



Education Resources

Carnwath Nursery Class

Handbook

2026/27



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1.Introduction

Our Nursery is proud to be part of the local community and is committed to providing every child with the very best start to their learning journey. We aim to create a warm, welcoming and nurturing environment where every child feels safe, valued, happy and included.



Through play, positive relationships and a wide range of experiences, we support children to develop their confidence, independence and curiosity. We recognise that every child is unique, and we work closely with children and their families to ensure that each child is encouraged to develop their individual strengths, interests and abilities.

We hope you find this handbook helpful and informative. It provides an overview of our nursery, the experiences we offer and the ways in which we work in partnership with children and families. If you have any questions or would like further information, please do not hesitate to contact the nursery team. We will be very happy to support you in any way we can.

2.South Lanarkshire Council

Our Nursery is part of South Lanarkshire Council and its Education Resources service. South Lanarkshire is home to a diverse range of communities, including rural areas and towns such as East Kilbride, Hamilton, Rutherglen, Cambuslang, Blantyre and Uddingston, as well as the communities across Clydesdale.

South Lanarkshire Council's vision is to **“improve the lives and prospects for everyone in South Lanarkshire.”**

For children and families, this means providing high-quality services and learning experiences which support every child to thrive. The Council is committed to improving outcomes for all children and young people, while giving particular support to those who may need it most.

As a nursery, we share this commitment by providing a high-quality early learning and childcare experience. We work in partnership with children, parents and carers, other professionals and our wider community to ensure that every child is supported to reach their potential.

3.About Our Nursery

Our Nursery is a non-denominational, co-educational setting providing early learning and childcare for children aged three years until they begin primary school. We can welcome up to 56 children and maintain an adult-to-child ratio of 1:8 to ensure that children receive high-quality care, support and learning experiences.

4.Nursery Staff 2026/27

Mrs Jennifer Bradford – Head of Establishment

Mrs Sharon Alexander – Principal Teacher

Mrs Gail Ramsay – School Support Team Leader

Miss Lesley Stewart – Team Leader, Monday, Tuesday & Wednesday/ **Mrs Barbara Slater** – (Acting Team Leader) Thursday & Friday

Miss Emily Coulthard, Mrs Leigh Hadyoon, Mrs Kathleen Lawrie, Miss Kayla Smith –
Early Years Practitioners

Miss Jillian Graham – Early Years Support Worker (Thursday & Friday)

Mrs Fiona Clyde (Monday, Tuesday & Wednesday) / **Mr Billy Watson** (Thursday & Friday)
- Janitor

Ms K Brownlie: Cook in charge (Catering)

First Aiders

Mrs Barbara Slater, Miss Lesley Stewart, Mrs Kathleen Lawrie

5. Nursery Hours

Our Nursery is a term-time nursery class, open Monday to Friday from 9.00am to 3.00pm, providing Early Learning and Childcare (ELC) for children aged 3 to those not yet attending primary school.

Eligible children are entitled to up to 1,140 hours of funded ELC per year. Families may also purchase additional hours, subject to availability, allowing children to attend from 8.30am to 4.30pm. As a school nursery, our provision follows the school term dates and holiday periods.

Our Nursery does not have a catchment area, and applications are welcomed from families living in any area. However, attending our Nursery does not guarantee a place in Primary 1 at Carnwath Primary School. Children moving from Nursery to Primary 1 must be enrolled separately during the November registration period.

For further information about Nursery places, enrolment, funded hours, additional paid hours or blended placements, please contact the school office or speak to a member of the Nursery team.

6. Visiting the Nursery

If you have been offered a place for your child, or are considering applying for a nursery place, we would be delighted to welcome you for a visit.

Please contact the school office and ask to speak to a member of the Nursery Management Team to arrange an appointment. This allows us to ensure that someone is available to show you around, answer any questions and tell you more about our nursery and the experiences we offer.

7. Transition into Nursery

We recognise that starting nursery is an important step for both children and families. At Carnwath Nursery Class, we want every child to feel safe, happy and secure, and for parents/carers to feel confident that their child's wellbeing is our priority.

Before starting nursery, each child will be allocated a key worker who will support the child and family throughout the transition. Families will have the opportunity to share important information about their child and begin building positive relationships with staff.

Children will begin with shorter sessions and gradually build up to their full nursery hours. We recognise that every child is different, so the transition process will be flexible and tailored to individual needs.

Our staff will work closely with parents/carers throughout this time, providing reassurance, support and encouragement as children develop confidence and a sense of belonging within the nursery.

8. Key Workers

Your child's key worker will build a positive relationship with your child and work closely with you to support their wellbeing, learning and development. They will be an important point of contact throughout your child's time at nursery.

We encourage parents/carers to share any information that may help us support their child, including changes at home, health information, holidays or any concerns you may have.

Your child's learning and development will be regularly observed and recorded, and we will share their progress with you. This information will provide a basis for conversations with you throughout the year and during parent/carer meetings.

9. Entering the Building

Our nursery class is located within the main school building. The nursery has a designated entrance, which is clearly signposted.

On entering the nursery, you will come into our cloakroom area, which is located before the nursery playroom. Each child will have their own labelled peg and shoe box where they can store their coat, footwear and personal belongings.

Accessible entry to the nursery is available for children, parents/carers and visitors who require it.

10. Security

The safety and security of our children is of paramount importance. Our nursery has a secure '**bubble system**' in place to help ensure that access to the nursery is carefully controlled.

There are two doors within the nursery entrance area: one providing access into and out of the cloakroom and one providing access into and out of the playroom. **Only one of these doors can be opened at any one time.** This creates a secure area between the two doors and provides an additional layer of security for children, staff and visitors.

In the event of an emergency evacuation, both doors automatically unlock at the same time, allowing everyone to exit the building safely and quickly.

The school also has procedures in place for responding to emergency situations in the local area. Further information about our procedures in relation to Carstairs State Hospital can be found in the **Emergency Procedures** section of this handbook.

11. Our Nursery Ethos

Carnwath Nursery Class Values:

Our Nursery values are at the heart of everything we do. They help us create a welcoming, nurturing environment where every child feels valued, supported and included.

- **Safe** – We help everyone feel safe, secure and cared for.
- **Happy** – We encourage children to have fun, enjoy learning and feel proud of themselves.
- **Respect** – We listen to others, value differences and treat everyone with kindness.
- **Friendship** – We support children to build positive relationships, share, cooperate and care for one another.

‘Our values help us to learn, grow and work together as a Nursery community’

Carnwath Nursery Class Vision:

Our goal is to support and nurture our children in a happy and safe environment. We strive to develop a respectful school community where every child feels loved and is encouraged to achieve their full potential.

Carnwath Nursery Class Aims:

Working as a team and with our community we aim to:

- create an ethos that promotes an inclusive environment
- encourage children to reach their full potential through opportunities and challenge
- equip children with the skills for learning, life and work
- develop a positive mindset that embeds resilience, respect and citizenship
- promote happy, confident individual

12. Working Together with Families

We believe that children achieve their best when the important adults in their lives work together. Parents and carers know their children best, and we value the knowledge, experiences and contributions that families bring to our nursery community.

Through positive relationships and open communication, we aim to work together to create an environment where children can develop as:

- **Successful learners**
- **Confident individuals**
- **Responsible citizens**
- **Effective contributors**

These are the four capacities at the heart of **Curriculum for Excellence** and reflect our aspiration for every child as they grow, learn and develop.

13. Our community

Our nursery is proud to be part of the local community and values the opportunities this provides for children's learning, development and wellbeing.

We aim to help children develop a strong sense of belonging, both within our nursery and in the wider community. Through links with local organisations, charities, businesses and community groups, we provide meaningful experiences that help children learn about and connect with the community around them.

14. Outings and Visits

As part of our commitment to learning within the community, children will have opportunities to take part in a range of outings and visits throughout their time at nursery. These experiences may include exploring the school grounds, visiting places within the local community, such as local shops, and taking part in visits further afield.

When your child enrolls at nursery, you will be asked to provide consent for local visits. You will always be informed when we are planning to take children outside the nursery setting.

For outings further afield, parents/carers will be provided with a specific consent form once the arrangements have been confirmed. Children will not be able to participate in these outings unless the required consent has been received.

Where appropriate, parent/carer volunteers may be invited to support outings and visits. This helps us to maintain appropriate adult-to-child ratios and ensures that children can participate safely and enjoyably.

15. The Nursery as Part of the Community

Carnwath Primary and Nursery Class are proud to be an active part of our local community. We regularly make use of the local area to enrich our learning and bring our curriculum to life. We are also keen to build positive relationships and work closely with local businesses, organisations and community groups.

16. Learning Community

Our Nursery is part of a wider Learning Community, which brings together early years settings, primary and secondary schools, early years partners and specialist education services.

Working as part of this community allows us to share knowledge, expertise and resources, and to work together to support the learning, development and wellbeing of children and young people.

The Head of Education covering the Biggar Learning Community is **Ms Jacqueline Wallace**

Our Learning Community works collaboratively across early years settings, schools, services and partner organisations to provide responsive, accessible and effective support for children and families.

We share priorities for improvement and work together to ensure that children receive the appropriate support to meet their individual learning, development and wellbeing needs.

17. The Curriculum

Curriculum for Excellence

At Carnwath Primary and Nursery Class, we follow **Curriculum for Excellence**, Scotland's national approach to learning for children and young people aged 3–18. At **Early Level**, we provide a rich, nurturing and engaging environment where children develop skills, knowledge and confidence through play, exploration and real-life experiences.

We recognise that every child is unique and develops at their own pace. Our learning is responsive to children's individual **interests, needs and stages of development**, with practitioners observing and building on children's learning to provide meaningful experiences that extend their thinking and develop new skills.

Our learning is supported through the key areas of Curriculum for Excellence:

- **Expressive Arts** – exploring music, art, dance, drama and creativity.
- **Languages and Literacy** – developing communication, listening, talking, early reading and writing skills.
- **Health and Wellbeing** – building confidence, independence, relationships and an understanding of how to stay healthy and safe.
- **Mathematics and Numeracy** – developing early number skills through play and everyday experiences.
- **Sciences** – investigating the world around us, asking questions and discovering how things work.
- **Social Studies** – learning about ourselves, our families, our community and the wider world.
- **Technologies** – exploring how things work and developing problem-solving and practical skills.
- **Religious and Moral Education** – developing an understanding of beliefs, values, traditions and respect for others.

Much of our learning is **child-led and play-based**, allowing children to follow their interests, make choices and learn through hands-on experiences. We aim to support children to **explore, investigate, create, communicate and develop important skills for life and learning**.

We provide opportunities for children to learn **indoors and outdoors**, making the most of our local environment and community. Outdoor play is an integral part of our nursery experience, supporting children's wellbeing, confidence, independence, physical development and connection with nature. In line with the Care Inspectorate's practice resource **My World Outdoors**, we recognise the outdoors as a rich environment for play, learning and development, where children can make choices, take appropriate risks, solve problems and learn through first-hand experiences.

Our approach is also informed by the Scottish Government's **Out to Play** guidance. We see the outdoors as an extension of our nursery environment, providing opportunities for children to explore throughout the year, develop curiosity and resilience, and build a strong sense of belonging and respect for the natural world.

Through **play, exploration and positive relationships**, we aim to nurture **confident, curious and capable learners** who are ready to take their next steps into Primary 1.

For more information about Curriculum for Excellence, please visit [Scotland's Curriculum for Excellence](#).

Realising the Ambition

Our practice is also informed by the Scottish Government's "**Realising the Ambition: Being Me**" guidance. This supports practitioners to understand how young children learn and develop and provides principles for delivering high-quality early learning and childcare.

The guidance recognises that **every child is unique** and that children learn through positive relationships, play and meaningful experiences. It encourages practitioners to know each child well, recognise their individual interests and strengths, and create environments and experiences that support their development.

We use these principles to guide the way we **interact with children, plan our learning environment and provide experiences**. Through play and exploration, children are encouraged to be curious, develop confidence, make choices, solve problems and become increasingly independent.

Working in partnership with parents and carers is an important part of this approach. By sharing information about your child's interests, experiences and development, we can build a fuller picture of your child and ensure that their learning and wellbeing are supported both at home and at nursery.

Our aim is to provide a **nurturing, inclusive and stimulating environment** where every child feels valued, develops positive relationships and is supported to learn, grow and reach their full potential.

For more information, please visit [Realising the Ambition: Being Me – Education Scotland](#).

Together We Can and We Will

We use South Lanarkshire Council's "**Together We Can and We Will**" guidance to support the planning and development of our nursery curriculum. It helps practitioners provide meaningful, play-based learning experiences that respond to children's individual interests, strengths, needs and stages of development.

Practitioners observe children as they play and learn, using these observations to recognise their achievements, identify their interests and plan appropriate **next steps in learning**. This ensures that experiences are engaging, purposeful and appropriately challenging.

The guidance supports children's development across areas including **communication, numeracy, creativity, health and wellbeing, and the development of skills and confidence**.

Parents and carers are important partners in their child's learning. Sharing information about your child's interests, experiences and achievements at home helps us to build on their learning and provide a consistent approach between home and nursery.

Through our curriculum and approach, we support children to develop as **confident individuals, successful learners, effective contributors and responsible citizens**.

Play Pedagogy

At Carnwath Primary and Nursery Class, we recognise that **play is central to children's learning and development**, particularly in the early years. In line with Scottish Government guidance and South Lanarkshire priorities, we are continuing to develop our play pedagogy to ensure that children have rich opportunities to learn through play, exploration and discovery.

Through play, children are encouraged to **take the lead in their learning**, follow their interests and develop their natural curiosity. They learn to make choices, solve problems, take risks and persevere when things become challenging.

Play also provides valuable opportunities for children to develop important social skills, including **sharing, turn-taking, communication, negotiation and working together**.

Our practitioners carefully observe and support children during their play, providing encouragement, resources and experiences that extend their thinking and help them develop new skills. We value the importance of giving children **time, space and freedom to play**, while creating a nurturing environment where they feel confident to explore, experiment and challenge themselves.

Our approach is informed by **Realising the Ambition: Being Me**, Scotland's national practice guidance for early years. The guidance highlights the importance of providing high-quality interactions, experiences and spaces that support young children to learn, develop and thrive.

For more information, please visit [Realising the Ambition: Being Me – Education Scotland](#).

Our Commitment to Children's Rights

At Carnwath Primary and Nursery Class, we are committed to respecting and promoting children's rights in line with the United Nations Convention on the Rights of the Child (UNCRC). We recognise that every child has the right to be safe, listened to, respected and supported to reach their full potential.

Children are encouraged to express their views, make choices and take an active part in decisions that affect their learning and experiences. We create opportunities for children to share their ideas and opinions through conversations, play, consultation and other appropriate ways of communicating. We value children's voices and take their views into account when developing our nursery environment, experiences and practice.

Through positive relationships and a nurturing, inclusive environment, we support children to develop confidence, independence and a strong sense of belonging, ensuring that every child feels valued, respected and heard.

Spiritual, Social, Moral and Cultural Values

At Carnwath Nursery Class, we support children to develop an understanding of **themselves, others and the world around them**. In Nursery, this learning is woven naturally through everyday experiences, stories, conversations, play and special occasions.

Children are encouraged to develop positive values such as **kindness, respect, fairness, empathy and friendship**. We provide opportunities for children to talk about their feelings, listen to others, celebrate differences and learn about the importance of caring for people, animals and our environment.

Through **Religious and Moral Education**, children are given opportunities to learn about a range of beliefs, cultures, traditions and celebrations. This helps children to develop curiosity and respect for the diverse world in which we live.

Children also have opportunities to take part in **celebrations and special events** throughout the year, helping them to feel a valued part of our nursery and school community.

Rights of Parents and Carers

At Carnwath Nursery Class, we value the partnership we have with parents and carers and recognise that families may have different beliefs, values and preferences. We are always happy to listen and work together to ensure that children's experiences in Nursery reflect their individual needs and family circumstances.

Our Nursery is **play-based and flexible**, with children learning through a wide range of experiences throughout the day. This allows us to be responsive to individual children and, where families have specific wishes, it is often possible to make gentle adjustments to their child's experiences.

Children may be invited to explore **religious, cultural and community experiences** through stories, celebrations, creative activities, conversations and special events. These experiences are offered in an inclusive and respectful way, helping children to learn about the world around them.

If there is a particular experience that you would prefer your child not to take part in, please feel welcome to speak to a member of the Nursery team. We will be happy to discuss this with you and, wherever possible, make appropriate arrangements so that your child can continue to enjoy their time in Nursery.

Equalities

At Carnwath Primary and Nursery Class, we celebrate and value the **diversity of our children, families and wider community**. We aim to create a welcoming and inclusive environment where every child feels respected, valued and able to be themselves.

Through play, stories, conversations and everyday experiences, children are encouraged to learn about and appreciate **different cultures, beliefs, traditions, families and ways of life**. We believe that learning about what is important to others helps children to develop kindness, empathy and respect.

We recognise that families may celebrate different religious and cultural events throughout the year. If your child will be absent from Nursery to take part in a **recognised religious or cultural celebration**, please let us know in advance. We are happy to support children and families in celebrating the traditions that are important to them.

18. Assessment and Tracking Progress

In Nursery, assessment is a **natural and ongoing part of children's learning**. Through everyday play, experiences and interactions, our skilled practitioners get to know each child well and develop a clear picture of their individual learning and development.

We use observations, conversations, interactions and examples of children's learning to recognise their interests, strengths, achievements and next steps.

We understand that **every child is unique and develops at their own pace**. Rather than formal assessments, practitioners observe children as they play and learn, using what they see and hear to plan meaningful experiences that build on their interests and support their individual needs.

Assessment is for Learning

Assessment for learning in Nursery is about **knowing where a child is in their learning and identifying how we can support them to take their next steps**. This happens naturally through play, relationships and everyday experiences.

Children are encouraged to:

- **Explore and make choices** about their learning and play.
- **Share their ideas and experiences** with adults and other children.
- **Try new things and solve problems**, with encouragement and support when needed.
- **Talk about and reflect on their learning**, including what they have achieved and what they might like to try next.

Our practitioners use **careful observation and meaningful interactions** to extend children's thinking, develop language and vocabulary, and provide appropriate challenge.

We record learning in a variety of ways, allowing us to capture children's progress, celebrate their achievements and plan meaningful next steps.

SMART Target Setting

As part of this process, we work with children and their families to identify **individual next steps and, where appropriate, SMART targets**.

These are developed collaboratively by the child, their parent or carer and their **Key Worker**, ensuring that everyone has a shared understanding of what we are working towards.

SMART targets are **Specific, Measurable, Achievable, Relevant and Time-bound**, while always being appropriate to the child's age, stage and individual development.

In Nursery, targets are supported naturally through **play, everyday routines and meaningful learning experiences**, rather than through formal activities.

Where possible, children are encouraged to have a voice in their targets and to recognise their own achievements. Targets are reviewed regularly with children, families and Key Workers, allowing us to celebrate progress and consider what the child might work towards next.

This ensures that targets remain **meaningful, achievable and focused on each child's individual strengths and needs**.

Working in Partnership

We believe that **parents and carers are an important part of their child's learning journey**. Families know their children best, and their knowledge, experiences and insights help us to understand each child as an individual.

By working closely with children, families and Key Workers, we can provide consistent support and celebrate achievements together.

Our approach to assessment and target setting is informed by **Realising the Ambition: Being Me**, Scotland's national practice guidance for early years. We aim to ensure that assessment is a **positive, meaningful and natural part of children's learning**, helping us

to recognise what each child can do, understand their individual needs and support them to take their next steps.

Reporting to Parents and Carers

We value regular communication with parents and carers about their child's learning, development and progress.

Throughout the year, families have opportunities to talk with their child's **Key Worker** about their child's experiences, achievements and next steps.

Parents and carers also have access to their child's **online learning journal**, where they can log in to see what their child has been learning and exploring in Nursery. Families are encouraged to contribute by adding comments, photographs or examples of learning and experiences from home, helping us to build a shared picture of each child's learning and development.

We hold **Pupil Progress Meetings in October and March**, providing an opportunity to discuss your child's progress, celebrate achievements and identify any areas where further support may be helpful.

In **June**, children in their pre-school year receive a **full written report** from their Key Worker, summarising their learning, development and progress throughout the year.

19. Parental Involvement and Partnerships

We recognise that parents and carers are children's first and most important educators and play a vital role in supporting their learning and development.

Strong partnerships between families and Nursery help us understand each child as an individual and ensure that they feel happy, secure and supported.

We want all parents and carers to feel **welcome, valued and involved** in our Nursery community.

We encourage families to share their child's interests, experiences and achievements with us and to take an active role in their child's learning. Regular communication helps us work together to provide meaningful learning experiences and support children's wellbeing and development.

We provide opportunities for parents and carers to:

- Be involved in their child's learning and development.
- Share information, ideas and feedback with the Nursery team.
- Take part in Nursery events, activities and experiences.
- Support learning at home through play and everyday experiences.
- Share their views and contribute to the development of our Nursery.

Getting Involved

Interested in getting involved in Nursery life or supporting our wider school community?

We welcome the support and involvement of our families. Please speak to a **member of the Nursery team** if you would like to find out more about how you can get involved.

Partnerships with Parents: Learning

We value strong partnerships with parents and carers and recognise the important role families play in supporting children's learning and development.

One of the most valuable ways you can support your child is by spending time together, talking, playing and sharing experiences.

Families can support learning at home by:

- Spending time talking about your child's day and the things they have been learning.
- Sharing books and stories together.
- Encouraging your child to explore their interests through play and everyday experiences.
- Sharing your child's achievements, interests and experiences with the Nursery team.

We encourage parents and carers to share their child's learning with us and to speak to a member of the Nursery team at any time if they would like to discuss their child's progress or development.

We will also share ideas and suggestions for activities that can be enjoyed together at home.

Partnership with Parents: Communication

We believe that positive, open and regular communication with parents and carers is an important part of working together to support children's learning, development and wellbeing.

We use a range of methods to keep families informed and provide opportunities for parents and carers to share information, ask questions and contribute to their child's Nursery experience.

Daily Liaising

We value the opportunity to speak with parents and carers each day. Drop-off and collection times provide opportunities for brief conversations and sharing important information about your child's day.

If a longer or more private discussion is needed, we can arrange a suitable time to meet.

Jigsaw School App

We use the **Jigsaw School App** as an important means of communication between the nursery and parents/carers.

The app allows us to send messages and important information to all families at the same time. This may include reminders, updates, changes to arrangements, information about events and other messages relating to nursery.

Parents/carers are encouraged to check the Jigsaw School App regularly to ensure they receive important information and updates from the nursery.

Please ensure that your contact details are kept up to date so that you can access communications from the nursery.

If you have any difficulties accessing the Jigsaw School App, please speak to a member of the nursery team.

Online Learning Journals

Our online learning journals provide families with regular opportunities to see and contribute to their child's learning and development.

Staff share observations, experiences and achievements, and parents and carers are encouraged to add comments, photographs and information about learning taking place at home.

Letters and Newsletters

Important information, reminders and updates are shared with families through letters and newsletters.

These help keep parents and carers informed about Nursery events, important dates, learning experiences and other relevant information.

Stay and Play Sessions

Our Stay and Play sessions provide families with the opportunity to spend time in the Nursery with their child and experience our play-based learning environment.

These sessions allow parents and carers to see how their child learns, plays and interacts with others.

Parent/Carer and Key Worker Consultations

We hold formal consultations with parents and carers twice each year, in October and March.

These meetings provide an opportunity to discuss your child's learning, development, wellbeing and progress, as well as to celebrate achievements and agree on next steps together.

Parent Forum and Parent Council

As part of our primary school, parents and carers are also part of the school's Parent Forum and can contribute to the work of the Parent Council.

The Parent Council provides a valuable link between families and the school and works in partnership with staff to help improve learning and experiences for children.

We value the contribution that families make to our Nursery and believe that by **working together, sharing ideas and maintaining positive relationships**, we can provide the best possible experiences and outcomes for every child.

20. Nursery Improvement

Our nursery improvement priorities form part of the **School Improvement Plan** and are reviewed each year.

Our priorities for the **2026/27 academic year** have been identified through ongoing self-evaluation, reflection on our practice and consideration of the views and experiences of children, parents/carers, staff and other partners. This helps us identify areas where we can continue to improve the experiences, learning and wellbeing of our children.

For the **2026/27 academic year**, our nursery priorities are:

1. To continue to develop our racial literacy and understanding of the United Nations Convention on the Rights of the Child (UNCRC).

We will continue to develop staff knowledge and confidence around racial literacy and children's rights. We will use this learning to support an **inclusive, respectful and nurturing nursery environment** where every child is valued, respected and supported to understand their rights.

2. To continue to improve the development of writing and raise the profile of literacy throughout the nursery.

We will continue to develop our approaches to early literacy and writing, providing children with meaningful opportunities to develop their **communication, mark-making and early writing skills** through play and everyday experiences.

We will focus on creating a **literacy-rich environment** and ensuring that children have regular opportunities to develop their skills in ways that are engaging, purposeful and appropriate to their stage of development.

3. To develop the use of our woodwork area and strengthen our community links through a sustainability project.

We will develop our **woodwork area** to provide children with meaningful opportunities to explore tools, materials, design, problem-solving and practical skills through hands-on experiences. We will also strengthen our **links with the local community** by developing a sustainability project that encourages children to learn about caring for our environment, reusing resources and making a positive contribution to our community.

Through this work, we aim to support children to develop **curiosity, creativity, independence and an understanding of sustainability**, while providing opportunities to connect their learning with the wider community.

We regularly reflect on the impact of our improvement work and use this to identify our next steps.

Our **School Improvement Plan and Standards and Quality Report** provide further information about our priorities, progress and achievements and are available to parents/carers through the school website.

21. Support for children

Personal Care Plans

Every child in our Nursery has an individual **Personal Plan (Care Plan)**. This ensures that each child's individual needs, wellbeing, health, welfare and safety are understood and appropriately supported.

Parents and carers are actively involved in developing and reviewing their child's plan. The plan is regularly reviewed and updated to reflect the child's changing needs, interests and circumstances, ensuring that all staff have the information they need to provide consistent, responsive and appropriate care and support.

Getting It Right for Every Child (GIRFEC)

Getting It Right for Every Child (GIRFEC) is Scotland's approach to supporting the wellbeing of children and families.

It aims to ensure that every child receives the **right support, at the right time, from the right people**, helping them to feel loved, safe and respected and to reach their full potential.

Most children receive the support they need from their parents/carers, family and community. However, there may be times when a child or family needs some additional help.

GIRFEC encourages families and professionals to **work together** to understand a child's needs and identify the most appropriate support.

At nursery, we work in partnership with parents/carers and, where appropriate, other professionals to support your child's **health, wellbeing, learning and development**.

If we have concerns about your child's wellbeing, we will discuss these with you and work together to identify how best to support your child.

Parents/carers are encouraged to speak to a member of the nursery team if they have any concerns about their child's wellbeing or development.

You can also speak to your child's **Health Visitor, who is your child's Named Person until they start primary school**.

Where additional support is needed, we may work with the Health Visitor and other relevant services and professionals to ensure your child receives the appropriate support.

Further information about **Getting It Right for Every Child (GIRFEC)** can be found at [Getting It Right for Every Child](#).

Support for All – Additional Support Needs

Every child is unique and develops at their own pace. We are committed to ensuring that **all children are included, valued and supported** to reach their full potential.

South Lanarkshire Council's approach is that children aged **3–5 with additional support needs (ASN)** should be able to access high-quality Early Learning and Childcare (ELC) within a mainstream setting wherever possible, with their individual needs recognised and supported.

Our practitioners get to know each child well through **observation, play and positive relationships**. We use this knowledge to identify children's strengths, interests and any areas where they may need additional support.

Where a child may be experiencing barriers to their learning, development or wellbeing, we work closely with parents/carers to identify appropriate strategies and put support in place.

Where a child has more significant or complex additional support needs, **specialist ASN ELC provision** may be considered. South Lanarkshire Council has specialist settings available for children aged 3–5, although places are limited and there is high demand.

Applications for specialist provision are considered using **multi-agency information and assessment of the child's needs**, with places allocated according to the level of support required and availability.

If a specialist place is not available, a child can remain in their current nursery setting and continue to receive appropriate support. They may be considered for a specialist place if a suitable vacancy becomes available during the same admissions year.

We work in partnership with **parents/carers and relevant professionals** to ensure that children receive the right support at the right time.

Parents/carers who feel their child may benefit from additional, or specialist support are encouraged to speak with their child's key person or a member of the nursery team.

We can provide advice and, where appropriate, work with other services to help identify the most suitable support and provision.

Our aim is to provide an **inclusive, nurturing and supportive environment** where every child can develop their confidence, independence and skills and achieve their full potential.

Attachment and Relationships

At nursery, we recognise that **positive, secure relationships are at the heart of children's learning, development and wellbeing**.

South Lanarkshire Council's Attachment Strategy supports nurseries and schools to create emotionally supportive environments where children feel safe, valued, understood and able to learn.

The strategy is informed by **attachment and trauma-informed practice** and recognises the important role that trusted adults play in helping children develop confidence, resilience and a sense of security.

Our staff are supported to understand how children's early experiences and relationships can influence their emotions, behaviour and ability to learn.

In nursery, we build strong and consistent relationships with children by **getting to know them as individuals, listening to them, responding to their needs and providing a safe and nurturing environment**.

We recognise that every child is different and may need different types of support to feel secure and confident.

We also value the close partnership we have with **parents and carers**. Sharing information and working together helps us understand your child and provide consistent support between home and nursery.

Our aim is for every child to feel **safe, secure, valued and respected**, giving them the strong foundation they need to develop positive relationships, confidence and a love of learning.

Promoting Positive Relationships and Understanding Distressed Behaviour

At nursery, we recognise that **positive relationships are at the heart of children's wellbeing, learning and development**.

South Lanarkshire Council's *Promoting Positive Relationships and Understanding Distressed Behaviour (PPRUDB)* framework supports our approach to understanding and responding to children's behaviour in a nurturing, respectful and inclusive way.

We understand that **all behaviour is a form of communication**. When a child is upset or displaying distressed behaviour, this may be their way of communicating a need, emotion, worry or difficulty that they are not yet able to express in words.

Our approach is to understand what the child may be communicating and consider what support they need, rather than simply focusing on the behaviour itself.

Our staff use an **attachment-informed and trauma-sensitive approach**, recognising that every child is unique and may respond differently to experiences, changes and challenges.

We provide consistent routines, clear boundaries and predictable environments to help children feel safe and secure. We also support children to develop their emotional literacy and learn ways to express their feelings, manage emotions and build positive relationships with others.

When a child is experiencing distress, staff use appropriate strategies to help them feel **safe, calm and supported**. This may include adapting our communication, offering a quiet or calm space, providing reassurance, allowing additional time, supporting transitions and considering individual sensory or communication needs.

We work closely with parents/carers to understand each child and identify strategies that help them to feel secure and successful at nursery.

Where a child requires additional support, we may work with parents/carers and relevant professionals to develop an **Additional Support Plan (ASP)**. We regularly review the strategies we use to ensure they continue to meet the child's needs.

Our aim is to create a **safe, nurturing and inclusive nursery environment** where every child feels valued, respected and understood, and where positive relationships support children to develop confidence, resilience and the skills they need to manage their emotions and relationships.

22. Child Protection and Safeguarding

At Carnwath Primary and Nursery Class, **keeping children safe is everyone's responsibility**. We are committed to promoting and protecting the safety, wellbeing and rights of every child in our care.

All staff have a responsibility to be alert to signs that a child may be experiencing risks to their wellbeing or may be at risk of harm, abuse or neglect. Staff follow **South Lanarkshire Council's child protection procedures** and the **National Guidance for Child Protection in Scotland**. All staff receive regular Child Protection training and updates and are required to complete the relevant mandatory training.

If a concern arises, staff are expected to report this without delay to **Mrs Jennifer Bradford, Head of Establishment and Child Protection Coordinator**, in line with

South Lanarkshire Council procedures. All staff have a responsibility to recognise, record and report concerns and to contribute to the support, protection and wellbeing of children.

We work in partnership with parents and carers and, where appropriate, other agencies to ensure children receive the **right support at the right time**. Where information needs to be shared to protect a child, this will be done in accordance with child protection procedures. Our priority will always be the **safety and wellbeing of the child**.

The South Lanarkshire Child Protection Committee brings together agencies to work collectively to protect children and young people and improve outcomes for children and families.

If you have a concern about the safety or wellbeing of a child, please speak to the **Head of Establishment or a member of the Nursery team**. If you have an immediate concern about a child's safety, you can contact South Lanarkshire Council's Social Work Service or Police Scotland.

Further information for parents and carers can be found on the **South Lanarkshire Child Protection Committee website**.

23. Nursery Uniform and Clothing

Nursery Uniform

Wearing a nursery uniform is **optional**, but families are welcome to choose it if they wish.

Our nursery uniform consists of a **blue polo shirt and blue sweatshirt, both featuring the nursery logo**.

The uniform can be purchased from **ALJ Work & Leisure**, 27 St Leonard Street, Lanark, ML11 7AB. Parents/carers may also choose suitable everyday clothing from other shops if they prefer.

Whatever clothing your child wears to nursery should be **comfortable, practical and suitable for active play and outdoor activities**. We recommend that children wear footwear that is safe and suitable for running, playing and exploring.

Please ensure that all items of clothing, footwear and personal belongings are clearly labelled with your child's name.

This is particularly important as children may remove jumpers, coats or other items during the day, and belongings can easily become misplaced or mixed up with another child's. Clearly labelled items help us to quickly identify and return belongings to their owner.

Pre-Loved Uniform

We have a **pre-loved uniform rail** available for families to access throughout the year. Parents/carers are welcome to take items they need for their child at any time.

The pre-loved uniform rail has proved very popular, and we would like to thank our families for their kind donations of unwanted uniform. These donations help us to make nursery uniform more accessible and support our commitment to reducing waste and reusing items wherever possible.

Clothing Grant

South Lanarkshire Council may provide financial support towards the cost of clothing for eligible children attending nursery.

Children aged **3 or 4** attending a South Lanarkshire Council nursery may be eligible for a clothing grant, depending on their family's circumstances.

For the **2026/27 academic year, the grant is £150 per eligible nursery child.**

Some families will have their eligibility checked automatically, while others may need to apply online.

Parents/carers can check the eligibility criteria and apply through the South Lanarkshire Council website.

If you need help with an application or are unable to apply online, please contact South Lanarkshire Council's Education Benefits service on **0303 123 1023, option 6.**

24. Attendance

Regular attendance is important in helping children build positive relationships, develop routines and make the most of their learning and play experiences.

We recognise that parents and carers play an important role in supporting good attendance, and we will work in partnership with families to encourage children to attend regularly.

As a **term-time Nursery**, our holiday and in-service dates follow the school calendar. Families should make every effort to ensure their child attends Nursery during term time.

If your child is unable to attend, please inform the school office or nursery as soon as possible and let us know the expected date of return.

For your convenience, school holiday dates and in-service dates can be found on the [South Lanarkshire Council website](#).

Please also keep the Nursery informed of any changes to your **home address, telephone numbers or emergency contact details**, so that we can contact you when necessary.

If you know in advance that your child will be absent, please let a member of the Nursery team know. All absences are recorded in line with South Lanarkshire Council procedures.

We understand that children may occasionally be unable to attend due to illness, family circumstances or other reasons. Our priority is to work positively with families to support children's wellbeing, learning and regular attendance.

25. Early Learning and Childcare Applications and Funding

If your child will be eligible for a funded Early Learning and Childcare (ELC) place from the August intake, parents/carers should contact their preferred ELC provider and complete an application form by **28 February**.

Places are generally allocated during March and April, with placement decisions communicated to families throughout May.

When applying, you will need to provide a copy of your child's **full birth certificate** and **two recent official documents showing your permanent home address**, such as a utility bill, Council Tax statement, housing rent card or child benefit documentation.

Applications cannot be completed without these documents, so please speak to the nursery if you need advice.

Funded ELC is available for eligible **3- to 5-year-olds**, including children with deferred entry to school, and up to **1,140 funded hours** may be available.

When completing an application, parents/carers are asked to provide their **first, second and third choice of setting**. While every effort is made to offer a place at your preferred setting, this cannot be guaranteed.

If your chosen settings are oversubscribed, an alternative setting may be offered where a place is available.

Applications received after 28 February will be treated as **late applications** and considered in due course.

For children aged 3 to 5, the date funded ELC begins depends on when your child turns three.

If your child's third birthday falls between **1 March and the start of the August term**, funding will begin from the start of the August term.

If your child turns three after the start of the August term and by the last day of the following February, funding will normally begin on the **Monday after their third birthday** (or the following Monday if their birthday falls on a Monday).

26. Blended Placements

Families also have the option of splitting their child's 1,140 hours of funded ELC between two nurseries or childminders.

This flexible approach can help families choose provision that best meets their child's needs and individual family circumstances.

If you are considering a blended placement, please speak to your ELC provider and complete a blended model request form, available from the provider.

27. Transfer Requests – Changing Childcare Provider

If you wish to move your child to a different Early Learning and Childcare (ELC) provider, you should complete a **Transfer Request Form**, which is available from your child's current provider.

Transfer requests are **not guaranteed** and will depend on whether the new provider has availability for your requested sessions.

Where a transfer is requested purely as a matter of parental choice, the application will be considered under **Priority 4** of the ELC Admissions Policy.

Transfer applications will only be considered within the **academic year in which they are submitted**.

28. Transition to Primary School

Attending a nursery attached to a primary school **does not automatically guarantee a place at that school.**

Parents/carers must enrol their child at the **catchment primary school** for their home address.

If you wish your child to attend a school outside your catchment area, you will need to submit a **placing request**, although approval is not guaranteed.

Children generally start primary school when they are aged five, depending on their date of birth.

Parents/carers who wish their child to **defer their school start** and remain at nursery for an additional year should follow South Lanarkshire Council's deferred entry process.

Requests for **early entry** to primary school can also be made and will be considered through an independent assessment of the child's readiness for school.

29. Nursery Meals, Snacks and Dietary Requirements

We provide a **healthy morning snack and a free lunch** for all children attending our nursery.

Food and drinks provided are planned to support children's health, wellbeing and development and follow national nutritional guidance, including the Scottish Government's *Setting the Table* guidance.

Children may also receive **milk and fruit** as part of the Scottish Government's Milk and Healthy Snack Scheme.

Adapted Diets

If your child has an **allergy, medical dietary requirement or requires an adapted diet**, please complete the online adapted diet request form.

This also applies to requests for **halal or vegan diets**.

Parents/carers should provide all relevant information when completing the form to ensure that your child's dietary needs can be safely and appropriately met.

If you require any help or advice with completing the form, please speak to a member of the nursery team.

Further information and the online form can be found at [South Lanarkshire Council – Adapted Diets](#).

Allergies

Allergies can affect children in different ways and may develop or change over time. It is important that parents/carers keep the nursery informed of any **known allergies, symptoms, triggers, dietary requirements or medication** relating to their child.

Where a child has a significant or ongoing allergy, an **Individual Health Care Plan** may be required.

Parents/carers should share any relevant health care plan or information provided by their child's healthcare professional with the nursery and keep us updated about any changes to their child's needs.

Parents/carers should also inform us of any new or mild allergic symptoms, known triggers, treatments or actions that may be required, even where a formal Health Care Plan is not in place.

This enables us to put appropriate measures in place to reduce the risk of exposure and ensure that staff know how best to respond.

Nursery staff are made aware of children's individual allergy needs and receive appropriate training to support children safely.

Where necessary, we will work with parents/carers and relevant healthcare professionals to ensure that staff have the information and training required to respond appropriately.

We follow **South Lanarkshire Council procedures, appropriate risk assessments and national guidance** when supporting children with allergies and administering medication.

Our priority is to provide a safe, inclusive and supportive environment where children can participate fully in nursery life.

29. Medical and Health Care

The health, safety and wellbeing of every child is a priority in our Nursery.

If your child becomes unwell while attending Nursery, we will contact you or your emergency contact and, where possible, arrange for your child to return home.

It is therefore important that we have up-to-date contact details for parents/carers and emergency contacts.

If we are unable to contact anyone, we will take appropriate action to ensure your child receives the necessary care, which may include seeking medical attention or taking your child to hospital.

Administration of medication

We recognise that some children may need medication during their time at nursery.

We recognise that some children may need medication during their time at nursery.

To ensure children's health and safety, medication will only be administered in accordance with our medication policy and relevant Care Inspectorate guidance.

Parents/carers should be aware that written parental consent must be provided before nursery staff can administer any medication, including non-prescription medicines.

Parents/carers must administer at least one dose of any new medication to their child before bringing the medication to nursery. Nursery staff will not administer the first

dose of a new medication. This allows parents/carers to observe their child for any adverse reaction before the medication is administered by nursery staff.

Medication must be provided by parents/carers in its original packaging, clearly labelled with the child's name and within its expiry date.

Medication will only be administered in accordance with the prescribed dosage or the instructions on the medication label and will be stored safely and securely in line with the manufacturer's instructions.

Emergency medication, such as inhalers or adrenaline auto-injectors, will be readily accessible to appropriately trained staff.

All medication will be administered by trained staff, and each administration will be recorded, including the child's name, medication, dosage, time given and the staff member who administered it.

Any concerns or reactions will also be recorded and parents/carers informed as appropriate.

Medication will not be administered without the appropriate authorisation and consent.

Where a child has ongoing medical needs, an Individual Health Care Plan may be required and will be agreed with parents/carers and, where appropriate, relevant healthcare professionals.

Parents/carers should keep the nursery informed of any changes to their child's medication, medical condition or emergency medication requirements.

For children who require emergency medication, such as treatment for asthma or anaphylaxis, appropriate arrangements will be agreed with parents/carers to ensure staff are aware of the child's needs and know how to respond in an emergency.

Our aim is to ensure that medication is managed safely, consistently and in the best interests of every child.

31. Information on Emergencies

Emergency Information

We aim to keep our Nursery open throughout term time; however, occasionally circumstances such as severe weather, power failures or other emergencies may affect Nursery opening times or require the Nursery to close.

In these circumstances, we will keep families informed as soon as possible through our usual communication channels, including text messages and local authority social media.

Severe Weather

During periods of severe weather, such as snow or heavy frost, the Nursery may need to delay opening or close for the safety of children, families and staff.

Any changes to opening arrangements will be communicated as soon as possible. Further information will also be available through South Lanarkshire Council.

Keeping in Touch

Please ensure we always have your **up-to-date contact details**, including mobile and home telephone numbers and your address.

It is important that we can contact you quickly in an emergency.

If you are unsure whether the Nursery is open, please check the [South Lanarkshire Council website](#) or email: education@southlanarkshire.gov.uk

32. Emergency Procedures – Incident at Carstairs State Hospital

Given our close proximity to the State Hospital at Carstairs we have contingency plans in place in the event of an emergency or incident that may impact on the day to day running of the school. If a patient has escaped then the warning siren will be sounded and Police Scotland will then manage the situation.

Procedure to be followed:

Out of school hours

If an incident occurs out with normal school hours, then the Head Teacher will be contacted by South Lanarkshire Council Education Resources. At this point a risk assessment will take place to determine what action to take in terms of the safety and wellbeing of children and staff. The advice of Police Scotland will play a large part in this.

During the school day

The Head Teacher will ensure that all staff and children are accounted for and are kept safely inside the building.

If an incident occurs at lunchtime or at an interval pupils will be brought into the school immediately and a register taken. Children having a home lunch should remain at home. However if the child is between home and school he/she should go quickly to the intended destination. The school will ensure that no child returning from home will be locked out at lunchtime.

End of school day

If an 'all clear' signal has not been given at the end of the school day the children will be kept in school. Parents and transport contractors will be informed of the situation. Where no general 'all clear' signal is given, parents will be asked to take children home only if advised that it is safe to do so by Police Scotland.

In the event of an emergency situation we would endeavour to keep parents informed of developments by text. It is, therefore, vital that contact details are kept up to date.

33. Complaints Procedure

We are committed to providing a high-quality early learning and childcare experience for every child and family.

We value feedback from parents and carers and encourage you to speak to us if you have any concerns about your child's experience at Nursery.

Raising concerns gives us the opportunity to listen, respond and make improvements where necessary.

In the first instance, please speak to a member of the Nursery Management Team to discuss your concern.

We will listen carefully, work with you to understand the issue and aim to resolve your complaint as quickly as possible, normally within 5 working days.

South Lanarkshire Council

If you feel your complaint has not been resolved by the Nursery, you can contact South Lanarkshire Council Education Resources on **0303 123 1023**.

South Lanarkshire Council operates a two-stage complaints process.

At Stage 1, the Council aims to resolve complaints within 5 working days. If you remain dissatisfied, you can request a Stage 2 investigation.

Further information about the Council's complaints process can be found on the [South Lanarkshire Council website](#).

Care Inspectorate

If you have concerns about the care provided by the Nursery, you can also contact the Care Inspectorate, which regulates and inspects care services in Scotland.

You can raise a concern or make a complaint directly with the Care Inspectorate.

Care Inspectorate

Compass House
11 Riverside Drive
Dundee
DD1 4NY

Telephone: 0345 600 9527

Email: concerns@careinspectorate.gov.scot

Complaints can also be submitted through the Care Inspectorate's online complaints service.

We encourage families to speak with us first wherever possible, as we value the opportunity to listen, resolve concerns and continue to improve the experience we provide for children and families.

34. General Data Protection Regulation and Data Protection Act 2018

Information on children, parents and carers is held by the nursery to enable the teaching, registration and assessment of children, as well as associated administrative duties. The information is stored and used as per the requirements of the General Data Protection Regulation (GDPR), with South Lanarkshire Council defined as the data controller. The Council has established a data protection policy that applies to all of its schools and nurseries.

Education Resources has also prepared a privacy notice which sets out how we will deal with personal information as part of our statutory function as an education authority. For more information, please contact the nursery.

Privacy Notice

In line with the General Data Protection Regulation (GDPR), we have produced this privacy notice to inform you how we deal with personal information as part of our statutory function as an education authority.

The Council has a legal obligation to deliver effective education services to children, young people and adult learners in South Lanarkshire. In order to do this, we need to collect personal information about children, young people and their families so that we can help them to learn and keep them safe.

Using Your Personal Information

The Council is a “controller” of the personal information you provide when enrolling for a nursery or school, applying for an education service or participating in groups or activities provided by Education Resources.

Information We Collect from You About You and Your Child at Enrolment

When you enrol for a nursery or school, we ask for the following information:

- parent/carer contact details, including name, address, phone and email;
- the child’s name, date of birth, gender and address;
- information about medical conditions, additional support needs, religion and ethnicity;
- any information you may wish to provide about family circumstances.

Information We Collect at Other Times

We will also collect information at other times, such as when you apply for a benefit, request a service or request other support. We will provide an additional privacy notice at these times.

If you apply for an education service or benefit, such as school transport, free school meals, clothing grant, placing request or EMA, we will also ask for personal information as set out above. We will also ask for information about your income for education benefits applications.

If you make a request for additional support, such as an educational psychologist or other support for learning, we will ask for more detailed information to allow us to provide the most appropriate support for your family. This may include information about family circumstances or medical conditions.

If there are concerns about your child’s wellbeing and/or your child has needs that may require additional support, we will wish to work with you to collect and consider information to enable us to help you get the right support at the right time in line with the Getting It Right for Every Child approach.

We require this information to ensure that children and young people are educated appropriately, supported and that we take account of their health and wellbeing. We will also ask you to update this information annually and to tell us when there are changes to your details.

Information That We Collect from Other Sources

As an education authority and as part of our statutory function in accordance with our legal obligations, we receive information from other sources such as the SQA, the NHS or Social Work about you or your child. This includes:

- exam results and assessment information;
- information about health, wellbeing or child protection.

Why Do We Need This Information?

We need this information so the Council can ensure it is delivering education services appropriately to all learners:

- for the education of children, young people and adult learners;
- for teaching, enrolment and assessment purposes and to monitor the educational progress of children, young people and adult learners;
- to keep children and young people safe and provide guidance services in school;
- to identify where additional support is needed to help children, young people and adult learners with their learning;
- to maintain records of attendance, absence and behaviour of children and young people, including exclusions;
- to support children and young people moving on each year from nursery to primary, primary to secondary and when they move or leave school;
- to help us develop and improve education services provided for young people, adult learners or families.

In accordance with our legitimate interests as an education authority, we will also use your information to create statistical reports.

We Will Share Your Information With

As an education authority and as part of our statutory function in accordance with our legal obligations, we will share information with other bodies or parts of the Council, including:

- The Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland and other organisations that support children and young people's learning.
- Other parts of the Council when required for services such as school meals, school transport, education benefits and with Social Work in connection with any child protection concerns we become aware of.
- The NHS, to support health initiatives in accordance with the legal obligation on the Council in terms of section 39(3) of the National Health Service (Scotland) Act 1978.
- South Lanarkshire Leisure and Culture Limited, where children and young people are participating in sports and leisure activities.
- Other schools/local authorities – if a child moves or transfers to another school, the Council has an obligation to pass on information with regards to pupil records to the new school/local authority.

You have the right to access your personal information as well as the rights of rectification, erasure, restriction and the right to object.

For information on these rights and how to exercise them, or for information about how we manage your personal information, you can get a copy of our full privacy notice from the South Lanarkshire Council website. [South Lanarkshire Council – General Privacy Notice](#)

Our full privacy notice will also provide information on how to make a complaint or to request a paper copy of the privacy notice from the Data Protection Officer.

35. The Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 came into force on 1 January 2005 and gives a person the right to request information held by Scottish public authorities.

The Act refers to information held in a 'recordable' format and relates to information held within documents, not the documents themselves.

Parents wishing to make a request for information under the terms of the Freedom of Information (Scotland) Act 2002 should submit their request in writing to:

Freedom of Information Officer

Education Resources
South Lanarkshire Council
Council Offices, Almada Street
Hamilton
ML3 0AA

Or email:

Requests for information can also be submitted using the online form available from the South Lanarkshire Council website (Request It section). [South Lanarkshire Council](#)

Thank You

Thank you for taking the time to read our Nursery Handbook.

We look forward to working in partnership with you and your child throughout their time at **Carnwath Primary School Nursery Class**.

Together, we can provide a happy, safe, nurturing and inclusive environment where every child is supported to **learn, grow, develop confidence and reach their full potential**.

References and Further Reading

Our Nursery practice is informed by national legislation, guidance, professional resources and South Lanarkshire Council policies and guidance. The following resources have informed the content of this handbook.

Curriculum, Learning and Pedagogy

- **Curriculum for Excellence (CfE)** – Education Scotland.
Scotland's national curriculum framework for children and young people aged 3–18, including the Early Level and the eight curriculum areas. [Curriculum for Excellence – Education Scotland](#)
- **Realising the Ambition: Being Me** – Education Scotland (2020).
National practice guidance for early learning and childcare in Scotland, focusing on child development, relationships, interactions, experiences and spaces. [Realising the Ambition – Education Scotland](#)
- **Early Level Play Pedagogy Toolkit** – Education Scotland.
Guidance and resources supporting child-centred play pedagogy across Early Level. [Early Level Play Pedagogy Toolkit](#)
- **Building the Curriculum** – Education Scotland.
A series of national documents supporting curriculum planning, learning and teaching and assessment within Curriculum for Excellence. [Building the Curriculum – Education Scotland](#)
- **Together We Can and We Will** – South Lanarkshire Council.
Local early years curriculum guidance supporting high-quality, flexible early learning and childcare and pedagogical practice. South Lanarkshire Council identifies this as local guidance alongside *Realising the Ambition*.

Outdoor Learning and Play

- **My World Outdoors** – Care Inspectorate (2016).
A Care Inspectorate practice resource highlighting the benefits of outdoor play for children attending early learning and childcare and supporting practitioners to consider proportionate risk and high-quality outdoor experiences. [My World Outdoors – Care Inspectorate](#)
- **Out to Play: Practical Guidance for Creating Outdoor Play Experiences in Early Learning and Childcare** – Scottish Government (2020).
Guidance supporting settings and practitioners to create safe, nurturing and inspiring outdoor learning experiences. [Out to Play – Scottish Government](#)
- **Out to Play: Caring for Our Outdoor Spaces** – Scottish Government (2023).
Guidance supporting high-quality outdoor play and Learning for Sustainability through care for outdoor spaces. [Out to Play – Caring for Our Outdoor Spaces](#)
- **Play Strategy for Scotland: Our Vision and Our Action Plan** – Scottish Government (2013).
National strategy and action plan recognising play as an important part of children's development, wellbeing and everyday lives. [Play Strategy for Scotland: Our Action Plan](#)

Children's Rights, Wellbeing and Inclusion

- **United Nations Convention on the Rights of the Child (UNCRC)** – United Nations.
The international convention setting out the civil, political, economic, social and cultural rights of children.
- **United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2024.**

Scottish legislation incorporating the UNCRC into Scots law. The relevant duties commenced on 16 July 2024. [UNCRC \(Incorporation\) \(Scotland\) Act 2024 – Scottish Government](#)

- **Getting It Right for Every Child (GIRFEC)** – Scottish Government.
Scotland's approach to supporting children's wellbeing and ensuring that children and families receive the right support at the right time from the right people. [GIRFEC – Scottish Government](#)
- **GIRFEC Resources**, including the Child's Plan Practice Statement, Assessment of Wellbeing and SHANARRI resources – Scottish Government. [GIRFEC Resources – Scottish Government](#)
- **Supporting Children's Learning: Code of Practice – Fourth Edition** – Scottish Government (2026).
Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 and supporting children and young people with additional support needs. [Supporting Children's Learning – Code of Practice](#)
- **Supporting Disabled Children, Young People and their Families: Guidance** – Scottish Government.
Guidance supporting equality of access and appropriate support for disabled children and children with additional support needs in ELC. [Supporting Disabled Children, Young People and their Families](#)

Child Protection and Safeguarding

- **National Guidance for Child Protection in Scotland 2021 – Updated 2023** – Scottish Government.
National guidance describing responsibilities and expectations for those involved in protecting children from harm, abuse and neglect. [National Guidance for Child Protection in Scotland](#)
- **South Lanarkshire Child Protection Committee** – local child protection information, procedures and resources for children, families and professionals. [South Lanarkshire Child Protection Committee](#)

Personal Planning, Care and Wellbeing

- **Personal Planning Guides for Providers – Early Learning and Childcare** – Care Inspectorate.
Guidance supporting ELC providers and practitioners to develop and improve personal planning for children. [Personal Planning Guides for Providers – Care Inspectorate](#)
- **Health and Social Care Standards: My Support, My Life** – Scottish Government.
Standards describing what people should expect when using health, social care or social work services, including standards relating to dignity, respect, involvement, wellbeing and the care environment. [Health and Social Care Standards – Scottish Government](#)

Early Learning and Childcare

- **Funding Follows the Child and the National Standard for Early Learning and Childcare Providers: Operating Guidance** – Scottish Government (updated 2025).
Guidance on the funded ELC entitlement, the National Standard and how settings meet the requirements for funded provision. [Funding Follows the Child – Operating Guidance](#)
- **National Standard for Early Learning and Childcare** – Scottish Government.
Sets out what children and families should expect from funded ELC provision. [National Standard for Early Learning and Childcare](#)

South Lanarkshire Council

- **South Lanarkshire Council – Early Learning and Childcare: Standards and Curriculum.**

Information relating to local ELC provision, Curriculum for Excellence, *Realising the Ambition, Together We Can and We Will*, play-based learning and outdoor learning.

[South Lanarkshire Council – Early Learning and Childcare Standards and Curriculum](#)

- **South Lanarkshire Council Education policies, procedures and guidance**, including policies relating to child protection, health and safety, inclusion, attendance, medication, complaints, additional support needs and partnership with families.

Care Inspectorate

- **Care Inspectorate – Early Learning and Childcare.**

Information, guidance and quality improvement resources for registered ELC services. [Care Inspectorate – Early Learning and Childcare](#)

- **My World Outdoors** – Care Inspectorate.
See Outdoor Learning and Play section above.
- **Personal Planning Guides for Providers** – Care Inspectorate.
See Personal Planning, Care and Wellbeing section above.

Holiday Dates for session 2026-2027

August 2026

Tuesday 11 August - teachers return

Tuesday 11 and Wednesday 12 August - in-service days (all schools)

Thursday 13 August - pupils return to school

September 2026

Friday 25 September and Monday 28 September (September weekend holiday)

October 2026

Monday 12 October to Friday 16 October (October break)

November 2026

Monday 9 November (in-service day)

December 2026 and January 2027

Tuesday 22 December (schools close at 2.30pm)

Wednesday 6 January 2027 - pupils return to school

February 2027

Monday 15 February and Tuesday 16 February (February break)

Wednesday 17 February (in-service day)

March 2027

Friday 26 March (Good Friday)

Monday 29 March (Easter Monday)

April 2027

Friday 2 April (schools close at 2.30pm)

Monday 5 April to Friday 16 April (Spring break)

Monday 19 April - pupils return to school

May 2027

Monday 3 May (May day)

Thursday 6 May (in-service day - all schools)

Friday 28 May and Monday 31 May* (Local holiday)

June 2027

Friday 25 June (schools close at 1pm for summer break)

School holiday dates and in-service dates are available from the website

www.southlanarkshire.gov.uk