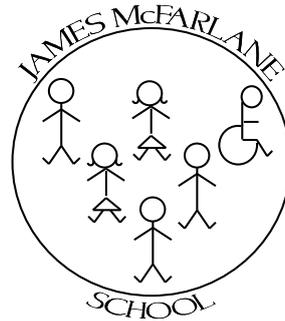


James McFarlane School



EDUCATION SERVICE



Dalry Road
Ardrossan
KA22 7DQ

- Telephone - Ardrossan (01294) 461370
- Fax - Ardrossan (01294) 470225
- E-mail - jamesmcfarlane@ea.n-ayrshire.sch.uk
- Website - <https://blogs.glowscotland.org.uk/na/jamesmcfarlane>
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Handbook 2020-2021

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Head Teacher Introduction

Dear Parents/Carers

The staff and pupils of James McFarlane School extend a warm welcome to all parents. Each person in our school is an important individual and we hope our school will be a happy, caring and stimulating place for all. We need the assistance and co-operation of all parents to achieve this. It is vitally important for your child's education that good, positive communication is established between school and home.

Our handbook is provided to familiarise you with some of the educational, organisational and social aspects of our school. We hope you will find our handbook informative and useful, and that it will both encourage and enhance the partnership which already exists between home and school.

James McFarlane School meets the needs of children and young people who have severe or complex learning difficulties, including intellectual, physical and sensory disabilities.

Our pupils come from an area stretching from Largs in the north to Irvine in the south, and inland to Kilbirnie and Beith. At present the age range is four to eighteen years. The capacity of the school may vary depending upon the number of pupils with specific difficulties and the way in which classes are organised. On average two or three new pupils join us each year. This session we have 34 pupils.

We are continually looking to improve the facilities for our pupils and to make James McFarlane School an attractive, pleasant, working environment for both pupils and staff.

Staff at James McFarlane School are a highly qualified, caring staff who are dedicated to ensuring that your child will develop his or her skills to their full potential. We work to ensure that the time your child spends with us is happy and fruitful.

On behalf of everyone in James McFarlane School I extend a warm welcome to you and to all our new pupils and to their parents.

Should any of your questions be unanswered here, please do not hesitate to contact me.

Kirsty MacPhie

Kirsty MacPhie
Acting Head Teacher

School Day

School starts at 9.25 am for all children and finishes at 3.25 pm. All breaks and lunches are seen as teaching time and are supervised.

School Holiday and In-Service Dates 2021/2022 (Mainland Schools)

Term	Dates of Attendance	Day	Date	Cumulative Holiday / Closure Total	Cumulative Working Days
Term 1	Teacher (In-Service)	Tuesday	17-Aug-21		
	Pupils Return	Wednesday	18-Aug-21		
	Teacher (In-Service)	Monday	20-Sep-21		
	Close	Friday	08-Oct-21		39
Term 2	Pupils Return	Monday	18-Oct-21	5	
	Teacher (In-Service)	Thursday	18-Nov-21		
	Local Holiday	Friday	19-Nov-21		
	Local Holiday	Monday	22-Nov-21	7	
	Close	Wednesday	22-Dec-21		85
Term 3	Re-open	Thursday	06-Jan-22	17	
	Local Holiday	Friday	11-Feb-22		
	Local Holiday	Monday	14-Feb-22		
	Teacher (In-Service)	Tuesday	15-Feb-22		
	Pupils Return	Wednesday	16-Feb-22	19	
	Close	Friday	01-Apr-22		145
Term 4	Re-open	Tuesday	19-Apr-22	30	
	May Day	Monday	02-May-22	31	
	Teacher (In-Service)	Friday	27-May-22		
	Local Holiday	Monday	30-May-22	32	
	Pupils Return	Tuesday	31-May-22		
	Close	Wednesday	29-Jun-22	66	195
22/23	Pupils Return	Thursday	18-Aug-22		

Pupils attendance will be 190 days after deducting 5 in-service days

Communities Directorate

Our Overall Aim

Ensuring our children and young people experience the best start in life.

Our Priorities

- We will create the conditions for our children and young people to access the highest quality learning experiences from ages 3-18.
- We will support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.
- We will offer opportunities to our young people and their families to play a more active role in school life and encourage more participation in learning.
- We will work with all young people to build their resilience, supporting their mental health and physical well-being.

Section 1: School Information

James McFarlane School Vision, Values and Aims

Vision

Working together to be the best we can be.



Values

Aspiration



Respect



Community



We **Aim** to create:-

Successful learners who reach their potential inspired by us (the whole school community) and become confident and empowered individuals

School Ethos

At James McFarlane School we believe that:

We aim to meet the individual needs of each pupil through the provision of a co-ordinated range of professional services and a broad and balanced curriculum which reflects current best practice and promotes curricular innovation and high quality professional development within a safe, caring and inclusive school environment.

In partnership with parents, local agencies and the wider school community, we aim to help all children reach their full potential by being successful learners, confident individuals, responsible citizens and successful learners and take their rightful place in society.

The school's philosophy of education is interpreted in its widest sense: to create a health promoting learning environment for all members of staff and pupils.

Promoting Positive Behaviour

It is the right of every pupil to feel safe and to have access to an appropriate curriculum. It is the right of every member of staff to feel safe and to be supported by colleagues and management.

In our situation, where children have complex support needs, we require to protect vulnerable children and enable children to learn appropriate behaviour in a range of settings. We must at all times strive to maintain the dignity of each pupil. At the heart of our position is the belief that behaviour is a means of communication, and, where behaviour is challenging to the services, pupils should be guided and supported towards a more acceptable means of communication.

To this end we structure individual strategies for each pupil who exhibits 'distressing' behaviours. These are known to all staff and ensure an appropriate and systematic response at all times which is aimed at eventually enabling pupils to gain control of their own behaviour. As with all our approaches, parents are fully consulted about decisions taken regarding promoting positive behaviour.

In the very rare event that our Behaviour Support Policy fails, exclusion would be used as a last resort. It is our policy to recognise that challenging behaviours in our pupils are almost always part of the particular difficulty and / disability. Thus we strive to deal with the behaviour and still value the child or young person.

In accordance with NAC's policy on promoting positive behaviour James McFarlane School uses the CALM Framework (Crisis and Aggression Limitation and Management) to manage and promote positive behaviour in the school.

This is a whole school approach in which all staff are engaged. This training is to keep both children/young people and staff safe.

In line with council policies all incidents of aggression and violence are recorded and also logged with councils Corporate Health and Safety Services.

School Contact Details

Basic Information

Acting Head Teacher – Kirsty MacPhie

James McFarlane School

Dalry Road

Ardrossan

KA22 7DQ

Telephone number: 01294 461370

Email: jamesmcfarlane@ea.n-ayrshire.sch.uk

Present Roll: 34 pupils

Non-denominational

Co-educational

Non Gaelic speaking

Website:

<http://www.blogs.glowscotland.org.uk/na/jamesmcfarlane>

Cluster Schools:

Ardrossan Academy Sorbie Road Ardrossan KA22 8AR	Dykesmains Primary School Simpson Drive Saltcoats KA21 6EX	Stanley Primary School Stanley Road Ardrossan KA22 7DH
Telephone : 01294 461931	Telephone : 01294 822353	Telephone : 01294 462531
Winton Primary School Anderson Terrace Ardrossan KA22 8JP	West Kilbride Primary School Portencross Road West Kilbride KA23 9ES	
Telephone : 01294 464443	Telephone : 01294 822353	

School Staff

Acting Head Teacher:	Miss Kirsty MacPhie
Depute Head Teacher:	Mrs Lesley Ward
Principal Teacher:	
Secondary Department:	
Teachers:	Mrs Emma-Louise Caldwell Mrs Fiona Walton (EYP) Mrs Aileen Bannatyne
Instructors:	Mrs Lorraine Brown
Early Years Practitioners:	Mrs Emma Ward/Mrs Leanne Bennett Ms Ashley Simpson Ms Lorraine Kennedy Miss Rebecca MacKay Mrs Tennille Reilly Miss Claire Dalziel Mrs Fiona Walton Ms Linda Findlay
Classroom Assistants:	Mrs Julie Kinniburgh Mrs Mary Smith Mrs Sandra White Mrs Leeann Hampton Mrs May Moore Mrs Claire Guiney Mrs Linda Kinghorn Mrs Anne Shanks (P.T.) Mrs Deborah Weir (P.T.) Mrs Linda Allison (P.T.) Mrs Jackie Mason (P.T.) Mrs Joanna Blane Mrs Katie Narwal (P.T.) Mrs Jennifer Flynn

	Mrs Rebecca Donnelly Mr Frank Tennant Mrs Ashley Anderson
Primary Department:	
Teachers:	Mrs Debbie Brown Miss Kat McClure Mrs Susan Harkin Mrs Adele Alexander Mrs Gillian McKenzie/Mrs Louise Allan (2 days) Mrs Pamela Muirhead
Non-Teaching Staff:	
Education Assistant (Support):	Miss Lynda Lee
Janitor:	Mr Ronnie Bacon
Catering Assistant:	Mrs Donna Doherty
Cleaners:	Mrs Elizabeth Nixon Ms Susan McDonald

<u>Visiting Specialists</u>	
Educational Psychologist	Mrs Lynne Ferney
Physiotherapists:	Mrs J Monaghan and R Sugden
Speech Therapists:	Mrs E Mair
Occupational Therapist:	Susan Barr
School Chaplain:	Rev Sandy Montgomerie
Community Dentist:	01294 317269
Community Dental Hygienist:	June Festorazzi
School Nurse:	Mrs Laura Nicol

Section 2: School Procedures

School Security

North Ayrshire Council has introduced procedures to ensure the safety and security of children and staff when attending or working in a school. A number of security measures are used including the use of a visitors' book, badges and escorts while visitors are within the school building. Anyone parent/care or visitor at a school for any reason will be asked to report to the school office. The school staff will then make any necessary arrangements in connection with the visit to the school.

It is the policy of the school that any member of staff will approach a visitor and ask for verification of identity. This measure ensures that children work in a safe and protected environment. We appreciate you support in carry out all of the above measures

Positive Relationships

The school expects a high standard of behaviour from its pupils and aims to promote positive behaviour. The relationship between pupil and teacher is like that between child and parent. Both sides must respect each other and see each other's point of view. We use restorative practices where children and staff are encouraged to find a solution to disagreements together.

The school has a code of conduct to ensure the safety and well-being of all and parents are asked to support the school fully in this matter.

Some children may require additional support in relation to their behaviour and the school will work positively with the young person and the parents to ensure positive outcomes are achieved.

Playground Supervision

The Council meets the terms of the legal requirement that pupils be supervised in the playground by at least one adult during the interval or lunchtime in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. In addition in James McFarlane School an adult presence is provided in any teaching base or playroom used by the children at break times, so that no child is ever left unsupervised.

Absence from School Premises at Breaks

Our school policy is that pupils remain under the supervision of staff members at all times of the school day, and only leave the premises on organised outings accompanied by staff members.

It is our policy to request parental permission on an annual basis for local outings, and for outings which are significantly different we request special parental permission for each occasion.

School Dress Code

It is the policy of North Ayrshire Council to support the introduction of a reasonable and flexible dress code in schools in its area. The Council encourages each school to adopt its own code, after consultation with parents and pupils.

The Council believes that establishing a school dress code will have many benefits. These include, improved safety, security, discipline, school and community spirit and a decrease in bullying and in expense for parents.

Our school policy is that our school uniform consists of polo-shirt and sweatshirt in light grey or red, with the school logo on them. It is recommended that comfortable, easily washed tracksuit bottoms are worn with the polo and sweatshirts.

Soiled clothing to be sent home.

Parents are asked to name all items of clothing worn by their children in school.

The Council will support schools in encouraging and helping pupils to stick to the chosen dress code. Some types of clothing will not be allowed at school in any circumstances, for reasons of safety, decency or wellbeing.

Types of clothing which will not be allowed include:-

- Clothes which are a health or safety risk
- Clothes which may damage the school building
- Clothes which may provoke other pupils
- Clothes which are offensive or indecent
- Clothes which encourage the use of alcohol or tobacco

The Council will support schools taking disciplinary procedures against pupils in serious or persistent cases.

Dress Code for PE

For health and safety reasons all children must wear suitable clothing for PE.

Personal Belongings

It is appreciated that parents and pupils are distressed over the occasional loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items of clothing or personal belongings are not brought to school. **Parents should note that the authority does not carry insurance to cover the loss of such items.**

Information in Emergencies

We make every effort to maintain a full educational service but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather and temporary interruption of transport, power failures or difficulties of fuel supply. In such cases, we shall 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, texts, Seesaw (where possible),

NAC website, notices in local shops and community centres, announcements in the press and West FM.

Should you have doubts about deteriorating conditions during the day, it may be advisable to contact the school. Parents should ensure that the school is aware of the emergency arrangements made for their child and have responsibility to update us with contact numbers.

Fire Precautions

Fire drill notices are displayed throughout the school. Fire extinguishers are checked yearly. The janitor checks fire points and emergency lighting weekly and fire drill is practised at least once a term.

Listening and Learning

It is the policy of North Ayrshire Council to try to encourage feedback on the education service from parents and pupils. 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. If you wish to register a comment of any type about the school you can do this by writing, telephoning or making an appointment to see someone. All feedback is welcome and helps us keep in touch.

Occasionally, in a busy school communication can be difficult. If you think that things have gone wrong this is how the school tries to put things right:

Your child's teacher sees them every day and should be the first point of contact if you have general concerns. This can be done by telephone or via the home/school diary/Seesaw.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the home/school 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 and try to put things right.

There are some things which you should take note of in relation to making a complaint:

- It is helpful if complaints are made initially to the Head Teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and need time to investigate. It is therefore helpful if you can give some details of the issue and ask for an early appointment to discuss it.
- If you are not satisfied with our response then you still have the right to take up the matter further with the Head of Service (Schools) at Cunninghame House, Irvine, KA12 8EE (01294 324400)

- You should also note that you have the right to raise unresolved concerns with your local councillor, M.S.P. or M.P.
- Parent Councils have an important role in developing links between the school and the wider parent forum and can often be helpful in dealing with issues of general concern. However, parents are advised that it is not appropriate to raise individual, more personal complaints via Parent Councils due to the need for appropriate confidentiality.

Section 3: Footwear, Clothing, Free School Meals and Transport

Footwear and Clothing Grants

Parents receiving Universal Credit will normally be entitled to grants for footwear and clothing for their children. Universal Credit claimants must earn less than £610.00 per month or £7,320 per annum. However, some parents who still receive Income Support, Income based Job Seeker's Allowance, any income related element of Employment and Support Allowance, Support under part V1 of the Immigration and Asylum Act 1999, Child Tax Credit, Working Tax Credit or Housing Benefit may also still be entitled to grants for footwear and clothing for their children.

Parents who may be unsure whether they can apply should contact the Council on 01294 310000 for further advice.

Information and application forms may be obtained from schools.

Free School Meals

Because eating and drinking are such a vital part of our educational curriculum, all children attending James McFarlane School are provided with a free midday meal. Special diets are available with written confirmation of need from a dietician.

School Transport Policy

North Ayrshire Council has a policy of providing free transport to all primary pupils who live more than two miles from their catchment area school by the recognised shortest safe walking route or through the link attached below:

<https://www.north-ayrshire.gov.uk/Forms/EducationalServices/free-school-transport.doc>

These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

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

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the Council's limits (see above section). It is the parents' responsibility to ensure that their child arrives at the pick-up point on time. It is also the parents' responsibility to ensure that their child behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Misbehavior can result in children losing the right to free transport.

Please see attached link to the Council's School Transport Policy:

<https://www.north-ayrshire.gov.uk/Documents/EducationalServices/school-transport-policy.pdf>

This year the Contractors for James McFarlane School are:

BK Minibuses	Telephone:	01294 231717
Bond Cars	Telephone :	07900 981986
Council	Telephone:	01294 541613
Concord Taxis	Telephone:	01294 465268
Largs Central Taxis	Telephone:	01475 272300
Cumbrae Taxis	Telephone :	07946 346737
Park Road Taxis	Telephone :	01292 861352
Mercedes	Telephone :	077386 37466
BJ Minibuses	Telephone :	07957 949303

If a child is absent from school for any reason it is the responsibility of the parent to inform the transport company.

On any occasion when a parent wishes to have a child collected from school other than by the usual transport we ask that they contact the Transport Hub (Tel: 01294 541615) as well as the school.

Section 4: School Registration, Enrolment and Attendance

Registration and Enrolment

We hope that the first thing you will do is visit our school and have a good look round all the classrooms. We would like you to take your time to meet the Head Teacher and the other members of the management team. If you feel, after your visit, that we will be able to meet the needs of your child then you should speak to your Educational Psychologist who would make the necessary approaches to Education and Youth Employment. The final decision concerning placement rests with the Corporate Director, Education and Youth Employment.

It is the responsibility of parents to educate their child(ren); most do this by ensuring that their child(ren) attends (attend) school regularly.

Moving from Nursery

Prior to pupils starting school the Head Teacher will attend an Inclusion Group meeting. If the decision is made that this school is an appropriate placement arrangements are made with parents and pre-school establishment to arrange induction and transfer of information. **As with mainstream provision, your child is entitled to 7 years in the primary stage and 6 years in the Secondary.**

Attendance at School/Lateness

It is the responsibility of parents of children of school age to educate their child(ren). Most do this by ensuring that their child(ren) attend(s) school regularly.

Attendance is recorded twice a day, morning and afternoon.

Absence is recorded as authorised, unauthorised or temporarily excluded.

Parents should inform the school by letter or telephone, if their child is likely to be absent for some time, and to give the child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents should inform the school by letter, before going on holiday, of the dates. Such absence will be authorised only where certain and very specific family circumstances exist. The majority of family holidays taken during term time will be categorised as unauthorised absence.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted. Such extended absences will be recorded separately from the normal attendance and absence information.

The Pupil Welfare Officer investigates unexplained absence and the authority has the power to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

Section 5: Curriculum for Excellence

Curriculum for Excellence

Curriculum for Excellence (CfE) is the national curriculum for Scottish schools for learners from age 3-18. It aims to raise standards, prepare our children for a future they do not yet know and equip them for the jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents across the country to have access to Glow.

Teachers and practitioners will share information to plan a child's "learning journey" from 3-18, ensuring children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education where every single teacher and practitioner will be responsible for literacy and numeracy – the language and number skills that unlock other subjects and are vital to everyday life. There is emphasis too on health and wellbeing – to ensure that the school is the place where children feel safe and secure.

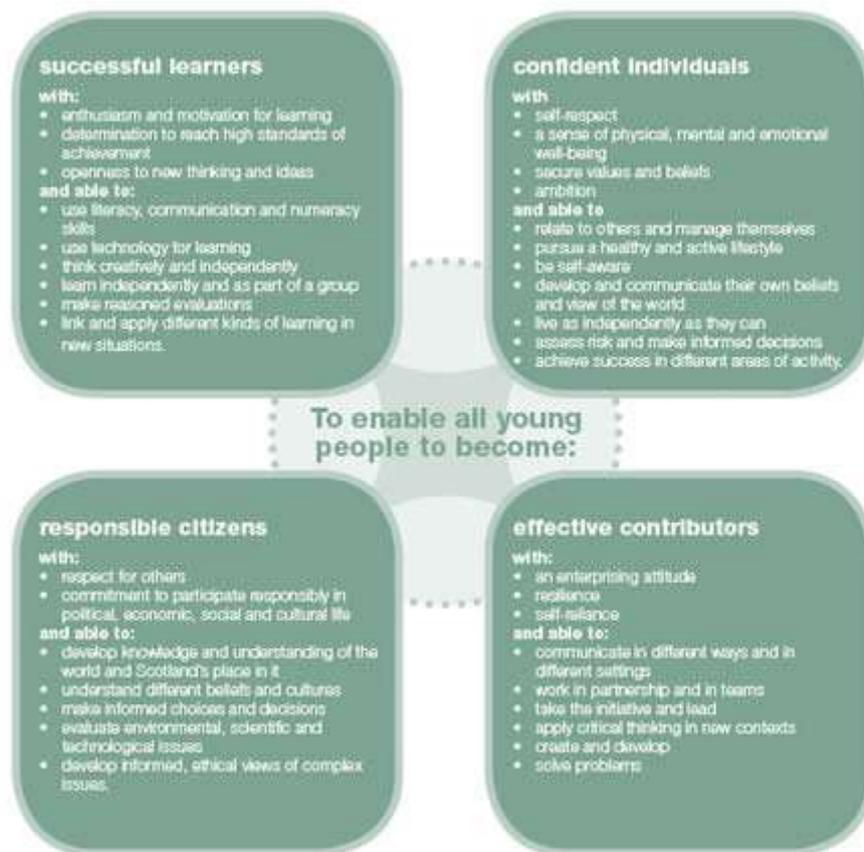
Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom.

It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions, each at their own individual level.

There will be new ways of assessing progress and ensuring children achieve their potential. Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture **successful** learners, **confident** individuals, **effective** contributors, and **responsible** citizens, building on Scotland's reputation for great education.

A Curriculum for Excellence aims to enable young people to meet the four capacities listed.

Curriculum for Excellence: The Capacities



Further information about Curriculum for Excellence and the Experiences Outcomes can be found on the Curriculum for Excellence website.

Our Curriculum

It is essential that an appropriate curriculum is provided for all pupils in James McFarlane as this will assist them to make the fullest use of their potential for learning and will comprise of three essential components:

- A well thought out curriculum for the class/school as a whole
- Individualised Educational Programmes
- Integration of the IEP within the curriculum of the class/school

Personalised learning targets for pupils will be achieved through participation in a set of planned learning experiences through the following contexts for learning:

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

A Curriculum for Excellence is about bringing learning to life and life to learning.

Principles

James McFarlane will provide individualised approaches to the planning and delivery of an appropriate curriculum which reflects pupil needs.

James McFarlane will ensure that all pupils have equality of opportunity to achieve excellence in an environment which values the achievements of individuals.

The curriculum will satisfy the principles of continuity, coherence, breadth, balance and progression. Age appropriateness and relevance should also be considered as guiding principles.

Parents should be actively involved in determining the main curricular priorities for their child and in the evaluation of the effectiveness of such curricular priorities.

All children and young people should have the opportunity to participate actively in decisions about their education and welfare.

The curriculum in James McFarlane will embody the capacities, principles, outcomes and experiences of 'Curriculum for Excellence'.

We will ensure that all of our pupils are:

- safe
- fulfilled and valued
- healthy
- achieving
- active
- respected and responsible
- included

We will provide a flexible and appropriate curriculum which will enable young people to become:

- successful learners
- confident individuals
- effective contributors
- responsible citizens

We will also meet the individual needs of each learner through personalised planning of an appropriate curriculum.

Curriculum content

The curriculum areas which comprise the whole curricular experience for our pupils are now in line with Curriculum for Excellence.

- Languages & Literacy
- Mathematics & Numeracy
- Expressive Arts
- Health & Wellbeing
- Religious & Moral Education
- Sciences
- Social Studies

- Technologies

Pupils will learn and develop their skills through a variety of ongoing projects such as Eco Schools, and Enterprise and through cross curricular topics.

Methodology

Children and young people in James McFarlane are most likely to learn when they are:

- motivated by stimulating tasks which provide opportunities for positive feedback taught in an environment which provides self-confidence and a sense of personal worth presented with tasks and activities relevant to them
- given appropriate support in terms of adult involvement and high quality resources
- presented with programmes of study broken down into manageable steps
- encouraged, whenever possible, to be independent
- involved in group and individual activities
- able to apply knowledge, understanding and skills in practical situations

Specialist pedagogies and approaches include; Structured teaching (TEACCH), Total Communication, Sensory approaches, MOVE (movement opportunities via education) and Intensive Interaction to help children and young people develop the 'fundamentals of communication'.

It is essential that parents are fully involved in their child's teaching/learning process and that skills being developed in school are, where appropriate, carried over into the home.

Parents are actively involved in the determination of their child's annual targets and receive both regular verbal and annual written reports on pupil attainment.

Communication/Literacy

At the earliest stages of development learners will be encouraged to build fundamental communication skills to be able to relate and interact with the world around them.

- Listening and Talking
- Pre-reading/Reading
- Pre-writing/Writing
-

All pupils are encouraged to develop their skills in communication. For some, this will involve the use of alternative and augmentative communication systems eg concrete signifiers (real objects), Makaton signing (which involves signing a word and speaking at the same time), the use of symbol systems (picture or drawings which represent actions or objects) and, for some, assistive technology involving the use of switch systems.

Some pupils may follow a programme which focuses on the development of literacy skills: pre-writing/writing and pre-reading/reading activities, supported by computer technology. This will form the basis of whole class and individual education programmes. Commercial programmes currently used include the Pops Reading Programme.

Understanding and Relating to the Environment/Mathematics and Numeracy

As learners progress they will acquire 'Learning to Learn' skills and develop functional numeracy skills that will help them long-term.

- Number, Money and Measure
- Shape, Position and Movement
- Information Handling

All pupils are encouraged to develop functional mathematical skills, including using numbers in everyday situations, finding out about the properties of shapes, using simple measurements, using money to make purchases within real contexts.

Health and Wellbeing including Functional Movement

- Making choices
- Physical Education
- Physical activity and sport
- Food and Health

Pupils are encouraged to develop discrimination in touch, taste, smell and to develop tracking and location in vision and hearing.

Through the development of play skills and finding out about the world around them, children are assisted to learn about their environment and to develop appropriate patterns of social behaviour.

The development of personal and social development is at the centre of every area of study. Pupils are encouraged to develop appropriate levels of independence in their personal care regimes: eating and drinking, dressing, washing and toileting.

Appropriate social behaviour and respect for self and others is encouraged in every aspect of school life and structured programmes in health education, citizenship and enterprise help prepare pupils to take on more personal responsibility in their own lives.

In physical education the focus is on teaching the pupils fitness and leisure skills as well as water skills and enjoyment of water and pool activities. All children enjoy a weekly session in our own therapy pool. We have had regular input from fitness instructors as part of the 'Active Schools' programme.

Functional Movement

For children who have physical disabilities great emphasis is placed on movement skills and good positioning. Some examples of milestones in the curriculum are: head control, sitting balance, control of involuntary movement, fixation in a good position, facilitated standing and walking. We use the principles of M.O.V.E. (Movement Opportunities via Education) Curriculum which is based on a top down model to teach the skills of sitting, standing and walking. We also work on movement associated with play activities and life skills such as running, jumping, use of large apparatus such as chute and swings and skills for ball games.

The use of the hand is a vital part of learning, so this is an important part of the curriculum for all children with physical disabilities. Important skills are being able to grasp, first using the whole hand and later on the finger and thumb, being able to place an object where required, e.g. on a table or in a box, and being able to work with one or both hands in midline.

For children who do not have physical impairment it is important to consolidate skills such as running, hopping, jumping and to ensure that eye-hand co-ordination is of a high standard.

Other curricular areas include;

Science

- Planet Earth
- Forces, Electricity and Waves
- Biological Systems
- Materials
- Through topic work and eco-awareness, pupils have many experiences and learn a variety of skills in early science.

Technologies

- Technological developments in society
- ICT to enhance learning
- Business Contexts for developing Technological skills (through enterprise)
- Computing Science contexts for developing Technological skills and knowledge.

James McFarlane School is well equipped with the following;

Smartboards, computers and 'Eyegaze' supported by a wide range of software

Switches and switch operated toys

Voice output devices such as Big Macks

Cameras and video cameras

Laptops and ipads

Model making resources

Magic Carpet

Social Studies

- People: past events and societies
- People: place and environment
- People: in society

Pupils experience and learn through topic work, outings and object handling.

Expressive Arts

- Participation in Performances and Presentations
- Drama
- Art and Design

- Music and Dance

Drama includes interacting with others through role-play activities as well as responding to others and expressing feelings through the use of role-play. This includes games like dressing up and playing pretend games as well as more formal activities. At Christmas the pupils from our Primary department present the Nativity and Secondary pupils a summer play. We video many events and make DVDs so that pupils can view themselves and parents have a memento of their child's participation in school events. Such activities encourage memory and communication.

Activities in artwork involve use of crayons, paints, dough, clay, collage materials and in fact anything that has a visual or tactile effect.

Music lessons make use of singing, percussion instruments, wooden 'ethnic' instruments and both live and taped music. We teach pupils to explore sound and music, express their feelings through music and listen and respond to sound and music. Establishing preferences and giving pupils the opportunity to make choices is very important in Expressive Arts.

The school participates where and when they can in art competitions locally and beyond and have been successful with winning entries.

Religious and Moral Education

- Christianity
- Other world religions
- Development of beliefs and values

The school is non-denominational and our religious education programme is built around the complex needs of our pupils.

Integral to the programme is the structuring of an appropriate atmosphere in school whereby the children may be helped to achieve a sense of equanimity and appreciate others. In religious education lessons we use simple themes, religious stories and imagery.

Different world religions are covered, particularly within the sensory curriculum, giving pupils experience of special times and the artefacts from other countries. Different Christian festivals are used to give focus to formal lessons throughout the year.

On a daily basis, children come together with their staff where they consider the good times of their day and sing a prayer of thanksgiving to God. Departmental assemblies take place fortnightly.

Our school chaplain, Rev Sandy Montgomerie visits pupils regularly in their classroom and add an extra dimension to the life of school.

Every month Rev Sandy joins us for the Senior Assembly. At the end of each term and at Harvest time he organises a short service for us, in which he encourages all pupils to take as active a part as possible. Parents are invited to attend these ceremonies.

Withdrawal

Under the terms of the Education (Scotland) Act 1980, parents have the right to ask for their child to be withdrawn from religious observance. The school will deal with such requests with sensitivity and understanding. The head teacher will offer to meet with any parent wishing to withdraw their child to ensure that they are clear about the school policy on religious observance.

In particular, parents should be reassured that the religious observance planned by the school adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families.

Where a child is withdrawn from religious observance, suitable arrangements will be made for the pupil to participate in a worthwhile alternative activity.

Secondary Curriculum

At approximately 11-12 years our learners transition into a Secondary Class. They remain in the Secondary department for 6 full years prior to moving onto a post-school destination. The Secondary department is split into 2 stages: S1-S3 and the Senior Phase S4-S6.

S1-3

Learners in this stage continue to develop skills in the 3 core areas of Communication/Literacy, Numeracy and Health & Wellbeing and through the other curricular areas. Learners have their work formally accredited through ASDAN Transition Challenge programmes. Learning and teaching is set within the five ASDAN Transition Challenge modules which form the framework of the programme.

- Knowing How
- Making Choices
- Taking the Lead
- Feeling Good
- Moving Forward

Contexts for learning are real and meaningful with a focus on lifeskills and everyday living. Learning experiences are also developed and delivered through Interdisciplinary Learning, Enterprise and Citizenship activities, Outdoor Learning and Eco curricular work.

Curriculum S4 – S6

Senior Phase

The Senior Phase prepares learners for life beyond school and emphasis is placed on learners taking on more responsible roles. Within the Senior phase, pupils work on National 1 Qualifications, Personal Achievement Award Framework (bronze, silver and gold awards), ASDAN Towards Independence (where appropriate) and the John Muir Award (Explorer and Discovery).

School/College Links

Where possible S6 learners have the opportunity to attend Ayrshire College for lifeskills or expressive arts. This session they are participating in an art class.

James McFarlane is a partner in the Ardrossan School Cluster. Learners enjoy participating in joint activities and expressive arts projects.

Our learners are involved in the following inclusion programmes:
St. Matthew's for PE/Fitness Suite and Kilwinning Campus College for Art/Mecoco
Kilwinning.

Work Experience

We aim to give our learners an experience of work both through in-house activities and on a short supported placement within the community organised by the Developing the Young Workforce co-ordinator. Enterprise is a good medium for this experience. Our cluster schools facilitate supported work placements where appropriate.

Extra-Curricular Activities

We try to ensure that our pupils take part in as many different activities as possible. We place great emphasis on outings into the community to such things as local shops, restaurants, theatres and public parks. We also make use of indoor bowling facilities and tubing at Newmilns Dry Ski Centre.

Each year some of our pupils enjoy a week's stay at Arran Outdoor Educational Resource Centre.

The staff in Arran make every effort to ensure that the pupils can participate in a range of activities, including orienteering, sailing, canoeing, horse riding and swimming. It is always a great success and new friendships are often forged with a primary school who are there at the same time.



Outings have also taken place to a variety of venues in the course of the year.

Holiday Club

Parents from Haysholm and parents from James McFarlane School have set up a holiday club called The Butterfly Club which will run throughout the summer holidays. Parents have gained charitable status for this club and are working continuously to raise funds for this much needed club.

Health Promoting School

Health promotion is a local and national initiative. The schools (Health Promotion and Nutrition) (Scotland) Bill was introduced on 8th September 2006 and seeks to improve child health by requiring schools to be 'health promoting'.

Pupils are at the heart of Health Promoting schools and are actively encouraged and consulted regarding making healthy choices at snack and lunch times

Regular exercise and full participation in leisure time is also encouraged.

Rebound Therapy/Trampoline

Positive reward systems and the use of incentives are promoted to encourage positive behaviour and raise self esteem.

Health Promotion extends beyond healthy eating and exercise within school and extends to partnerships within the wider community to include: sports development, the use of North Ayrshire facilities, and accessing local secondary schools for P.E. links and active schools activities.

We aim to keep parents informed of Health Education activities within school and welcome involvement in various initiatives that will take place throughout the school session.

The school has received Commitment and Credit awards for health promotion.

Eco-School

The school has an Eco committee comprising pupils, staff, Head Teacher, and a parent. The committee has organised an eco-school project involving re-cycling, energy conservation, and plant propagation. They involve the whole school in a variety of activities. The school has gained Bronze and Silver Awards and achieving our first Green Flag in December 2009. The school has now gained its third Green Flag.

Enterprise and Citizenship

All pupils have taken part in whole school events that promote Citizenship, for example, raising money for Children in Need, Red Nose Day etc. Learners are also involved in Enterprise activities, for example

- Christmas Fayre
- Garden Fayre
- North Ayrshire Foodbank

All projects provide excellent opportunities for teaching literacy and numeracy across the curriculum and in real life settings. These events are also a means for raising funds to donate to worthy causes.

Transitions

Transition between classes and departments in school is planned in order to make the transfer between groups as seamless as possible. Two years before (on occasions possibly earlier) leaving school (in S4) and moving onto adult life (at the end of S6), there is a Transition Planning Meeting held to consider the options for meeting the young person's needs in the future. Thereafter at least one Transition Planning Meeting per year is held so that adult facilities and school can work together to help the transition to adult life. We have recently had very good contact with receiving agencies for our pupils moving into adult services.

Assessment & Reporting

Profiling

Development strengths and priorities of learners who are starting at James McFarlane are assessed using appropriate baseline assessment tools, e.g. PEP 3 and Routes for learning. The assessments, along with information gathered from partners including parents during pre-school assessment and post placement meeting, form the basis for drawing up an individual educational plan for each learner. Parents of Primary 1 children are invited to an IEP meeting where the plan is fully discussed and agreed with them. Additionally information is gathered from parents that forms the basis of the child's wellbeing assessment. At Secondary level, learners are profiled using Pathways to Independence.

Individualised Educational Programme Target Setting

Annual long term targets are set and agreed with parents in June for the next school session in the core areas of literacy, numeracy and health & wellbeing. Targets are based on need and set in a range of functional, relevant naturally occurring contexts to ensure learning is motivating and relevant to learners. For some learners very small progressive targets are set as they are achieved, i.e. weekly or monthly. Individualised targets are developed in line with the outcomes and experiences of a Curriculum for Excellence.

On a day to day basis staff communicate with parents through the home-school diary, and they will frequently ask parents to try a particular activity with their child. If appropriate some children will have more formal homework sheets to complete with the help of their parents.

We recognise that, for many of our pupils and their parents, homework will consist of us following shared aims and methods in helping our pupils master the everyday activities of learning to feed and dress themselves, learning to sit, stand and walk and learning how to express their needs and react appropriately to the needs and demands of others.

Assessment and Co-ordinated Support Plans

Prior to and on admission to school, children are assessed by different specialists involved with the child, including the psychologist, physiotherapist and speech therapist as well as educational school staff.

The Head Teacher may see parents privately to talk about their child. After a period of approximately 6-8 weeks and from these assessments a draft individualised educational programme/personal learning plan is devised. Parents are given a copy of their child's targets and asked to discuss it with staff at the first parent evening of the session, so that, once the final programme is agreed upon, school and home are working towards common goals.

Once a programme is under way, assessment is continuous, and re-adjustments are made whenever necessary. Teachers track learners' progress within the IEP.

At the annual review meeting we will consider the pupil's progress, whether their placement in school is still an appropriate one and whether the pupil's Co-ordinated Support Plan (where appropriate) is up-to-date.

Achievement

Achievement is celebrated and evidenced through wall displays, learning journey files and digital books or power points depicting achievements. Most learners are involved in celebrating their learning and showcasing achievements during assemblies and annual review meetings where appropriate.

Monitoring, Evaluating and Reporting

Achievement of individual targets and impact of the planned curriculum is evaluated and reported on at the end of each term. Parents can expect to receive a Term 1 and Term 2 Report along with a final End of Year Report. Annual review meetings are held cyclically involving all agencies involved with the child and parents to discuss progress made and share concerns (if any).

During the review multi-agency input (e.g. Physiotherapist, Occupational Therapist) is taken into account and this information is included in the updated plan for the learner. Views from parents/carers are included and also incorporated. All information relating to the child is updated and shared with parents/carers following the review meeting.

Where possible learners are encouraged to participate and gain an experience of peer and self assessment of their learning. Most learners with agreement from parents attend their annual review meetings to celebrate their learning using their preferred method of communication. Technology supports this.

ASDAN and national 1 work is subject to rigorous and robust moderation, internally, at Authority level and Pan-Ayrshire, to ensure a national standard is being met.

Parent's Evening

We work closely with parents and encourage them to be involved in their child's education. At the start of the school session we invite parents into school to discuss learner progress and to identify partnership/homework activities. In June, progress on current priority targets is discussed along with the proposed focus for next session's targets. Parental involvement in this planning is invaluable.



Stall at the Garden Fayre



Staff and Pupils at the Garden Fayre

Links with the Community

We are grateful that many local organisations, societies and businesses are involved with fund-raising to help buy specialist equipment and support our minibus costs and outings in the community.

Our pupils use the minibus daily to access community facilities such as library, shops, cafés, bowling, swimming and local parks. We have had visits from staff from local businesses and individual friends in the community. This helps to build relationships between our pupils and the wider community.

Students

We offer training places to students from various colleges. Our students come on varying lengths of placement and get to know our pupils very well.

This session we have had several probationer teachers to visit.

Volunteers

We are fortunate to have the services of volunteer workers. One, in particular comes along regularly several times every week to help in the classrooms, in the therapy pool and on outings. They are a great asset to the school and our pupils benefit tremendously from their help and support.

Respite Care

Many of our pupils use Muirfield Place, Kilwinning which offers short-stay care for children with severe and complex support needs. A stay is usually for 3 to 4 days. Every child is warmly welcomed to the house with the staff ensuring that the child's needs are well met. Activities are planned with the young person's likes and dislikes taken into account. Often children are accompanied on their stay by a school friend.

Staff from Muirfield Place liaise closely with both home and school, and some have received informal training in our school setting.

This facility is available for children from 6 to 18 years of age.

If any parent or carer would like to know more about the service offered at Muirfield Place, then please 'phone on 01294 257164 where the care staff will be happy to answer any question

Some pupils use Lisalanna, Cumnock.

Several parents make use of a shared care scheme, whereby their child spends occasional weekends with another family. Care Partners and IMPACCT are other facilities which some families access. Often great friendships are built up between the shared carers and the families.

Information about other respite arrangements may be obtained from your local Social Work Department.

Section 6: School Improvement

Our Main Priorities for 2020/2021

Directorate Priorities	We are reducing inequalities and delivering improved outcomes for children and young people	High quality learning and teaching is taking place in all our establishments	Self-evaluation and performance improvement are embedded throughout our schools and central support teams
School Priorities	<ul style="list-style-type: none"> Continuation of a culture based on GIRFEC and use of wellbeing indicators to drive improvements and improve outcomes for our children and young people. 	<ul style="list-style-type: none"> To continue to develop and embed creative, active and communication rich approaches to teaching and learning for learners with severe and complex additional support needs. 	<ul style="list-style-type: none"> To continue to develop effective approaches to moderation of BGE developing staff's understanding of assessment and shared standards.
High Level Objectives	<ul style="list-style-type: none"> To continue to develop practice in line with the new Children's Act Scotland (2014). To continue to embed nurturing and relationship based approaches to promoting positive behaviour. 	<ul style="list-style-type: none"> To develop a shared understanding of what constitutes high quality learning and teaching for children with severe and complex needs. To continue to embed communication rich pedagogies in all classes ensuring consistency across the school To augment the use of digital technology across the school and further develop active learning approaches (PEF funding) To develop a core induction programme and mentoring for new and less experienced staff and increase opportunities for all staff to access high quality CLPL 	<ul style="list-style-type: none"> To further develop and embed processes for tracking, monitoring and evidencing progress. To pilot Education Scotland pre- early level benchmarks to monitor and track progression of learners.

Policies

The school's policies are currently available in hard copies from the school office. These will be available on the school website in due course.

Authority Education policies can be found on the North Ayrshire Council website.

There are a number of National, North Ayrshire Education and Youth Employment and School policies which will provide information on a range of issues. Further details of all of these are available from the school. We hope to have the school policies on the school website in the near future.

The following is a list of policies which may be most relevant to you and your child although this is not an exhaustive list:

- Information and Communications Technology in Schools
- Protecting North Ayrshire's Children
- Support for Children with Long-Term Absence from School
- Exclusion from School

- Inclusion: Additional Support for learning Procedures
- Speech and Language Services
- Participation of Pupils with Challenging Behaviour in Off-Site Activities
- Administration of Medicines and provision of personal care to Young Persons
- Parental Involvement Strategy
<http://www.north-ayrshire.gov.uk/Documents/EducationalServices/ParentalInvolvementBooklet.pdf>
- School Transport policy
<http://www.north-ayrshire.gov.uk/Documents/EducationalServices/SchoolTransportPolicy.pdf>
- Anti-Bullying Policy
<http://www.north-ayrshire.gov.uk/CommunityLifeAndLeisure/ServicesAndAdviceForYoungPeople/Schools-BullyingAndHarassmentPolicy.aspx>
- Providing Intimate Care for Children and Young People with Disabilities- National Guidelines for Schools

Section 7: Support for your Child

Equalities

In line with North Ayrshire Council policy, educational provision is open to all pupils, regardless of sex, age, religion, race, disability or any other potential barrier and all reasonable measures will be taken to ensure that the curriculum is available to every child. Schools also have a duty to promote equality and to eliminate racist and other discriminatory behaviours.

Equality Act 2010

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler and also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

The duties set out in Chapter 1 of Part 6 of the Equality Act apply to all schools. These provisions protect pupils at the school and in the case of admissions, those applying or wishing to apply for admission. Former pupils are also protected from discrimination or harassment.

Guidance on the Act and its requirements for schools in relation to the provision of education can be accessed via the Scottish Government website via here:

<http://www.gov.scot/Publications/2012/02/7679/3>

Additional Support for Learning

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.

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.

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.

Detailed advice on transition planning is provided in the Supporting Children’s Learning Code of Practice, which can be accessed at the following link:

<http://www.gov.scot/resource/doc/348208/0116022.pdf>

Dispute Resolution Procedures

If you feel that things are not being done properly to support your child 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.

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: **0345 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

Getting It Right for Every Child – Ensuring their Wellbeing

The Children and Young People (Scotland) Act 2014 puts children and young people at the heart of planning and services and ensures their rights are respected across the public sector. It seeks to improve the way services work to support children, young people and families.

- The act ensures that all children and young people from birth to 18 years old have access to a Named Person.
- The act puts in place a single planning process to support those children who require it.
- The act places a definition of wellbeing in legislation.
- The act places duties on public bodies to coordinate the planning, design and delivery of services for children and young people with a focus on improving wellbeing outcomes, and report collectively on how they are improving those outcomes.

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. The wellbeing of children and young people is at the heart of *Getting it right for every child*. The approach uses eight areas to describe wellbeing in which children and young people need to progress in order to do well now and in the future.

The eight indicators of wellbeing

<i>Safe</i>	<i>Healthy</i>	<i>Achieving</i>	<i>Nurtured</i>
<i>Active</i>	<i>Respected</i>	<i>Responsible</i>	<i>Included</i>

Why have to get it right for every child

Education and Youth Employment must safeguard, support and promote the wellbeing of all children and young people and address need at the earliest opportunity. These functions are the responsibility of schools and establishments and those who work in them and with them. All who work in Education and Youth Employment and in partnership with Education and Youth Employment have a responsibility to ensure the wellbeing of North Ayrshire's children and young people.

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

Child Protection

The Education and Youth Employment Directorate has a fundamental duty to contribute to the care and safety of all children and young people in North Ayrshire. In fulfilling this duty, the service must engage in close partnership with parents/carers and relevant agencies, primarily the Health and Social Care Partnership and where appropriate the Scottish Children's Reporter's Administration. The Service will work in partnership with a number of levels within the establishment or school within the cluster or local area and through Integrated Children's Services and Community Health Partnership.

The Standard Circular entitled, "Protecting North Ayrshire Children" provides guidance for policy and practice within all educational establishments. The Council is one of the key partners in the North Ayrshire Child Protection Committee, a multi-agency group which takes the lead role in ensuring that our children and young people are cared for, protected from harm and grow up in a safe environment.

Each school has a named Child Protection Co-ordinator who is the main point of contact for school staff and for external agencies seeking contact with the school on child protection matters. There is an extensive staff-training programme available to staff and, in addition, at the beginning of each school session all staff receive an update on child protection policies and procedures.

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.

Only in exceptional circumstances would it be deemed lawful to proceed to consider alternative educational planning for a child or young person.

The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act, October 2002, requires local education authorities to prepare and implement accessibility strategies to improve, over time, access to education for young people with disabilities. Access covers:

- The physical building and grounds
- The curriculum (both formal and informal)
- Information on any educational planning that might affect the child's/young person's education

The Education (Additional Support for Learning) (Scotland) (2009) Act sets out certain duties on local education authorities and confers certain rights on children and their parents. These duties include the need to:

- Identify, assess and address the need for additional support for any child or young person failing to benefit from school education, for whatever reason
- Seek and take account of the views of the child or young person on issues relating to their education
- Engage in helpful partnership working with parents/carers and staff from other agencies

These are the various pieces of legislation that support the right to inclusion and that define the main features of that right.

Psychological Services

The Educational Psychology Service in North Ayrshire is part of and contributes to the strategic objectives of Education and Youth Employment by improving outcomes for children and young people. Educational Psychologists work together with parents, teachers and other professionals to help children and young people make the most of their lives, within educational settings and the wider community. Educational Psychologists are involved in working with individuals where there is specific need, but also have a significant role in offering training, support and consultation to education establishments on a wide range of issues.

Your child's school/ Early Years Centre has a system of staged intervention for identifying, assessing, monitoring and reviewing the ongoing progress of all children and young people. As part of this wider system, each school and authority early years centre has a link educational psychologist.

When concerns arise about a particular pupil, the school/ centre takes action to address these concerns. If the concerns continue, despite the implementation of appropriate strategies, the school/ early years may have an informal discussion with the educational psychologist to ask for general advice and/ or consider possible involvement.

If needed and with your consent, a consultation meeting involving the educational psychologist can be arranged. This may be a one off consultation, or may lead to longer term involvement. If the work is longer term, the exact involvement of the educational

psychologist will be discussed with you. Through this process the educational psychologist can, if required, contribute to the ongoing assessment and support for your child. The educational psychologist will remain involved while there is a specific role for them within the collaborative process.

Find out more:

<http://www.northayr-edpsychs.co.uk/>

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.

Medical and Health Care

The school receives regular visits from the Staff Grade Paediatrician, Dental Hygienist and Community Dental Officer. We also receive a service from our School Nurse.

Every child has an annual medical examination and at least an annual dental examination. Parents are given notice of these and should attend medicals.

The Dental Officer will provide routine dental treatment in school if this is considered the most appropriate option. He will also provide emergency dental treatment in school on request.

All examinations are carried out by Ayrshire and Arran Health Board staff.

The school **MUST** be notified of any medication which a child is receiving and any special handling techniques, as well as any symptoms which are particularly significant for an individual child.

We **MUST** also be notified of any drugs that are prescribed whether or not they are administered during school time, and any allergies a child has.

It is essential that an alternative address be given for a responsible person to receive the child in cases of emergency such as sudden illness.

If a child becomes ill during the day he or she will generally be cared for until home time and parents informed by telephone. If illness is serious appropriate medical help will be sought or the child taken home, whichever will be most appropriate.

If your child requires regular medication during the school day, it will be necessary to meet with the Head Teacher, and community medical staff to agree a health care plan. Medication cannot be administered at school until the staff have had appropriate training.

Section 8: Parental Involvement

Parental Engagement and Involvement

[North Ayrshire Council Positive Family Partnership Strategy](#)

[NAC Parental Involvement Strategy](#)

All schools have clear systems in place for communicating with everyone in the parent forum. Communications with parents are clear, jargon-free, specific and easily accessible. A variety of methods and approaches are used by schools to communicate with the parent forum including face to face, traditional communication methods and digital media e.g. Twitter. Considerations will always be given when communicating with parents who have literacy, language and communication challenges.

Schools ensure that parents know who to contact when they wish to discuss their child's learning or wellbeing and will seek to provide a private space for such discussions and make sure parents are given adequate time and support. Consideration will be given to family circumstances.

Parents are welcome to contact the school at any time to arrange an appointment to discuss any matter with the class teacher, Depute Head, or Head Teacher. New families are welcome to contact the school and request a suitable visiting time at any point throughout the session

Parent Council

Every parent who has a child at our school is a member of the Parent Forum. The parent council is a group of parents who have chosen to represent the parent forum. As a member of the Parent Forum, each parent can expect to:-

- Receive information about the school and its activities;
- Hear about what partnership with parents means in our school;
- Be invited to be involved in ways and times that suit you;
- Identify issues you want the parent council to work on with the school;
- Be asked your opinion by the parent council on issues relating to the school and education it provides
- Work in partnership with staff; and
- Enjoy taking part in school life in whatever way possible

The type of things the parent council may get involved in include:

- Supporting the work of the school;
- Gathering and representing parents' views to the Head teacher
- Promoting contact between the school, parents, pupils and the local community;
- Fundraising and organising events;
- Reporting to the parent forum; and
- Being involved in the appointment of senior promoted staff.

The Parent Council is a group of Parents who meet with the Head Teacher throughout the year. They are there to inform the school and to work with the school more closely in taking it forward.

Parent Council Members are:

Chairperson:	Treasurer:	Members: Laura Le
Natasha Howard	Eryn Ironmonger	Carol Caven
		Penny Moore

Please feel free to contact these parents if you would like them to bring something to the school's attention.

The Parent council provides support for a wide range of school activities both educational and social, and is a means by which parents can become more deeply involved in the life of the school.

It also provides the opportunity for parents and staff to meet informally to discuss wider educational issues as well as the specifics within James McFarlane School. We appreciate that not all parents can attend meetings however if we work together we can ensure that your child benefits from a positive school / home partnership.

Parent Council Money - What is it spent on?

- Extra equipment for the school
- Donations towards the cost of school trips and parties
- Activities specifically designed to promote parental engagement.

What can you do?

- Support all functions
- Give help whenever possible
- Suggest new ideas
- Offer to serve on our committee
- Come along to our Annual General Meeting (the date will be sent to you in a newsletter)

Since every child benefits from the work of the Parent Council please give the support it deserves.

Home School Links

We firmly believe that we must work with parents as our partners for children to gain maximum benefit from their school day. We foster close links with the home, especially through home-school diaries, in which staff write a brief summary of what has happened during the day. We ask that parents also write on a daily basis and let us know what is happening at home.

We hold parent-staff meetings across the year but you are welcome to arrange an appointment to meet with the teacher if you wish an update before these.

We have the services of a Home Link Worker who can receive referrals relating to any family with the family's permission.

We also aim to send out a regular newsletter to parents so that, even if it is difficult to come to meetings, parents are aware of the many events taking place during the school year.

For some of our children and young people it can be confusing for parents/carers to come into their class due to the nature of their needs, therefore teaching staff are using SEESAW as a way of sharing learning with home. It is important **that you contact** the school office **prior** to taking your child to class.

Summary of Times for Contact with Parents

TELEPHONE:	01294 461370 any time between 8.30 a.m. and 4.00 p.m.
HOME-SCHOOL DIARY:	Emailed daily between staff and parents/carers
LETTERS:	School newsletter and memos distributed to parents regularly.
VISITS:	<ul style="list-style-type: none"> • We have an 'Open Door' policy for parents and they may come to school any time between 9.00 a.m. and 3.30 p.m. However it is preferable to arrange an appointment if any formal discussion is required. • The Head Teacher and individual staff members will visit the home as requested.

Section 9: Pupil Data Collection and Protection Policies

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

Appendix 1: Important Contacts

Mr Craig Hatton
Executive Director (Education and Youth Employment)
North Ayrshire Council
Cunninghame House
Irvine
KA12 8EE
01294 324411

Caroline Amos
Head of Service (Schools)
Educational Services
North Ayrshire Council
Cunninghame House
Irvine
KA12 8EE
01294 324416

Andrew McClelland
Head of Service (Inclusion)
Cunninghame House
Irvine
KA12 8EE
01294 324467

Strategic Plan 2019-20: ASN CAMPUS

School Priorities	We will prioritise leadership of change as a key focus and Implement a culture of leadership at every Level	We will support the wellbeing of the whole school community to ensure an effective transition to the new campus	We will raise attainment and achievement	We will ensure a communication for all approach is visible consistently across the campus
High Level Objectives	<ul style="list-style-type: none"> • We will implement an Operational Plan to fully support the transition to the new school. • We will consult with all stakeholders to establish our vision, values and aims for the new campus. • We will work in partnership to create the highest quality environment and a re-structure of school day. • We will develop collegiality and staff confidence through professional learning to ensure the needs of children and young people are met. • We will establish a school leadership team and establish and sustain supportive leadership and management channels. • We will develop consistent core policies and procedures to ensure robust approaches to Quality Assurance are implemented to ensure evidence is used to drive change. 	<ul style="list-style-type: none"> • We will develop a consistent approach to Health and Wellbeing which ensures consistent guidance and strategies are in place to embed the principles and practice underpinning Nurture. • We will establish effective transition arrangements for children and young people, staff, partners and families. • We will ensure all children and young people have a voice in the amalgamation process. • We will engage parents, carers and families actively in supporting children's learning, attainment and achievement. 	<ul style="list-style-type: none"> • We will develop consistent, effective systems to inform judgements on how well children and young people are progressing in learning. • We will gather and collate data and evidence about learning and progress to ensure that our children and young people are receiving an appropriate level of challenge in the best learning environment possible. • We will implement effective collegiality to develop effective approaches to planning, pedagogy, moderation and assessment. • We will develop and implement a rationale for a curriculum which takes account of our unique context to ensure children and young people receive their full entitlement to a broad and general education. • We will enhance the number of young people achieving national accreditations by developing and broadening the curriculum and developing tailored progression pathways. 	<ul style="list-style-type: none"> • We will build staff confidence through professional learning so that they are able to communicate with all children and young people across the campus • We will ensure that all children and young people have detailed profiling to ensure that learning is well-differentiated and needs are fully met • We will develop and create a communication rich learning environment • We will ensure a strong pupil voice in line with the UNCRC. • We will work in partnership with our families to ensure a consistent approach across both home and school • We will implement and embed communication rich pedagogies to raise attainment in literacy