



**Castlepark Early
Years Centre
Handbook 2021/22**

Castlepark Early Years Centre

Carron Place
Castlepark
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Dear Parents/Carers

Welcome to Castlepark Early Years Centre, I hope you find this handbook both informative and interesting. If you have any queries please do not hesitate to speak to a member of staff.

Castlepark Early Years Centre has been established for many years, this is our 8th year in our current building. The Centre consists of 2 main playrooms, playroom 1 for children aged 2-3 and playroom 2 for children aged 3-5.

Our staff, children and parents are very proud of the work of the Centre. We provide high quality early learning and childcare for children aged 2-5 years old. At any time we can have 81 children; 56 (3-5) year olds and 25 (2-3's). Children attend various patterns, you would have selected your preference at the time of registration.

At Castlepark Early Years Centre we provide a beautiful environment and warm welcome to all. We the staff, children and parents offer a helping hand to each other in reaching our full potential.

On behalf of all the staff we look forward to getting to know you and your child.

Kind regards

Paulene Martin
Head of Centre

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Section one.

North Ayrshire Council What We Want To Achieve - Education and Skills Statement

Our Overall Aim

To work in a sustainable way with our partners to build a better North Ayrshire in which all citizens can participate, learn and contribute to the community.

Our Values

- Seeking continuous improvement in our services.
- Managing our resources efficiently and effectively.
- Working with community partners and external agencies.
- Promoting respect, fairness, inclusion and equality.
- Being a good employer.
- Engaging with stakeholders.

Our Priorities

- Increasing Educational attainment and achievement.
- Developing confident individuals, responsible citizens, effective contributors and successful learners.
- Developing skills for work.
- Promoting better health and more physical activity.
- Reducing disadvantage and promoting equality.
- Delivering cultural and learning opportunities to all sectors of the community.
- Supporting the professional development of staff.
- Providing high quality facilities and resources.

Castlepark Early Years Centre Values and Aims

Our vision is based on our core values of:

- Play
- Learning
- Love
- Respect

Our aims are that:

- Our children feel safe, happy and secure
- We have a highly effective programme from promoting the health and wellbeing of all our children
- We develop our shared vision and values
- We respond to our children as individuals recognising their unique achievements, interests and needs
- Our Centre is a place where the adults, as well as the children, have the opportunity to develop interests and make friendships
- Staff take time to develop good relationships with parents; they strive to be at all times approachable and supportive
- Equal value is placed on the knowledge and skills of staff, parents and other professionals involved with the children
- We support children in becoming *Confident Individuals* and *Responsible Citizens* by building self-esteem and confidence; encouraging respect for others, good manners and self-discipline.
- We support children in becoming *Successful Learners* and *Effective Contributors* by providing a wide range of experiences indoors and out that are fun, challenging and creative
- Our Staff are valued, respected and trusted
- We build strong links within our local Community
- Our curriculum is based on children's personal interests and stage of development, encouraging them to reach their true potential in all areas of learning

Our staff team

Head of Centre

Paulene Martin

Depute Head

Tracey Stevenson

Playroom 1

Elaine Lowry	Early Years Practitioner
Avril Tipping	Early Years Practitioner
Michelle Tudhope	Early Years Practitioner
Deborah Toland	Early Years Practitioner
Abbi Gilston	Early Years Practitioner
Nicole Wilson	Early Years Practitioner
Terri McColl	Early Years Practitioner
Shannah Moore	Early Years Practitioner
Shannon Greenshields	Early Years Practitioner
Caroline Bradford	Early Years Practitioner
Lorraine Stocking	Early Years Practitioner

Playroom 2

Lorna Mess	Senior Early Years Practitioner
Laura Ross	Lead Practitioner
Sharon Gebbie	Lead Practitioner
Lynn Rodgers	Early Years Practitioner (Nurture)
Rita Baker	Early Years Practitioner
Gail Howson	Early Years Practitioner
Pamela Smith	Early Years Practitioner
Jacqui Quirk	Early Years Practitioner
Sharron Frew	Early Years Practitioner
Nicola Black	Early Years Practitioner
Stephanie Rowe	Early Years Practitioner
Karen Cameron	Early Years Practitioner
Jim Tudhope	Early Years Practitioner
Keri Anderson	Early Years Practitioner

Amy Dean	Early Years Practitioner
Sarah Riley	Early Years Practitioner
Heather McIntyre	Early Years Practitioner
Alain MacDonald	Early Years Practitioner

<u>Clerical Assistant</u>	Andrea Cunningham and Lynsey Brawley
<u>Janitor</u>	Stuart Gibb
<u>Cleaners</u>	Gary Poland

Catering Staff

The Nursery is opened between the hours of 8am and 6pm and operates full year.

A copy of the holidays is at the end of the handbook and can be accessed on the North Ayrshire website. Remember the holidays are different for term time and full year patterns.

To allow us time to share information with parents on a daily basis we will open the doors 10 minutes before the end of the session.

Admissions Policy

All early years places are allocated in line with the Council's Admissions Policy. The office staff will be happy to advise you how this policy operates when you apply for a place for your child.

Allocation of places is decided on a priority basis in line with the Council's Admission Policy.

Early Learning and Childcare for 2-3 year olds

Some places for this age range are allocated through a request from the Health Visitor or other agency through the Named Person Service.

Early Learning and Childcare for 2 year olds

If your child is 2 years old and you are in receipt of specific benefits they may be eligible for free childcare. Applications should be made online via North Ayrshire Council website.

For further information, contact the Childcare and Recreation Information Service (CARIS) on 0345 351 3000 or speak to the office staff.

Early Learning and Childcare for 3-5 year olds

All children aged three are eligible for an Early Years place the month after their third birthday. Applications should be made online via North Ayrshire Council website.

Absence from the Centre

We realise, that during their first experience of an Early Years Centre children may easily catch colds, flu etc. However regular attendance is very important as children can miss out on many opportunities available to them. If your child is going to be absent from the Centre we ask that parent/carers let us know. As part of our Absence Monitoring policy and Child Protection policy parents will be contacted if we have not been informed as to why their child is absent. Continued absence without explanation may result in the loss of your child's Early Years place. The Centre will be guided by North Ayrshire Council's policy in relation to non-attendance. Where your child's attendance falls below 80% we will ask to meet with the family to look at how we can work together to improve this.

Arrival and Collection of Children

It is expected that a responsible adult will accompany your child to and from the Centre. Please note that no person under 16 is eligible to drop off or collect your child. In the interest of your child's safety you should make a point of telling your keyworker if he or she is to be collected by someone not known to staff. This avoids difficult situations when a child cannot be allowed to leave with an adult who is a stranger to the staff.

Security

North Ayrshire Council has introduced procedures to ensure the safety and security of children and staff when attending or working in a school or early years establishment. A number of security measures are used including the use of visitors' book, badges and escorts while visitors are within the centre building. We have a security door and close circuit system, which is monitored from the school.

Normally anyone calling at the centre for any reason, other than parents dropping off or collecting their child/children, will be asked to report to the office. Visitors are required to sign the visitors' book. Visitors who do not regularly call at the Centre will have an escort for their visit

Photographs in the main entrance area identify staff and staff also wear identity badges.

Dressed to Play

Children have the best fun when they are doing messy work. We will always try to make sure they are wearing aprons but accidents do happen so please dress your child in suitable clothes. Clothes should be comfortable and easy to manage to assist your child's independence. Please also make sure that your child has suitable outdoor clothing, we do provide waterproof suits and wellies. Please remember that they need footwear appropriate for active play. North Ayrshire Council has a dress code policy that states that children in educational establishments should not wear

football team colours. If your child is still learning to use the toilet a change of clothing each day is always a good idea. If your child is wearing nappies or training pants please send in a change for them and if they are in the process of training to use the toilet sufficient changes of pants/trousers are useful.

Loss of Clothing or Personal Items

We appreciate that parents and children can get distressed over the occasional loss of children's clothing or personal belongings. Please assist us in this by ensuring you have your child's name marked on jackets, sweatshirts etc. Avoid bringing valuable items of clothing or personal belongings to the Centre: **North Ayrshire Council does not carry insurance to cover the loss of such items.**

Sweatshirts and polo shirts

It is not compulsory to purchase the Early Years uniform however some families find it easier. These are available from local uniform shops.

Excursions and consent forms

When outings or excursions for the children are planned, the Head of Centre or member of staff will advise you in advance. You will be asked to complete a consent form, which will give your permission for your child's participation. Local excursions, i.e. within the Castlepark area, are covered by the consent form that is completed at enrolment. Please note that children cannot take part in outings unless completed consent forms have been submitted by their parent/guardian.

Emergency Closure Arrangements

The Centre will be opened on the times already outlined, but on some occasions circumstances that may arise which mean the Centre has to close.

The establishment may be affected by severe weather, power failures or difficulties with fuel supplies. If this happens, we will do all we can to let you know about the details of closure and re-opening.

We may keep in touch by telephone, texting, social media or an announcement on the local radio.

Contingency Plan

In the event of an emergency evacuation, e.g. a gas leak or a bomb threat, the children will be taken to Castlepark Community Centre.

No Smoking Policy

North Ayrshire Council has a **No Smoking Policy** in line with the new legislation; therefore, smoking is prohibited within the building and on the grounds, which includes the car park. Your co-operation is appreciated.

Working Together to Protect our Children

We believe in the right of all children to a safe and happy childhood; we aim therefore to safeguard the children from possible risk, danger and abuse. In order to ensure this we follow North Ayrshire's Guidelines on Child Protection.



Our Centre is required to have a Child Protection Co-ordinator; Paulene Martin, Head of Centre has the role of Co-ordinator and Lorna Mess, Acting Depute Head of Centre undertakes these responsibilities in Paulene's absence.

Because we work closely with children we are in a position to note any outward signs of abuse, changes in behaviour or failure to thrive. All staff have a duty to report any concerns they may have to the Head or Depute who will advise what information needs to be recorded and who may need to be informed.

We recognise that young children often sustain bumps and scrapes in the course of being active or may display changed behaviour for a whole variety of reasons. Staff, therefore, need to adopt a balanced and consistent approach; we are seeking to protect our children and maintain the trust of families and carers. We would usually discuss any concerns raised with parents/carers. This often results in explanations that allay concerns or plans for the Centre and home to work together in solving problems. Occasionally concerns highlighted by staff will lead to the procedures in North Ayrshire Child Protection Guidelines being implemented. In some very particular circumstances it is necessary to begin the implementation of these procedures without first informing parents/carers

Confidentiality is maintained at all times and all information and records are kept in a confidential file.

All staff are aware of the risks encountered by the children on a daily basis and will ensure that the playrooms and garden area are free, as reasonably possible, from potential hazards.

We appreciate your support in implementing this policy and would ask that you inform your keyworker if your child has any bumps, bruises or scratches when coming into the Centre.

Getting it Right for Every Child (GIRFEC)

Getting it right for every child (GIRFEC) is an approach from the Scottish Government that sets out how schools and other services should work with children and their families. GIRFEC is all about ensuring that children get the help they need when they need it - the right help at the right time. For you and your child, GIRFEC means that you are the expert on your child and what you think matters. Getting it

right for every child means that the School will always seek to involve you, to listen to your opinions and take them seriously.

Taking a 'Getting it Right for Every Child' approach to supporting every child is a priority within our school and we aim to assist every child in our school to reach their potential in each of the areas listed below;

- Healthy - Experiencing the highest standards of physical and mental health, and supported to make healthy safe choices.
- Achieving - Receiving support and guidance in their learning
- Nurtured - Having a nurturing and stimulating place to learn
- Active - Offering opportunities to take part in a wide range of activities
- Respected - To be given a voice and involved in the decisions that affect their well-being
- Responsible - Taking an active role within the school
- Included - Receiving help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn
- And above all, to be safe ... protected from abuse, neglect or harm

For more information on Getting it Right for every Child in North Ayrshire go to www.girfecna.co.uk

Meals/Lunches

All children will receive a hot meal which is delivered from Irvine Royal kitchens. A copy of the menu is available to all parents online and within the Centre.

The Centre follows the Nutritional Guidance 'Setting the table' for Early Years; all snacks and meals are planned using this document. The menu is on display in the playrooms. Snack will consist of fruit/veg each day.

Healthy snacks are considered in all our activities including birthday celebrations, Christmas parties etc. As such when the children have a birthday we provide a Special Birthday Box for the child to pick from.

In partnership with Ayrshire & Arran Department of Dental Health promotion, all children are provided with a toothbrush for cleaning teeth after snack. We are also involved with Child Smile where parents will be able to uptake 'golden varnish' every 6 months for their child (3-5 only).

Parental Participation

We are very lucky to have a designated parent's room where tea/coffee making facilities are available. The room is used for a variety of groups (see timetable on white board).

Throughout your child's time at our Centre we will work with you to promote their learning. This will take the form of parents meetings, stay and play sessions and workshops. We would also encourage you to come for a 'stay and play' with your child. This is a great way for you to see what happens in the playroom and what your child likes to do.

Medical and Health Data Examinations

Eye tests for children in their pre-school year are carried out by the optometrist and there is the opportunity for pre-school children to have their teeth examined by the community dentist. Parents are notified in advance and have the opportunity to attend the appointment. By arrangement the Child Community Health Paediatrician may carry out a pre-school medical for your child, but again this would be in consultation with yourself.

Accidents

Everyday bumps and bruises can happen during play in the Centre just as they happen at home. In these circumstances staff are on hand to provide cuddles and reassurance to the child. If your child has been very upset or has sustained a minor injury you would be informed and asked to sign the accident sheet. The staff first aider is available to deal with any injuries. If your child has harmed another child you will be asked to sign an incident form.

If medical treatment is required the parent or emergency contact will be notified wherever possible.

Where parents/emergency contacts are unavailable medical advice/treatment the Head of Centre will authorise medical advice or treatment.

What Parents said about our Nursery this year:

- Great communication and kept informed about return
- Always a smile and warm welcome
- Ideas for activities at home
- Keeping in contact
- Amazing job
- Keeping L on track with learning and development
- Keeping up to date
- Making L feel happy and at settled at nursery and home
- Liked staggered pick up times
- Kids safe
- Really friendly and approachable
- Happy, fun and safe
- Clear guidance for return
- Excellent communication
- Being on social media helped us still feel the nursery is available
- Genuine interest in the family
- Supporting parents and children
- Helpful
- Youtube channel
- Always go out your way
- Doing awesome
- Adopting for J's needs
- Keeping relationships with parents and children
- Safety measures
- R loved hearing from keyworker
- Building confidence
- Always reassuring to know any help was only an email away

The Curriculum for Children 3 - 5 Years

Our curriculum for children aged 3-5 years is based on the Scottish National Guidance of Curriculum for Excellence and experienced by the children through play.



Our children learn and develop friendships very naturally through play. We provide a wealth of opportunities for the children to develop their language, creativity and co-ordination skills. These all contribute to healthy growth and development, knowledge and understanding and capacity to learn.

Children are able to choose whether to access play indoors or outdoors.

Through play, they learn about

- Their world e.g. by investigating minibeasts, vegetables or magnets
- Mathematical concepts, for example, fitting different shaped blocks together; counting objects at play
- Literacy skills, such as recognising letters; drawing and mark making
- Technology skills, including using the Ipad and smart board

In this way our children learn how to:

- Work in partnership with others
- Express themselves
- Build their independence
- Make sense of their experiences
- Manipulate materials
- Test out new knowledge
- Develop new skills
- Make choices and decisions
- Solve problems... and lots more.



We believe that children need the opportunity to take risks and to learn about and understand their own capabilities. We therefore provide a safe and supportive environment rather than remove all risk from the play experience. This helps them to learn how to manage their own risky play opportunities. Giving our children a free rein to develop their wonderful and creative imagination is a vital part of their childhood. Incorporating risk into their play helps our children develop, learn and enjoy themselves all at the same time!

Risky play opportunities occur every day and can include:

- Climbing trees



- Toasting marshmallows on an open fire
- Building a den
- Creating models with appropriate tools such as hammer and nails
- Using real cutlery to help prepare snacks or chop vegetables for making soup
- Cooking and baking activities
- Using loose parts
- Exploring Eglinton woods
- Playing in the rain and snow

Active learning within our Centre does not mean that children are actively running around; instead it means that we provide learning opportunities that engages children and challenges their thinking.

With sensitive support from staff they'll learn how to make informed choices, take responsibility for their own learning and offer ideas for play and developments.

Assessment and Record Keeping

Every child will have a 'special book', this is a record of their journey throughout their time at Castlepark Early Years Centre. You are welcome to look at this and each term we encourage families to take them home and share with family members. You are also encouraged to contribute to the special book with any key events in your child's life.

Transition to School

The Curriculum for Excellence provides the basis for their learning experiences in pre-school years and Primary 1. As the early level spans pre-school and Primary 1, it helps us create opportunities to make the children's transition to school a successful one.

Early Years staff from Castlepark Primary School, and other local schools we have connections with, visit to meet the children and to observe them at play. The children enjoy sharing their learning journals with the visiting staff. P6 pupils, who will be the P7 'buddies' for our children at Castlepark Primary, visit regularly in the final term to build relationships with the children. The children visit the school with their keyworkers for gym time, music, snack and play. We send staff to Castlepark Primary and most of our other receiving schools, to be a familiar face and a support to school staff on the first day of school. There are also opportunities for you to visit the school with your child.

Our Services for Children 2- 3 Years and their Families

The period between pregnancy and 3 years is seen as a critical period in shaping children's life chances. We want our children to have the best possible start in life and it's important that we work with parents to achieve this.

Our services to children aged 2-3 years and their families are based on the 4 key principles of The Scottish Government's advice and guidance document Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families. These principles are:

Respect

We believe each child is an individual person who has the right to be treated with respect at all times, for example, by valuing children's friendships, by making sure that we spend time with each child so that they know they are important and by helping children to understand ways to behave.

Responsive Care

Responsive Care means knowing, accepting and respecting each child as an individual, for example, by listening with interest and affection when a child is telling us about something that is important to them, or by talking, singing and smiling at a baby whilst changing his nappy.

Rights of the Child

We recognise the rights of our children to be kept safe and to grow in an environment that is loving and nurturing. Each child has the right to have opportunities to play and learn about the world with support they need to develop their full potential.

Each child has the right to have their views and preferences listened to and to be involved in making decisions appropriate to their age and stage.

Relationships

Relationships are important to us. They provide the starting point for our children's development and learning. Relationships are built as we get to know, trust and understand one another. For example, we recognise the importance of asking parents to share their knowledge and experiences of their child to help us settle them into the playroom when they are new to the Centre.

Play and Learning with our 2 year olds

We provide lots of opportunity for warm close contact for individual children with their keyworker or other familiar adults; perhaps cuddling up together to look at a picture book , sharing a fun game of peek -a- boo in the playroom or tickle games as part of making nappy-changing time fun. We respond to their different moods, sharing their pleasure when having fun, providing comfort when they are upset. All these little things help children feel happy, secure and confident.

We encourage toddlers to steadily build on their independence skills; helping with learning to use a spoon to feed themselves or helping with tidying up for example. We provide resources in a way that helps children to make choices and develop independence at play.



Toddlers need to be physically active; they cannot be expected to sit still for too



long and need to be allowed and encouraged to practise and fully explore their large movements such as crawling, walking, climbing and running.

We provide resources that support their physical exploration including climbing frames, big cardboard boxes to climb into or crawl through, sit astride and push along toys. This year one of our aims is to create regular opportunities for our youngest children to explore the local woodland area.

We share looking at picture books and will make personal books for each child with photographs from home or the Centre. Staff model language for the children, naming the objects that interest them and commenting on their play or the play of others helping them learn new words and phrases in everyday play and care situations.

Toddlers need hands on experiences for learning; they love to touch and explore objects. They like to experiment with how objects move, how they fit together and how they come apart. They can spend long periods concentrating on finding out what different things an object can do. We do use some commercial toys but most fun comes from using natural and everyday materials that have lots of different potential for play.

We will share in play with water, sand paint and clay allowing the children to experiment and make a mess in a way that might not be possible at home.

Different textured paper, lengths of material, cardboard boxes with lids, clothes pegs, fir cones, and strings of beads and lengths of chain are all things you will see available to the children in the playroom and many more.



Moving On

When the children are 3 and ready to move to their ante pre school place we will support them by giving Keyworkers time to meet and exchange information; getting parents involved in visits to the playroom and meeting the new keyworker and arranging visits for the children so they can gradually become used to the new larger, busier surroundings of the playroom for 3-5 years. Most children move on within our own Centre when they are three but we arrange similar supports for children who leave us to go their local Early Years Class.

Supporting Individual Children

"A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children"

Article 24 of the UN Convention on the Rights of the Child

"Every child has the right to relax, play and take part in a wide range of cultural and artistic activities"

Article 31 of the UN Convention on the Rights of the Child

Valuing children as individuals, recognising their unique strengths and their individual ways of learning is something that every parent would want from an Early Years Centre or school. If, however, you are the parent of a child with additional support needs this is very, very important; we know this because the parents tell us so themselves. It's essential that all our staff understand and respond to this.

A child's development and learning could be affected by issues resulting from :

- a sensory impairment or communication problem
- a physical disability
- social or emotional difficulties
- behavioural difficulties
- problems at home
- being particularly gifted
- having English as an additional language.

It is not possible to list all the reasons because it will always depend on the individual child. What is important is that many circumstances may affect children's ability to learn. So support may need to come from health, social work or certain voluntary organisations, as well as from education.

We will always strive to work with Parents and Professionals with different areas of expertise to make sure any support your child gets is properly tailored to their individual needs.

We may feel it is appropriate to support your child by having an Individual Education Plan; this outlines the key learning targets and teaching approaches we are focussing on. It ensures we are providing the right support to your child and that everyone is working towards the same goals. Parents are always invited to participate in planning meetings.

Your child may only need small adjustments to the curriculum or teaching approaches to have the best possible learning opportunities or we may agree that they need significant additional or alternative supports.

For a very small number of children we may consider having a Co-ordinated Support Plan. You can ask for more information about this at any time but if your child has long term complex needs we would provide you with more information on this topic and discuss your child's individual needs in relation to a Co-ordinated Support Plan.

If you have any concerns about your child's wellbeing or development please don't hesitate to speak to Paulene, Lorna or your keyworker; we are here to help.

We work closely with our colleagues from health and education to provide the best possible service to your child.

You can access more helpful information on the website for the Scottish Advice Service for Additional Support for Learning: www.enquire.org.uk



Inclusion

North Ayrshire Council is committed to the well-being and educational development of all learners. The process of inclusion requires all involved in the business of learning and teaching to demonstrate commitment, innovation and flexibility in order to ensure that all children and young people have access to quality learning opportunities and experiences.

Additional Support Needs

Any child who needs more or different support to what is normally provided in schools or pre-schools is said to have 'additional support needs'. This includes children who may need extra help with their education as a result of issues arising

from social and emotional difficulties, bullying, physical disability, having English as an additional language, a sensory impairment or communication difficulty.

The Additional Support for Learning Act

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and came into force on November 2010.

Summary of the main provisions of the Act

- The Act provides the legal framework underpinning the system for supporting children and young people in their school education, and their families.
- This framework is based on the idea of additional support needs. This broad and inclusive term applies to children or young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning.
- The 2009 Act automatically deems that all looked after children and young people have additional support needs unless the education authority determine that they do not require additional support in order to benefit from school education.
- In addition, education authorities must consider whether each looked after child or young person for whose school education they are responsible requires a co-ordinated support plan.

What North Ayrshire Council does to meet its duties under the 'Additional Support for Learning' legislation?

North Ayrshire must assess any pupil with additional support needs and provide with any support necessary for them to benefit fully from their education. All the evidence says that it is best to intervene early to prevent any difficulties developing and taking root. For example by making sure reading is very well taught and that all pupil gets encouragement and support at home we can hopefully reduce later difficulties. Whatever the type of challenge that arises, it is important to detect it early, develop a shared understanding of what is needed (the school may request extra specialised help to do this) and take action to help to pupil achieve.

Whenever we start this process for any child or young person, we will always explain to them and to their parents/carers what our concerns are and what we will do to help

The school can get support from a range of visiting professionals including Educational Psychologists. These professionals are regularly in all schools and teachers and others will ask for informal advice on supporting pupils for example on the best way to support a pupil who is having difficulties with reading. If the school

wants more detailed individual help then they would talk to you about formally involving the educational psychologist. The educational psychologist can only be involved in seeing your child after seeking your agreement to this.

For a few children and young people their needs are so complex that professionals from two or more agencies need to work together over a significant length of time to enable the child to benefit from school education. Where this is needed, the child or young person will have a plan to co-ordinate the various actions of these professionals: for this reason it is called a Co-ordinate Support Plan.

Where a child or young person has additional support needs, extra planning is required every time there is a move to a new class, new school or college. How far ahead this transition planning needs to start depends on the particular type of needs but for most children and young people with Additional Support Needs transition planning should start at least one year before the date of the planned move.

Dispute Resolution Procedures

You may feel that things are not being done properly to support your child. If you feel like this then the Council has a range of ways to work with you to resolve any issues. You can ask at any time for a copy of the booklet called 'Resolving Disagreements'. This booklet will give you ways to make sure your concerns are listened to and addressed.

Data Protection

The school and the educational psychology service are required to keep records which are, of course, available to you. These records are strictly confidential however both schools and educational psychology are subject to inspection by Her Majesties Inspectors of Education who may look at confidential files in order to make sure children and families are getting the best possible service.

Further Support

The following organisations are able to provide advice, further information and support to parents of children and young people with ASN.

1. Enquire: Scottish Advice and Information Service for Additional Support for Learning

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

Helpline: 0845 123 2303

Email: info@enquire.org.uk

2. Scottish Independent Advocacy Alliance

Website: <http://www.siaa.org.uk/>

Telephone: 0131 260 5380

Email: enquiry@siaa.org.uk

3. Scottish Child Law Centre

Website: <http://www.sclc.org.uk/>

Telephone: 0131 667 6333

Email: enquiries@sclc.org.uk

Promoting Positive Behaviour

We recognise that children thrive and learn best in an environment that has clear routines and a positive, happy atmosphere.

Our PAtHS programme is an important part of our approach to managing behaviour and you can read more about it on the next page. For all age groups it's important to adopt an individual approach. Every child is different and we recognise that sometimes our usual strategies don't work and we have to find out what strategies will work for that child. Parents can often help us with this.

It is especially important for us to work in partnership with parents if a child is experiencing particular difficulties and their behaviour is very challenging. We may then work with the parent to write an individual plan with strategies that we all use consistently and we may discuss the possibility of a referral to the educational psychologist or community paediatrician for advice and support.

If a parent is finding a child's behaviour at home very demanding then we are happy for them to share the problems with us and we will try to help. We can refer parents to programmes such Triple P (8 weeks) or Incredible Years (14 weeks). Both these groups will provide support and guidance to parents who are finding their child's behaviour challenging.

Our Centre has an anti bullying policy, placing the emphasis on our children's welfare and rights. We encourage the children to recognise that everyone is different and everyone is important and we listen to any concerns raised by parents sympathetically.

Health Promotion in our Centre

To achieve their potential children must fully participate in their nursery activities and make a successful transition to school. To do this they must be healthy, attentive and emotionally secure. Health promotion is therefore an important part of our curriculum and our service to families. We hold our Health Promoting School Excellence Award.

Emotional Wellbeing

Providing an environment where children can feel secure and happy is a priority for all staff. They develop warm relationships with the children; recognise and praise their achievements and encourage them to become more independent and confident at play.

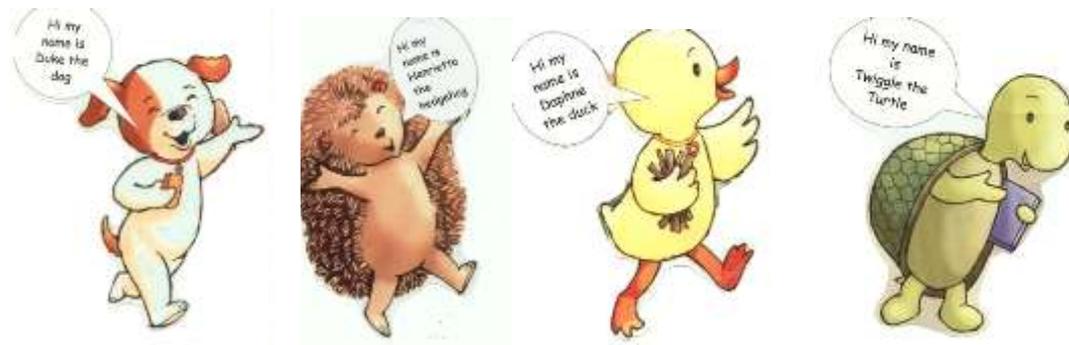
We provide lots of opportunity for warm close contact for individual children with their keyworker or other familiar adults; perhaps cuddling up together to look at a picture book , making nappy changing time fun for our babies or comforting a child who is upset with a cuddle: all these little but important things help children feel safe and secure.

Staff support the children in learning to make friends with others; encourage them to turn take and share and to follow rules.

P.A.T.H.S. stands for Promoting Alternative Thinking Strategies

P.A.Th.S is an important part of our programme for children's personal, social and emotional development. P.A.T.H.S. is integrated into our every day activities but the children also have a Circle Time each week with a focus on particular shared activities. You can see images of the puppet characters from the P.A.T.H.S. programme in the corridor and playrooms. The children very quickly learn the names of the puppets and enjoy listening to and talking with the puppets about their problems and feelings.

Meet the Puppets



We start by practising the skills we need to give good attention in group situations and to turn take with others.

We also have a focus on rules: why we need them and what rules we should have in nursery.

To further boost the children's self esteem each group has a Special Person of the day. Every child has a turn. The children enjoy wearing the Special Person's badge and have special responsibilities on that day

As part of our programme we use a restorative approach where a child has been harmed either physically or emotionally. This allows the child harmed to share their thoughts and feelings and allow the child who has caused the harm to put things right.

Future parts of the programme focus on giving compliments, our emotions and learning to use self controls for behaviour. We will give you regular updates on your child's P.A.Th.S journey.

Parental Engagement

Opportunities for Parents to be involved in the life of our Centre:

- Together we will work together in settling your child into the Centre. Completing your All About Me will give us valuable information to support your child.
- You will receive termly invitations to meet with your Keyworker to plan for your child's next steps in learning.
- Read our termly Newsletters and provide feedback.
- Come along to our PEEP and Curriculum Workshops. Learn more about how the children develop their early reading and writing skills for example or find out more about P.A.Th.S
- Volunteer to help in the playroom. Help with reading stories, baking, preparing art materials, sorting the Lending Library etc.... This is always welcome. You can add your name to our stay and play calendar. We sometimes need extra hands also on children's outings.
- Why not join one of our parent groups. There's a wide range of activities; the groups are relaxed, informal and good fun.

Some of the groups we provide:

Incredible Years

First Aid

STEPS

Knitting

Baking

PEEP - stay and play

Curriculum

Tea and talk

Gardenning

Walking

What the Parents Say about our Groups:

- I've made a close circle of friends that I didn't have before. I appreciate everything the Centre does for me. I know that the staff care about me because they've taken the time to get to know me. You always leave feeling better.
- I would just have stayed at home and done my housework, now I've joined some groups.
- This year has changed me a lot; I've got so much out of it; my nursery bag is full of qualifications now.

- I first joined the football team I felt very unfit and found it hard to breathe. Now I have lost 3 stone in weight and can run around the full 90 minutes feeling fitter all round.
- I loved the STEPS group; it has been a bonding thing! Make it last longer!
- I've learnt lots of things they're very welcoming. The girls are all saying come to this and come to that. My favourite things are the cooking and the arts and crafts

Standards and Quality

We are committed to providing a quality service. The Centre therefore has an ongoing programme of self-evaluation and development. Information on our current Improvement Plan and Standards and Quality Report can be found on display in the Reception Area and in the Parents' Room. Each year there is a programme for in-service training and staff development. There are regular inspections of Early Years establishments by the Care Inspectorate; the inspections are sometimes carried out jointly with H.M.I. Inspectors of Schools. You will be informed of any inspection being carried out in the Centre.

Equality and Diversity

Everyone has the right to be treated fairly and to have the opportunity to fulfil their potential. Fulfilling this fairness and equality is central to the values and aims of North Ayrshire Council and to our Centre.

Our service to children and families is inclusive ensuring that all our children can achieve their potential.

The principles of equality and fairness are central to the policies and development of our service. Treating people with respect, fairly and equally is a core value.

As part of North Ayrshire Council we are opposed to all forms of racism and actively encourage the children to value themselves and respect others

Data Protection

Information on children, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act 1984 and may only be disclosed in accordance with the Codes of Practice. For further information please contact the Centre.

Information in Emergencies

We make every effort to maintain a full educational service but, on some occasions, circumstances arise which lead to disruption. Educational establishments may be affected by, for example, severe weather, power failures or difficulties of fuel supply. In such cases we will do all we can to let you know about the details of closure or re-opening. We will keep you in touch by using letters, notices in local shops and community centres, announcements in the press and on West FM.

Transferring Educational Data about Pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

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

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

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of

individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (www.scotxed.net).

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Making Suggestions or Complaints

It is the policy of North Ayrshire Council to try to encourage feedback on the education service from parents and children. This is part of our overall commitment to giving the best possible service and to working in partnership.

We are therefore very interested in feedback of all kinds, whether it be compliments, suggestions or complaints. We try to keep very open lines of communication with our parents; there's lots of informal discussions at Parent

Groups, keyworkers are available to chat briefly at pick up and drop off times; the Head or Depute will always try to make themselves available when someone wants to speak to them or if they are unavailable they will make an arrangement to meet up with you as soon as possible. You can also fill out a suggestion/complaint slip in reception and leave it in the box provided. All feedback is welcome and helps us to improve our service.

If in particular, you have a complaint about our Centre, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the Home/Centre relationship. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible. If we have made a mistake we will apologise quickly and clearly try to put things right.

There are some things that you should note in relation to making a complaint:

- It is helpful if complaints are made initially to the Head of the Centre. This makes sure that the Centre knows what is going on and has the opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible usually within a day or two but if the issue is more complex it may need more time to investigate. If you are not satisfied with our response then you have the right to take the matter up with the Head of Services at Cunninghame House, Irvine, KA12 8EE (Tel: 01294 324400)
- You should also note that you also have the right to raise unresolved concerns with the Care Inspectorate, your local councillor or MSP/MP

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

Covid19 restrictions

The pandemic has made us all have to adapt to new ways of living and working. Within the Nursery we have a Covid19 risk assessment to minimise the risk of transmission. The main changes are as follows:

- Children and staff are working and playing in bubbles to reduce the number of people they come into contact with.
- Parents/visitors in the Nursery are not permitted unless essential.
- All pre admission visits and settling in will take place in the garden.
- Children and staff are washing their hands on arrival at the Centre and regularly throughout the day.
- Staff will wear masks when not in their bubble.
- Parents/carers will wear masks when picking up/dropping off.
- Children must have their own outdoor clothing as we are not allowed to share jackets etc.

As the restrictions ease we will review our risk assessment and hope that as the year progresses we can continue to welcome parents back into the Nursery.