the recognised shortest safe walking route. Parents who consider they are eligible for free school transport should obtain an application form from the school, Educational Services, County Buildings, Wellington Square, AYR KA7 1DR Tel – 01292 612284 and [www.south-ayrshire.gov.uk/schools](http://www.south-ayrshire.gov.uk/schools). These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

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

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

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

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

All dedicated home to school transport services operating within South Ayrshire and all transport used to provide educational off-site visits must be fitted with seatbelts. All children and young people are expected to use the seatbelt provided and remain seated with their seatbelt fastened for the duration of the journey. Strathclyde Partnership for Transport will monitor compliance with these requirements on all dedicated home to school transport services through roadside inspections. School staff will monitor compliance with these requirements on vehicles used to provide educational off-site visits.

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

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

### **Privileged seats**

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

### **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**

Please see our mobile phone policy

There may be some lessons where phone apps would be useful and in these cases pupils will be given permission by the class teacher to have their phone out. The school has iPads which carry any apps required so no pupil will be disadvantaged.

Pupils are not permitted to photograph or video other pupils or staff without consent.

Pupils misusing their phones will not be allowed to carry them during the school day.

### **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.
- Staff would ask parents not to discuss any member of staff on social media in a negative way and instead take the matter up with the school management team.

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



## **Health & Medical Information**

It is a parent's responsibility to make the Head teacher aware of any medical conditions a pupil has that may require attention or support during the school day.

For children who experience regular medical emergencies or potential emergencies medical protocols for dealing with such emergencies will be completed in conjunction with parents and these will be shared with appropriate staff.

If children have a short lived medical condition requiring medication during the school day parents are required to come in to school to administer this or to complete paperwork allowing their child to administer this themselves. With the exception of inhalers for asthmatic pupils, pupils should not carry medication in their school bags.

Pupils with regular inhalers are encouraged to administer these themselves. Paperwork is completed at the start of the school session. Most pupils in P1-P3 will leave their inhaler with their teacher whilst pupils in P4-P7 are encouraged to keep their inhalers with them. We are happy to be led by parental advice.

Our school nurse is Diane Irvine and she can be contacted on 07921492212

The school nursing service visits all P1 pupils measuring their height and weight. Parents are also requested to complete a health questionnaire about their child at this time. Parents are not usually present for the height and weight checks but are invited to contact the school nurse if they wish to be present. If the school nurse has any concerns she will contact a parent directly.

Unless there are any specific concerns during primary school years i.e. poor attendance, child protection issues it is unlikely that other than the P1 height and weight check, that the school nurse will meet with your child individually.

All P1-P2 brush their teeth in school on a daily basis.

Pupils have their teeth inspected in P1 by dental assistants. Parents are notified of any signs of decay and the results as a year group are shared with the school. Tarbolton Primary School does not receive visits from the dental service. Parents should make their own arrangements to register their child with a dentist.

If a child takes unwell during the school day we will contact a parent and where a parent is not available we will work our way through the emergency contact given to us in the annual data form.

Parents should ensure that the school has an up to date contact number for them at all times.

Children who have vomited or had diarrhoea should remain absent from school for 48 hours to limit the spread of infection within the school.

If a child has a rash or any other medical condition which a parent is unsure whether they should attend school, they should call the school office.

Pupil absence messages should be given by telephoning the school office to Mrs Russell between 9.00am and 9.30am.



### **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:

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

### **The National Dental Inspection Programme:**

Each year at school, all primary 1 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.

### **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.

### **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>

### **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.

### **If you have a complaint about data protection**

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.

### **Your Rights and Further Information**

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

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

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

Public Authorities have to allow access to the following information:

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

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

## **Helpful Addresses and Websites**

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

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

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

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

The name of the local councillor(s)

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

a) before the commencement or during the course of the school year in question:

b) in relation to subsequent school years.

APPENDIX 2

## **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 literary, 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>

**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**

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有關更多資訊，請聯絡：

**0300 123 0900**

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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**