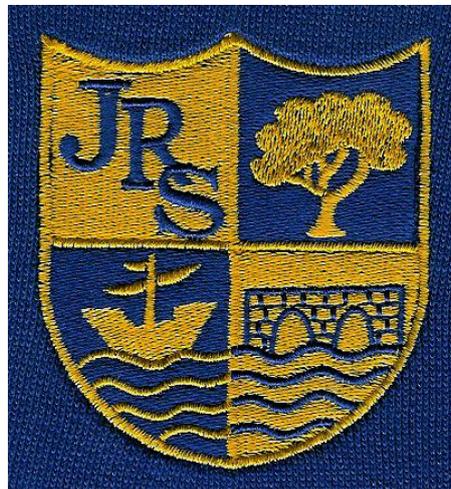


James Reid School

North Ayrshire Council



Handbook Session 2020-21

Primrose Place
Saltcoats
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Head Teacher Introduction

Welcome to James Reid School. The purpose of this handbook is to provide you with key information about our school which will assist you in working alongside our staff as you support your child on their journey throughout school.

Our aim is to help our children to reach their full potential through a forward thinking, motivating and inclusive curriculum which meets every pupil's needs. The culture of James Reid School is vital and we promote achievement, respect and inclusion, which is reflected in our vision & values and we try to model and live these values as a community on a daily basis.

Providing a nurturing environment and building warm relationships which support our children and young people is at the centre of all of our planning, teaching and learning and informs everything we do.

We understand the importance of pupils' wider lives and we create the widest possible range of opportunities & experiences for parents and carers to get involved in the life of our community and become an active part of your child's education. We are proud of our school community and we always believe that we can achieve more and extend your influence.

Underpinning our values is a strong belief in the importance of relationships: reflected in our understanding of behaviour as a form of communication in our work with your child; between staff in fostering positive relationships and at all levels in our communication with parents & carers.

Above all, our desire is to be open and provide you with every opportunity to participate and witness your child flourish and become more independent.

John Hamilton

(Head Teacher)

Communities Directorate

What we want to achieve

Our Overall Aim

Ensuring people have the right skills for learning, life and work.

Our Priorities

- We are reducing inequalities and delivering improved outcomes for children and young people
- High quality learning and teaching is taking place in our establishments
- Self-evaluation and performance improvement are embedded throughout our schools and central support teams
- Levels of attainment and achievement are improving for all learners
- High numbers of our young people are entering positive and sustained post-school destinations

Section 1: School Information

School Contact Details

Primrose Place

Saltcoats

KA21 6LH

Telephone: 01294 467105

Fax: 01294 470702

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

NORTH AYRSHIRE COUNCIL

Education Service

School Holiday & In-Service Arrangements: 2019/2020

Term	Break	Dates of Attendance		Cumulative Holiday Total	Cumulative Working Days
Term 1	Teachers (Inservice)	Fri	16 Aug 2019		
	Pupils return	Mon	19 Aug 2019		
	Teachers (Inservice)	Fri	20 Sept 2019		
		Mon	23 Sept 2019		
	Close	Fri	11 Oct 2019		
Term 2	Teachers (Inservice)	Mon	21 Oct 2019	5	
	Pupils return	Tues	22 Oct 2019		
	Local Holiday	Fri	15 Nov 2019	7	
	Local Holiday	Mon	18 Nov 2019		
	Close	Fri	20 Dec 2019		85
	Re-open	Mon	6 Jan 2020	17	

Term 3	Mid Term	Local Holiday	Fri	7 Feb 2020	
		Local Holiday	Mon	10Feb 2020	
		Teachers (Inservice)	Tues	11 Feb 2020	
		Pupils return	Weds	12 Feb 2020	19

143

		Teachers (Inservice)	Fri	3 Apr 2020	29
		Close	Mon	06 April 2020	
Term 4		Teachers/ Pupils Return	Mon	20 April 2020	31
	May Day	Close	Mon	4 May 2020	32
		Close	Fri	8 May 2020	
		Close	Mon	25 May 2020	
		Teachers (Inservice)	Tue	26 May 2020	
		Close		26 June 2020	67
					187

Session 2020/21	Teachers (Inservice)	Mon	17 Aug 2020
	Pupils return	Tues	18 Aug 2019

Pupil's attendance will be 187 days after deducting 7 in-service days.

School Staff

Classroom Assistants

Ms H Niblock
Mr A Wilson
Mrs A Templeman
Miss N Battersby
Ms E Nunan
Ms P Simpson
Ms M Boyle
Mrs J Elder
Mr A Green
Ms N Houston
Ms Donna Irvine
Ms L Milne
Ms S Russell
Mr A Wilson
Ms Simone Welsh

Teaching Staff

Miss S Donnelly
Mrs A Judge
Mrs A Kelly
Ms W Mahdi
Ms L McCreadie
Ms J Milne
Ms J Perritt
Miss L Smith
Ms H Speirs
Mr W Stewart

Management Team

Mr J Hamilton, Head Teacher
Ms P McIntosh, Deputy Head Teacher
Mr S Babington, Principal Teacher

School Committees

As well as the parent council, which is a key part of how we plan for progression, we also have other groups which support and contribute to developments & discussions as well as offering advice.

Pupil Voice Committee

The committee meets every week and as well as comprising elected members (by the student body at open elections) there are also guest / co-opted pupil members. Students are encouraged to participate and taught to embrace the principle that they have the ability to influence the future direction of their school. Our aim is to ensure that all pupils have the opportunity to take part, give their views and be included, whether elected to the committee or not.

James Reid is an inclusive school and we will take every step to continue to improve communication and increase participation rates both within and beyond the school.

James Reid's Vision & Values

Our vision is to provide a warm, nurturing environment where staff and students work together as a team in creative contexts to support our children & young people in becoming confident, effective members of their own community and wider society. We aim to exemplify our shared values of fairness, equality & equity and high expectations in our daily practice. We recognise the uniqueness of every person and are dedicated to supporting each individual in their personal journey to achieving excellence through independence.

Curriculum Rationale

Building the Curriculum 3 describes the curriculum as, "the totality of all that is planned for children and young people throughout their education."

James Reid's curriculum is designed to meet the needs of every pupil, by providing key skills development pathways which reflect the specific needs of each individual. All pupils have access to educational experiences that allow them to develop and extend their understanding in the core areas of Literacy, Numeracy and Health & Wellbeing with Emphasis on wider learning and ensuring varied contexts for skills development, including accessing the local community in order to support practical skills and development of social abilities.

"Working in partnership and in teams, making informed decisions and evaluating environmental, scientific and technological issues" Building the Curriculum 5

All pupils have timetabled weekly opportunities to experience outdoor learning (Sustainability); extend their understanding of technology and social media in real life contexts (Digital Skills); widen and deepen independence & HWB skills in the context of practical, enriching experiences (Food and Health Skills); build social skills in

therapeutic contexts (brick therapy & rebound therapy) and make choices and influence decisions within their school.

James Reid Teaching & Learning Policy

Introduction

At James Reid school we work as a community to ensure that our values are reflected in our vision and curriculum rationale: above all we believe in the power of learning, the right of all individuals to high quality / enjoyable experiences and the duty placed upon us as educators to seek continuous improvement both at individual and whole school level. Improving learning is a process of understanding and requires patience, a desire to provide support & challenge and, the courage to make changes & progress in the context of self-evaluation.

We recognise the unique aspects of our context and the very high levels of deprivation which many of our children and young people experience. Consequently, we are committed to ensuring that we close the experience gap for our children and young people and provide access to the widest possible range of practical experiences which build key skills and foster independence.

Effective Learning and Effective Teaching: Relational Pedagogy

We believe that relationships underlie progress and improvement across staff; between staff and pupils; in our communication and sensitivity towards the needs of parents. It is through these relationships that we demonstrate our commitment to building our shared vision which values the rights of children and strives to achieve equity and equality.

The development and active nurturing of emotions within secure relationships is encouraged at James Reid and we view the process of developing self-knowledge and awareness as key in supporting our children and young people's practical / thinking skills towards developing increasing independence. Health & Wellbeing are central to our curriculum and we are committed to ensuring that future planning places the physical, mental, social and emotional needs of our whole community at the centre of our planning. We firmly believe that placing health and wellbeing at the core of our mission will ensure:

- Improvements in pupil learning in the core areas and wider opportunities for application of knowledge, skills development and increasing independence

- A more targeted approach to meeting individual pupil needs, which places Health and Wellbeing and the need to develop independence in focus

- That we are aware of our training needs and focus these in a manner which improves our understanding of additional support needs, so that we continually seek to improve our understanding of every individual

- We strive to create an environment in which sharing knowledge is facilitated and teachers take individual responsibility for their own learning in order to better understand and meet pupil needs

- Focus on reducing anxiety and adopting an approach which is nurturing and sees progress as specific to the individual and definable only in the context of each individuals' unique developmental pathway and phenomenological frame

- All behaviour is understood as a form of communication and behaviour is not viewed as something to be managed but rather an expression or desire to express some sentiment or feeling which can only be understood within the context of relationships. The requirement for complex reward systems or for whole school behaviour modification protocols are not deemed useful or necessary and these techniques are used sparingly and only ever in situations where observation has identified a clear benefit over a targeted time period

“The development of a warm, secure and trusting relationship between child and adult is the cornerstone of the educational approach” Clark 2000

- We believe that children learn better when motivated and that a key role of the teacher is to provide access to stimulating experiences: working in partnership with children & young people to explore themes and topics in organic ways based on simple, flexible and straightforward planning

We also undertake to treat every pupil with respect and to live our values and demonstrate professionalism by pledging to undertake a number of simple

actions on a daily basis: arriving at the classroom before pupils and waiting at the door with a warm greeting such as a smile, an acknowledgement or a fist pump; focus attention on the positives and provide immediate, individualised praise for positive efforts; we adhere to the motto “Praise in public, question in private” (although we recognise that some of our students need praise to be managed in individual ways); every lesson starts with a clean slate

- Our approach is positive and we believe in the need to create situations in which a sense of achievement is fostered in all individuals in order to increase self-efficacy and improve outcomes

“Self percepts of efficacy influence thought patterns, actions and emotional arousal. In causal tests the higher the level of self-efficacy, the higher the performance accomplishments and the lower the emotional arousal” Bandura 1982

Promoting Positive Use of the Safe Space

Safe Spaces

Our aspiration at James Reid School is to ensure that the Safe Space resource is used in a positive manner and in line with individual pupil needs. The space should fulfil a number of functions, but above all it is an area where the nurturing principles of our school are applied in supporting communication, developing relationships and fostering self-regulation.

Practical Use

The safe space is used for a variety of reasons and always as a planned resource to support the specific needs of the child or young person and is part of a range of strategies and relationship approaches outlined in pupils’ Individual Support Plans. Some of these uses are:

- *Sensory storytelling or experiences
- *Structured play
- *Hand massage
- *Intensive interaction
- *Building communication competence

- * Reducing anxiety
- * Providing a focused space for relationship development
- * Developing skills around self-regulation

Functional Use

The safe space is a fantastic support for children of all ages and with a variety of support needs. In exactly the same manner as any teaching resource we aim to equip pupils with the skills to use the Safe Space in more targeted, proactive and effective ways.

As always, in line with our Learning & Teaching Policy, we aim to support our community in reducing anxiety, developing increased independence and, recognising, understanding & regulating their own behaviour.

“The largest part of what we call ‘personality’ is determined by how we’ve opted to defend ourselves against anxiety and sadness.” ~Alain de Botton

We judge success in this area to have taken place when pupils ask or make their own way to the safe space when they judge that this can support them before they reach crisis.

Our safe space supports relationship development and communication through intensive interaction and the creation of joint meaning in an environment where anxiety is reduced. This clearly increases confidence, reduces the need for restraint and teaches pupils that they can request supports.

The safe space supports pupils in developing insight and creates multiple opportunities to reduce anxiety and increase readiness to learn.

Breadth and Depth of Experiences and Closing the Experience Gap

The range of experiences & opportunities offered to our students is designed to ensure that learning takes place against the four contexts: curriculum, interdisciplinary learning, opportunities for personal achievement, ethos and life of the school & its community. We acknowledge the individual needs of all and work together to provide learning pathways: therapeutic, practical and academic, which provide all students with consistent opportunities to develop a wide range of skills and qualifications. Our ethos is one of motivation, encouragement and belief in our ability to improve and achieve all that we are capable of. Our undertaking as educators is to continue to learn and improve against the GTC standards and to provide effective planning, moderation & verification of standards and a targeted approach to measuring & evaluating the effectiveness of our approaches in providing improvements for our children & young people. Classroom assistant have created a charter which also identifies standards

and systems for ensuring that work within teams is complementary and recognises identified experiences, outcomes and pathways, along with implementation strategies.

Naturally we understand our duties and are committed to closing the attainment gap; however, we understand from experience that many of our children and young people who present as most complex suffer from a wide range of disadvantages and that often these cannot be addressed in as direct a manner as their mainstream counterparts. We have identified the existence of an EXPERIENCE GAP and feel strongly that by addressing ourselves to understanding the myriad effects and their sources, which impact on our students and young people, we will be more successful in closing the attainment gap.

In short we seek to understand every individual and the extent to which the challenges they face coupled with socio-economic factors are limiting the experiences which they have access to. By conceptualising progress as a function of experiences and understanding the nature of these limiting factors we have been able to significantly raise outcomes over the last three years. At the heart of this perspective is the need to put health and well-being in sharp focus and understand the extent to which we are delivering positive experiences for our children and young people.

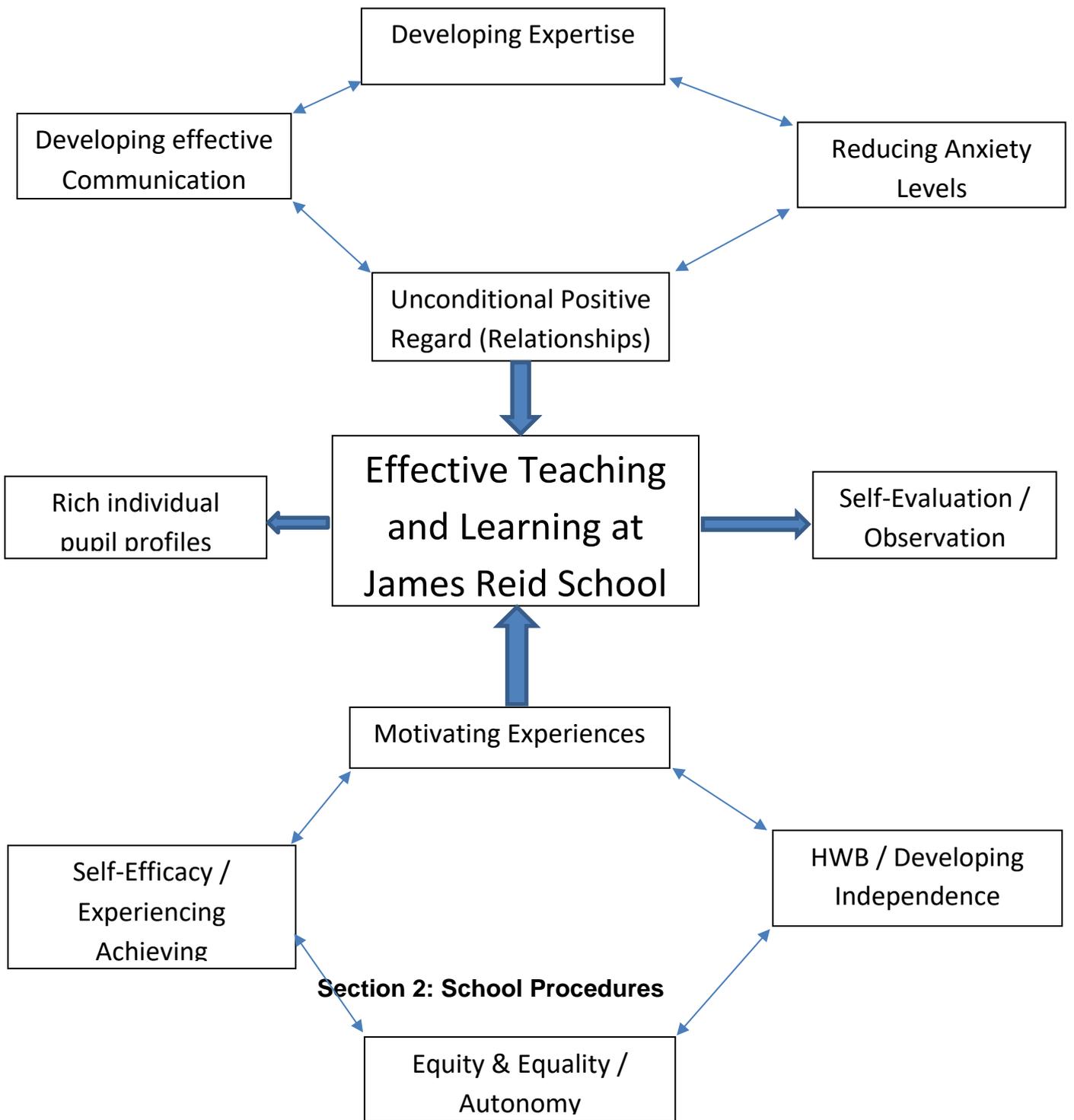
Communication and Relationships

Communication at James Reid School, as well as specialist approaches, particularly in relation to Autism, are essential in the provision of high quality teaching & learning. Developing approaches to communication contributes to supporting young people, reducing anxiety and therefore providing a more effective learning environment.

Developing communication underlies our entire approach and every learning episode or interaction is viewed as an opportunity to enhance individual competence within warm, secure relationships. We also recognise the responsibility of all practitioners to develop knowledge, understanding and competence of specialist approaches to support communication development based on individual needs (Augmented and Alternative approaches to communication); however, we believe that communication development is ultimately most effective in the context of social application.

As teachers and educators we are committed to improving our understanding of the importance of the full range of approaches in the context of communication development, based on individual need, and undertake to continually improve and evaluate our knowledge & skills in this area.

Our approach is based around Relational Pedagogy and we believe that whilst cognitive ability affects communication ability, communication ability in turn affects cognitive ability and, most importantly, we maintain a positive disposition around our children's ability to make progress.



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/carer 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 your support in carrying 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.

Absence from school premises at breaks

Schools have a duty to look after the welfare of their pupils. This means that the staff should take the same care of pupils as a sensible parent would take, and this includes taking reasonable care of pupils' safety during intervals and lunchtimes.

It is the policy of North Ayrshire Council that pupils should not leave the school grounds at intervals. Primary pupils should only leave school grounds at lunchtimes when they are going home for lunch with their parents' agreement. Parents should put this request in writing to the Head Teacher. Pupils will leave and return through main entrance door of the school.

Parents should encourage their children to follow these rules in the interests of safety.

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 has many benefits.

These include improvements in safety, security, positive behavior and community spirit and a decrease in bullying and in expense for parents.

The Council will support schools in encouraging and helping pupils to conform 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

All items of clothing should be clearly labelled with the child's name in case of loss. 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.

Personal Belongings

It is appreciated that parents and pupils may be distressed over the occasional loss of pupil's clothing and/or personal belongings. Parents are asked to assist 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.

Entitlement

All children are entitled to seven years of primary and six years of secondary education.

School Meals

Meals are served daily from the multi-choice cafeteria. The meals are planned to offer a healthy diet for the children. Please inform us if your child has any specific allergies.

Mobile Phones

While the benefits of mobile phones are recognised, they can be a serious distraction to work. Pupils whose mobile phones disrupt lessons can have them confiscated until the end of the school day. Repeated disruption may result in phones being retained until uplifted by a parent.

Inappropriate use of text messages and/or photographs/recordings (video and audio) whilst in school may be treated as a breach of the school's code of conduct or a serious incident, which could be referred to the police.

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 (where possible), NAC website, notices in local shops and community centers, 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.

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 is 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.

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 Executive Director of Communities 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 MSP/MP.
- Parent Councils have an important role in developing links between the school and the wider parent body and can often be helpful in helping to deal with issues of general concern. However parents are advised that individual, more personal complaints are not appropriate for raising via parent councils due to the need for appropriate confidentiality.

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

Footwear and Clothing Grants

Parents receiving 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 (income limit £16,105 per year), Working Tax Credit (income limit of £16,105 per year), Housing Benefit or Council Tax rebate will normally be entitled to grants for footwear and clothing for their children.

Information and application forms may be obtained from schools.

Free School Meals

Children of parents receiving job seeker's allowance or income support are entitled to a free midday meal and free milk. Parents and Carers should contact 01294 310000 for further information.

Please Note: **ALL** pupils in P1-3 are entitled to a free school meal, which includes milk.

Other than P1-P3 pupils, only those children whose parents receive job seeker's allowance or income support will be entitled to free milk. Milk may however be available for purchase in the school during the lunch period.

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. Parents who consider they are eligible should obtain an application form from the school or the Educational Services, Cunningham House, Irvine, KA12 8EE. 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.

Section 4: School Registration, Enrolment and Attendance

Registration and Enrolment

Parents of pupils who have moved to the area or who wish their child to transfer to the school should contact the school office for information about appropriate procedures and to arrange a visit to the school.

In the case of pupils transferring from associated primary schools, parents will receive the appropriate information from the Head Teacher of the primary school.

The school works in partnership with all associated primaries to ensure a smooth transition. This includes the sharing of information and teachers visiting the primaries to work with the pupils prior to their arrival. In addition, the pupils will visit the school in November of their Primary seven year and return in June, where they follow their new timetable for two days.

Parents are welcome to contact the Head Teacher at any time by visiting or telephoning the school.

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 from school is recorded as authorised, unauthorised or temporarily excluded.

Parents are asked to 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.

Structure of Classes

Our classes are structured in order to try to meet the needs of all pupils and to provide the widest possible range of experiences in a manner which reduces anxiety. Of course this is always balanced against staff numbers and the clear need to ensure that we work together to encourage independence and challenge for our child and young person.

Classes are divided into phases, in line with curriculum for excellence, with the decision on class make decided purely in relation to individual needs and ensuring progress. The phases are Early (P.1 – 3); Middle (P.4-S.3) and Senior S.4-S.6. Early and middle phases are part of the Broad General Phase of education and the Senior Phase represents the stage when pupils will be entered for formal qualifications.

Tracking Progress

Tracking is the term used to describe how we keep a clear record of your child's learning to date so that we can formulate targets, assess and plan for future learning. Every child has a tracking record in all subject areas and we would encourage parents to come to school and familiarise themselves with this information. We use the tracking data to build a picture of your child's strengths and development needs, so that we can provide better input and support your child towards achieving their full potential.

Once young people move into the senior phase we track their progress against outcomes in relation to National Qualifications; programmes of work remain highly individualised and pupils are offered choice as well as having the opportunity to take part in out of school, College, work or cross-school links. Pupils generally achieve qualifications between National Levels 1-3 and in some cases at National 4. Whilst we strive to encourage pupils to achieve as much as we can it is important to note that we are not led by qualifications, rather we view them as useful in evidencing skills which pupils can achieve.

SQA Qualifications

As well as supporting pupils to achieve in the BGE (Broad General Education) P.1 – S.3, we are very clearly focused on ensuring that pupils leave with the highest possible qualifications which they can.

Most importantly, the qualifications which students achieve should be based around the development of practical SKILLS for LIFE, LEARNING and WORK.

Over the last year we have worked together as a team to ensure that standards are raised in this area resulting in the largest number, widest range and highest level of qualifications that we have ever gained as a school. We will continue to ensure that qualifications support and encourage pupil achievement whilst contributing to the range of skills which they will need to become as independent as they can.

Summary Results 2018-19 Versus Previous Years

N = 17

Total Units = 344 (9% increase)

Mean = 20

Number of Awards / Courses = 63 (up 50%)

16	Benchmark - 2015-	Total Per Unit Level		
		2016-17	2017-18	2018-19
National 1	32 (13%)	0 (19%)	73 (25%)	67
National 2	192 (76%)	247 (60%) (40%)	130 (44%)	140
National 3	29 (11%)	141 (34%) (40%)	87 (30%)	137
National 4	0	20 (6%) (6%)	4 (1%)	22
Average No. of Units per pupil = 11				

Summary

Excellent results, pupils achieving more and attaining at a higher level than any time in the past.

Note the increase in percentage of pupils attaining at Nat 3 & Nat 4 level, which is particularly impressive; also, given that the SPa class presented some real challenges in terms of formal certification (and that we projected for much higher levels at Nat 1), the fact that Nat 1 results have fallen and Nat 2 increased, whilst maintaining individual pupil averages, clearly demonstrates that pupils have been challenged to achieve at the highest possible Level.

The significant growth rate in courses also demonstrates that you have taken last year's findings on board and ensured that content is delivered in parallel making more efficient use of time and, more importantly, providing a wider range of deeper, joined up learning experiences and outcomes.

Really well done and thank you to all of you!

Reviews

School reviews are a vital part of our communication with you and they give parents a genuine opportunity to contribute to planning as well as providing information about your child's wider achievements.

Our reviews are formulated around the principles of the National Practice Model and we ensure that discussions are focused on GIRFEC (getting it right for every child) and the Health and Wellbeing indicators, SHANARRI (safe, healthy, achieving, active, nurtured, respected, responsible and included). The reviews are designed to be interactive and inclusive in order to help you to relax and feel that you are comfortable to make the best possible contribution, along with your child, to discussions around their future. At the end of each review we will agree on a Learning Pathway for your child and outline how they will be supported to achieve this, who will support them in doing so, your contribution and any resources which may be needed.

Section 5: Curriculum for Excellence

At present we have nine classes EP & EPB (early phase); MPa, MPb, MPc, MPd, MPe (middle phase classes); SPm (mixed middle & senior phase group) & SPb (senior phase class). Class sizes range from 5 to 10 based on age and stage as well as individual need.

All programmes are considered on an individual basis and whilst the curriculum acts as the starting point, allowing teachers to plan and structure classes, we also ensure that pupils have the opportunity to access smaller groups or take part in activities (often of a therapeutic nature e.g. rebound therapy, brick therapy, sensory therapy) and these are often comprised of smaller groups in line with specific aims.

Curriculum for Excellence is the national curriculum for Scottish schools for learners from age 3 to 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. Parents and Carers – you are a key asset on this process.

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 a 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.

There are 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 below.

Curriculum for Excellence: The Capacities



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

www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence.

Assessment and Reporting

The 3-18 curriculum aims to ensure that all children and young people develop the attributes, knowledge and skills they will need for life, learning and work.

Homework

At present we are finalising our homework policy, however, we believe that parents have a vital role in supporting pupils to get the best out of school and it is a really useful opportunity to spend time with children and young people, taking an interest in their school life and showing them how much they are cared for.

All homework is designed to be interactive, relevant and targeted so that it supports children and young people towards achieving independence.

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 here:

http://www.equalityhumanrights.com/sites/default/files/uploads/documents/Old_Guidance/PDFS/Technical_Guidance/Schools/ehrc263_code_scotland_v3.pdf

Child Protection

Education Services 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, safeguarding 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.

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 (SHANARRI)

Safe	Healthy	Achieving	Nurtured
Active	Respected	Responsible	Included

Why we have to get it right for every child

Education Services 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 Services 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

Psychological Services

The Educational Psychology Service in North Ayrshire is part of and contributes to the aims of Education Services by improving outcomes for children and young people. Educational Psychologists work together with teachers, parents 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, 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 already 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 of support, each school and authority early years centre has a link educational psychologist.

When concerns arise about a particular pupil the school takes action to address these concerns. If the concerns continue, school/ early years may have an informal discussion with the educational psychologist, and ask about general advice.

If needed, a consultation meeting involving the educational psychologist can then be arranged. This will be discussed with you beforehand. This may be a one off, or may lead to longer term involvement. Through this process the educational psychologist can, if required, contribute to the ongoing assessment and support for your child. The educational psychologist will be involved while there is a specific role for them within the collaborative assessment process.

Find out more at:

www.north-ayrshire.gov.uk/resident/education-and-learning/additional-learning-support-services/educational-psychology-services.aspx

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

Medical examinations are carried out at various times during a child's primary school years. Parents are given notice of these and encouraged to attend. Vision and hearing tests and dental examinations, which parents need not attend, are also carried out and parents informed of any recommended action or treatment. All examinations are carried out by Ayrshire and Arran Health Board staff.

If a pupil takes ill or has an accident at school, which requires that the child be sent home or for treatment, First Aid will be provided and parents or carers contacted immediately.

For this reason it is important that the school has contact details for parents/ carers and an additional contact person in case parents/ carers cannot be reached. It is also important that the school is kept fully informed and updated with regards to any medical condition.

It is the parent's responsibility to notify the school and keep medical information updated as required.

Children will not be sent home unaccompanied.

**In the event of a serious illness or accident, a member of staff will accompany the child to a doctor or hospital and parents/ carers will be notified immediately.

Section 8: Parental Involvement

Home School Links

Parents are invited, informally or by letter, at least twice a year to visit the school in order to view their children's work and discuss progress with the teacher and members of the Senior Management Team.

Parents are welcome to contact the school at any time to arrange an appointment to

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

Frequent invitations are issued to parents to participate in school activities such as open day, class assemblies, and curricular workshops and to assist with outings and visits, sports and concerts. We have early meetings for the parents of Primary 1 pupils and keep parents informed of events with a range of newsletters, website updates, texts and invitations.

Parent helpers and community members are also involved in classroom activities, library times and sports training, offering their expertise on a voluntary basis.

Reports to Parents

Parents' meetings with teachers are held in school twice a year, usually in October and March. Written reports are made to parents annually in June and will contain information regarding their child's attainment. A copy of this report is kept on file in school for the purpose of transfer of information between teachers in the school and into the secondary sector.

Parent Council Contact

Ms Tracey Kirkpatrick
Mobile Number 07742 857065

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
- plan and implement targeted approaches to reducing the poverty-related attainment gap
- 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

Important Contacts

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Head of Service

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