

Kilwinning Academy

School Handbook

2021-2022



Vision:

Kilwinning Academy strives to be an ambitious, successful school, based on the principles of nurture. We are welcoming, supportive and inclusive. Academic and vocational achievements are recognised and celebrated.

Contents

Head Teacher Introduction

Communities Directorate (Education Service)

- Directorate Aims, Values and Priorities

Section 1: School Information

- School Aims, Values, Ethos
- School Contact Details (Address, Telephone, Email, Fax)
- School Staff
- School Calendar/Holidays

Section 2: School Procedures

- School Security
- Positive Relationships
- Absence from School Premises at Breaks
- School Dress Code
- Personal Belongings
- Mobile Phones
- Information in Emergencies
- Listening and Learning

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

- Footwear and Clothing Grants
- Free School Meals
- School Transport Policy

Section 4: School Registration, Enrolment and Attendance.....

- Registration and Enrolment
- Attendance at School
- Structure of Classes

Section 5: Curriculum for Excellence.....

- Curriculum for Excellence
- The Capacities
- Extra-Curricular Activities
- Assessment and Reporting
- Homework

Section 6: School Improvement.....

- School Improvement Plan
- Standards & Quality Report

Section 7: Support for your Child.....

- Additional Support for Learning
- Dispute Resolution Procedures
- Further Support
- Equalities
- Equality Act 2010
- Child Protection
- Inclusion
- GIRFEC
- Psychological Services
- Data Protection
- Medical and Health Care

Section 8: Parental Involvement

- Parent Council
- Home School Links
- Reports to Parents
- Homework
- School Committees

Section 9: Pupil Data Collection and Protection Policies

Appendix 1: Important Contacts

Head Teacher Introduction



Dear Parent/Carer

This handbook aims to give you an insight into our school, its aims, values and expectations. It will also provide information about the variety of educational opportunities we offer young people.

As a school, we value parental involvement. Working together will help to ensure that your child will develop a depth of knowledge and a range of essential skills through their active participation in the learning experiences provided across the school. We aim to support young people to achieve the highest standards of attainment, develop an array of skills to prepare them for life, work or further study. We also encourage young people to participate in the various wider achievement opportunities provide by staff and multiple partners.

We recognise that each young person has their own learning needs and styles, and we aim to “Get it Right for Every Child” through our nurturing approach and partnership working with you and other appropriate support agencies. This partnership has already started through our work with Primary colleagues and other specialists to deliver an engaging, informative and enjoyable transition programme whilst following Covid Guidelines.

The promotion of positive relationships is underpinned by our school values which also provides the scaffolding to support young people as they grow at the school and in our community.

The school is continually seeking out new ways to improve the outcomes for young people, and with your help, we can work together to achieve this. The use of resources purchased through the use of Attainment Challenge and Pupil Equity Funding has enabled the school to provide a range of engaging and interactive opportunities which our young people and staff have embraced.

If you have any concerns or wish to seek out some information about your child at the school, then do not hesitate to contact the school office and ask to speak to the appropriate Pastoral Support teacher. If they are unavailable, then leave a message for them to contact you.

Regards / Dùrachdan

Tim Swan

Handwritten signature of Tim Swan.

Communities Directorate (Education Services)

What we want to achieve

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

School Aims, Values, Ethos

The school listens to the views of young people, parents/carers and staff. These views help shape our vision, values and aims.

Vision:

Kilwinning Academy strives to be an ambitious, successful school, based on the principles of nurture. We are welcoming, supportive and inclusive. Academic and vocational achievements are recognised and celebrated.

Values & Aims:

The school works in partnership with stakeholders to develop the four capacities in all young people. This allows them to develop into successful learners, confident individuals, responsible citizens and effective contributors. We believe that our values of Ambition, Belonging, Dedication, Inspiration, Respect and Responsibility should be evident in all aspects of life both within the school and wider community.

We ask that staff and pupils have high expectations and work in partnership to achieve the very best outcomes for our young people.

<u>Value</u>	<u>Aim</u>
Ambition:	To be the best we can be.
Belonging:	To foster a shared sense of commitment to our school community.
Dedication:	To believe that success comes through effort and to demonstrate this every day.
Inspiration:	To have experiences which ignite our passion for learning.
Respect:	To celebrate our differences and treat one another with kindness and compassion, caring for our mental, emotional and physical wellbeing.
Responsibility:	To be accountable for our words, actions and our learning.

School Contact Details

Kilwinning Academy
Dalry Road
Kilwinning
North Ayrshire
KA13 7HD



Telephone: 01294 551316

Fax: 01294 552980

Twitter: @Kilwinning_Acad

School App: Contact the school for details

E-mail: kilwinning@ea.n-ayrshire.sch.uk

Web Site: <http://www.scottishschools.info/kilwinningacademy/>

Kilwinning Academy has a predicted school roll of 916 pupils which include several placing requests. Almost 60% of our young people are living in areas of social and economic deprivation so we will provide additional support made available through the Scottish Attainment Challenge and Pupil Equity Fund as provided by the Scottish Government.

The school works in partnership with our five cluster primaries (Abbey, Blacklands, Corsehill, Pennyburn and Whitehirst Park), Ayrshire College and several agencies to support the development of our young people into successful learners, confident individuals, responsible citizens and effective contributors and by doing so support their transition into work, life or further education.

We believe that our values of Ambition, Belonging, Dedication, Inspiration, Respect and Responsibility should be evident in all aspects of life both within the school and wider community. Staff, parents and carers are asked to have high expectations and support young people, in any way they can, to achieve their full potential which will ultimately result in a sustainable positive destination. Strong relationships between young people, staff and parents/carers enhance the positive ethos across the school.

To improve the outcomes for young people the school takes account of the opportunities available from within the community and beyond and has a focus on preparing learners for life, work or further education. To achieve this, the school has identified several agreed improvement priorities as well as incorporating the priorities promoted in the National Improvement Framework. All of these priorities are listed in the School Improvement Plan 2021-2022.

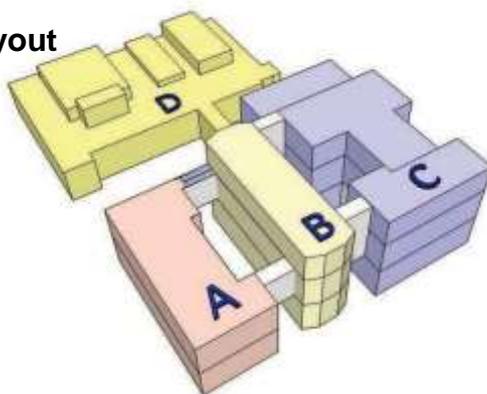
The School Day

Registration is electronically recorded each period and any discrepancies will be actioned by the office staff. If your child cannot be located at the school you will be sent a text message or contacted by a member of the office staff.

Every day begins with a warning bell at 8.45 am with Personal Support / Registration starting at 8.50 am. On a Monday and Tuesday, the school has 7 periods and closes at 3.50 pm (Long Day). On a Wednesday, Thursday and Friday the school has 6 periods and closes at 3.00 pm (Short Day).

Period	Time
Early Warning Bell	08.45
Registration	08.50 - 09.00
1	09.00 - 09.50
2	09.50 - 10.40
Interval	10.40 - 10.55
3	10.55 - 11.45
4	11.45 - 12.35
Lunch	12.35 - 1.20
5	1.20 - 2.10
6	2.10 - 3.00
7	3.00 - 3.50

The School Layout



Floor	A Block	B Block	C Block	D Block
2nd		Home Economics	Art & Design Computing & Business Education	
1st	Pastoral Support	Carers Adviser Learning Support Pastoral Support School Nurse	English Library Modern Languages Science	
Ground	Geography History Modern Studies RE	Business Officer Janitors Leadership Team Medical Room Police Officer Reception	Mathematics Technical	Assembly Hall Cafeteria Dining Hall Music PE

Staff List (to be finalised for August 2021)

Mr T Swan	Head Teacher	Senior Leadership Team
Mrs A Cruickshank	Depute Head Teacher	Cumrae House
Mrs T Mair	Depute Head Teacher	Bute House and Davaar House
Miss J Miller	Depute Head Teacher	Arran House
Mrs G Aitken	Faculty Head	Art & Design and Technical
Mrs L Black	Teacher	Art & Design
Miss Grzybek	Teacher	Art & Design
Miss McLucas	Teacher	Art & Design
Mrs C Rennie	Teacher	Art & Design
Mr T Rennie	Teacher	Art & Design
Miss S Fleming	Teacher	Technical
Mrs L Findlay	Teacher	Technical
tbc	Teacher	Technical
Mr G Wylie	Faculty Head	Computing & Business Ed.
Mrs C Bain	Teacher	Business
Mrs K Geoghan	Teacher	Business
Mrs G Wallace (PT RA)	PT Raising Attainment	Computing
Mrs L Wilson (PT Data)	Data Coach	Business
Ms G Lyall	Faculty Head	Health and Wellbeing
Mr A Barlow	Teacher	Physical Education
Ms L McKinlay	Teacher	Physical Education
Miss L Patrick	Teacher	Physical Education
Mrs S McInally	Teacher	Physical Education
tbc	Teacher	Home Economics
tbc	Teacher	Home Economics
Ms L Armour	Faculty Head	Languages & Literacy
Mrs C Allison	Teacher	English
Miss N Hume	Teacher	English
Mrs E Needham	Teacher	English
Mr D McArdle	Teacher	English
Mrs A O'Donnell	Teacher	English
Miss G Wood	Teacher	English
tbc	Teacher	English
Mrs J Hill	Teacher	Modern Languages
Ms L Gillespie	Teacher	Modern Languages
Mr J Crozier	Faculty Head	Maths, Music & Numeracy
Miss S Barclay	Teacher	Mathematics
Mr C Hynds	Teacher	Mathematics
Miss A Lepick	Teacher	Mathematics
Mrs L Hoynes	Teacher	Mathematics
Mr R McNeil	Teacher	Mathematics
tbc	Teacher	Mathematics
Mrs C Galvin	Teacher	Music
Miss M Johnston	Teacher	Music
Mrs P Latta	Teacher	Music

Mrs K Chalmers	Faculty Head	Science
Mrs H Bourne	Teacher	Biology
Mr C Butterworth	Teacher	Biology & Chemistry
Mrs L McNeil	Teacher	Biology
Mr Goodwin	Teacher	Chemistry & Physics
Miss J Miller	Teacher	Biology & Chemistry
Mr McAllister	Teacher	Physics
Mr A Smith	Teacher	Physics
Mrs K McEwan	Faculty Head	Social Subjects & RME
Mrs Cameron	Teacher	Geography
Mrs Keenan	Teacher	Geography
Mrs C Grace	Teacher	History & Modern Studies
Mr B Kealey	Teacher	History & Modern Studies
Mrs D Hamilton	Teacher	History & Modern Studies
Mr D Neilson-Bell	Teacher	RME
tbc	Teacher	RME
Pastoral Support		
Mr C McHarg	Principal Teacher	Pastoral Support
Ms S Lindsay	Principal Teacher	Pastoral Support
Mrs E James	Principal Teacher	Pastoral Support
tbc	Principal Teacher	Pastoral Support
Mr M Griffin	Principal Teacher	Pupil Support
Mrs R Gibson	Teacher	Pupil Support
Mrs J MacDougall	Teacher	Pupil Support
Mrs A McBreen	Teacher	Pupil Support
Mrs E Adyin	Classroom Assistant	Pupil Support
Mrs I Gordon	Classroom Assistant	Pupil Support
Mrs R Grant	Classroom Assistant	Pupil Support
Mrs G Harte	Classroom Assistant	Pupil Support
Mrs L Lewis	Classroom Assistant	Pupil Support
Mrs C Shields	Classroom Assistant	Pupil Support
Mr P Tomelty	Classroom Assistant	Pupil Support
Mrs S Walters	Classroom Assistant	Pupil Support
Support Staff		
Mr G Moore	Active Schools	
Mrs E Connor	Area Inclusion Officer	
PC Watters	Campus Police Officer	
Mrs L Rodden	Careers Advisor	
Mrs C Jamieson	Education Business	
Mrs C Alexander	Education Assistant	
Mrs J McDermott	Education Assistant	
Mrs P Paterson	Education Assistant	
Mrs H Roberts	Education Assistant	
Mrs A Torbit	Education Assistant	
Mr S O'Reilly	Janitor (Senior)	
Mr D Heminsley	Janitor	
Mrs L Vaughan	Librarian	
Mrs C Hodge	School Nurse	
Mr B Linton	Support Assistant	
Mr B Mackintosh	Youth Worker	
Mrs S Stuart	Technician (Science)	
Miss D Wood	Technician (IT)	
Mr S Usher	Technician (Technical)	

CLUSTER PRIMARY SCHOOLS

Abbey PS

Claremont Crescent
Kilwinning. KA13 7HG

Head Teacher: Mrs F Smyth
Telephone: 01294 552251
Email: abbey@ea.n-ayrshire.sch.uk

Blacklands PS

David's Crescent
Kilwinning, KA13 6JJ

Head Teacher: Mrs S Lauder
Telephone: 01294 552626
Email: blacklands.northayrshireschools.co.uk

Coreshill PS

McGavin Avenue
Kilwinning KA13 7LW

Head Teacher: Mrs L Marshall
Telephone: 01294 552418
Email: corsehil@ea.n-ayrshire.sch.uk

Pennyburn PS

Sundrum Place
Kilwinning KA13 6SE

Head Teacher: tbc
Telephone: 01294 552807
Email: pennyburn@ea.n-ayrshire.sch.uk

Whitehirst Park PS

Sundrum Place
Kilwinning KA13 6SE

Head Teacher: Mrs L Robertson
Telephone: 01294 554538
Email: whitehirstpark@ea.n-ayrshire.sch.uk

School Captains: Abbie and Katie



School Dux: Tatum



House Leadership Teams 2020-2021

Arran House



Bute House



Cumbrae House



Davaar House



School Holiday and In-Service Dates 2021/22 (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

Section 2: School Procedures

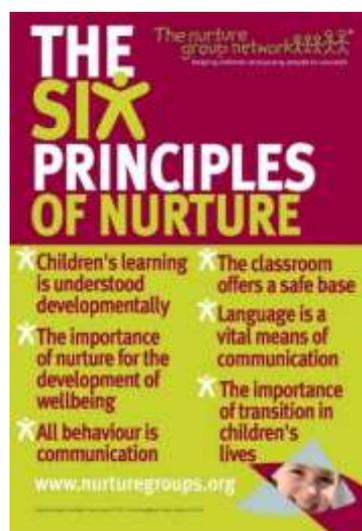
School Security

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. Any 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 Kilwinning Academy 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 is committed to developing a nurturing approach and promoting positive relationships. Like every community, our school is built on the relationships within it, across it and its connections with others. Every member of staff is responsible for establishing and maintaining positive relationships with each other, with parents and with partners and most importantly with the young people in their care.



Our expectations of behaviour for children and young people are high. Some children may require additional support in relation to their behaviour, and the school will work positively with the young person and the parents, and other partners, as appropriate, to ensure positive outcomes are achieved.

North Ayrshire Council is committed to the principles of restorative practices. This is a solution-focused approach to managing behaviour and resolving difficulties and which promotes healthy relationships that enable better behaviour and better learning.

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.

Golden Rules for a Happy School

As a school, we have agreed to abide by a code of behaviours known as our '**Golden Rules for a Happy School**'. These relate directly to our school values and are on display in every classroom as well as being displayed around the school.

They are:



Ambition

I set challenging targets in my learning and do everything I possibly can to achieve or even surpass those targets, including learning on my own and with others.

Belonging

I help others feel part of Kilwinning Academy by being friendly, respecting them and including them.

Dedication

I contribute as best I can to my learning, sticking to the task, especially when I find it difficult.

Inspiration

I am enthusiastic and motivated in each lesson so that others are inspired to be the same.

Respect

I listen closely to instructions and explanations at all times and adhere to all reasonable requests.

I understand that we are all different and celebrate our differences, ensuring there is a place for everyone in our school.

I aim to treat everyone in a fair and equal way in our school.

Responsibility

I choose to give my very best effort in every learning situation, I am prepared to work and remain focused and 'on task' at all times.

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 if there are fifty or more pupils at the school. Our policy reflects that of North Ayrshire Council in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

An adult presence in our playground at break times. There is also a staff presence at the front gate at the start and end of the school day. Pupils who travel by contracted school transport and arrive at school more than ten minutes before the start of the school day have accommodation allocated to them within the school during inclement weather.

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 the interval break but may leave at lunchtime as long as they remember to follow the school values of respect and responsibility.

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 behaviour and community spirit and a decrease in bullying and an 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.

The school has listened carefully to the requests from young people and some parents and have agreed to allow the wearing of black skinny trousers and black denim styled trousers for all (S1-S6) pupils. In return, we ask that Senior Phase pupils wear black shoes rather than training shoes as they prepare for the world of work and BGE pupils wear dark trainers.

At Kilwinning Academy, all pupils should wear the following:

- Black trousers or black skinny trousers, black denim or a black skirt (no leggings or shorts), A white, buttoned-up, collared shirt or blouse, a plain black jumper or cardigan that allows the tie to be seen. All ties should be pushed up to meet the collar and visible at all times
- BGE pupils are allowed to wear either dark shoes or dark trainers. Senior Phase pupils should wear smart dark footwear and not trainers and wear their school blazer on all occasions (a jacket may be worn on top of the blazer, especially during inclement weather).
- Bring a school bag to carry books, jotters, PE Kit, packed lunch, etc

PE UNIFORM

- Shorts or tracksuit trousers, a suitable sports top and suitable footwear to support physical activity and limit the possibility of injury.
- Vest tops or cropped tops, football shirts or strips or tops with offensive slogans are not suitable to be worn for PE.
- Pupils who forget kit will be provided with clean clothing which they can borrow for that period, if Covid Guidelines allow.
- Pupils must also adhere strictly to the health and safety guidelines and remove any item(s) that may cause danger, i.e. items of jewellery these items are the responsibility of the pupil.
- Long hair should be tied back to prevent injury.

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.

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.

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, 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 the responsibility to update us with appropriate contact numbers.

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.

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:

- The Council has a Two Stage Policy when dealing with complaints from parents.
- 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 request that your complaint is raised as a Stage 2 Complaint. Should you wish to request this you should contact Education Services at Cunninghame House, Irvine, KA12 8EE, Telephone (01294 324400).
- If, after receiving our final decision on your complaint, you remain dissatisfied with our decision or the way we have handled your complaint, you can ask the [SPSO](#) to consider it. We'll tell you how to do this when we send you our final decision.
- You should also note that you have the right to raise unresolved concerns with your local Councillor, MSP or 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 Universal Credit will normally be entitled to grants for footwear and clothing for their children. Universal Credit claimants monthly income must not exceed £610.00, however, some parents earning more than this may still be eligible. Parents who 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 only (with income under £16,105), both Working Tax Credit and Child Tax Credit (with an income up to £7,330) 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 Contact Centre on 01294 310000 or the Council's Welfare Reform Team on 0300 99 4606 for further advice. Information and application forms may be obtained from schools.

Free School Meals

Children of parents receiving Universal Credit (claimants monthly income must not exceed £610.00), 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, both Working Tax Credit and Child Tax Credit (with an income up to £7,330) are entitled to a free midday. Parents and Carers should contact 01294 310000 for further information.

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 suitable walking route or through this link:

www.north-ayrshire.gov.uk/Forms/EducationalServices/free-school-transport.docx

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. Misbehaviour can result in children losing the right to free transport.

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

www.north-ayrshire.gov.uk/Documents/EducationalServices/school-transport-policy.pdf

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 Area Inclusion Worker, Mrs Connor, 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.

Latecoming

Registration is taken during every period and any pupil who arrives late to school or class on three or more occasions, in any given week, will be issued with an after school reflection.

Structure of Classes

At Kilwinning Academy, we run a 33-period week. One period over the week is given over to morning registration (10 minutes per day) with the remaining 32 periods given over to structured lessons. The school operates a Broad General Education curriculum for all S1-S3 pupils and a Senior Phase curriculum for all S4-S6 pupils. The curriculum is always open to change as new subjects become available and staffing changes at the school, therefore, the finalise curriculum will only be set before any option choices are required to be made.

Broad General Education (BGE)

Periods	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	32
S1	Languages						Mathematics				Science	Social Subjects	Expressive Arts		Technologies			HWB		RE													
	English Literacy Drama 5 Periods			French Spanish 3 Periods			Mathematics Numeracy 5 Periods				Science 3 Periods	History Geography Modern Studies 3 Periods	Art Music 4 Periods		IT (2) HE (1) Technical (2) 5 Periods			PE (2) PSE (1) 3 periods		RE (1)													
S2	Languages						Mathematics				Science	Social Subjects	Expressive Arts		Technologies			HWB		RE													
	English Literacy 4 Periods			French Spanish 2 Periods			Mathematics Numeracy 4 Periods				Science 3 Periods	History Geography Modern Studies 4 Periods	Art Music 4 Periods		IT (2) HE (2) Technical (2) 6 Periods			PE (2) PSE (1) 3 periods		RE (2)													
S3	Languages						Mathematics				Choice	Choice	Choice	Choice	Choice	HWB			Skills	RE													
	English Literacy 4 Periods			French 2 Periods			Mathematics Numeracy 4 Periods				3 Periods	3 Periods	3 Periods	3 Periods	3 Periods	PE (2) PSE (1) Achieve(1)			2 Periods	RE (1)													

Senior Phase (SP)

Periods	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	32
S4 Option continued from S3																																	
S4	Nationals	English 4 Periods			Maths 4 Periods			Options 1 4 Periods				Option 2 4 Periods				Option 3 4 Periods				Option 4 4 Periods				Option 5 4 Periods			PE (2)		RE (1)	PSE (1)			
S5/6	Higher	Option 1 Periods 6						Option 2 Periods 6						Option 3 Periods 6						Option 4 Periods 6						Option 5 Periods 6						PE (1)	PSE (1)
S5/6	National 4/5	Option 1 6 Periods						Option 2 6 Periods						Option 3 6 Periods						Option 4 6 Periods						Option 5 6 Periods						PE (1)	PSE (1)

OR
College/Vocational Course (4)
&
Wider Achievement (2)

Section 5: Curriculum for Excellence

Kilwinning Academy: Curriculum Rationale

At Kilwinning Academy, our curriculum aims to transform pupils' lives through a coherent and progressive learning experience which is inclusive to all.

This will be achieved through;

- Pupil engagement and action in reaching a positive destination
- Developing skills for life work and learning
- Interdisciplinary learning

Our young people's curriculum experience will help to develop their key skills, enhance knowledge and understanding to help them become "well rounded" individuals enabling them to succeed in life. The curriculum structure for S1–S6 is based on shared values and the belief that every young person can achieve their potential. They should develop positive attitudes to work, as well as contributing positively to the local and wider community.

We aspire to 'Getting it right for every child' through realistic and manageable tracking and monitoring of learner progress, coupled with consistency in the quality of each learner's experience. Interventions will be carried out accordingly.

Curriculum for Excellence

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/carers across the country to have access to Glow.

Teachers and practitioners will share information to plan a child's "learning journey" from 3 to 18, ensuring children continue to work with appropriate pace and challenge to allow them to thrive.

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 a school is a place where children feel safe and secure.

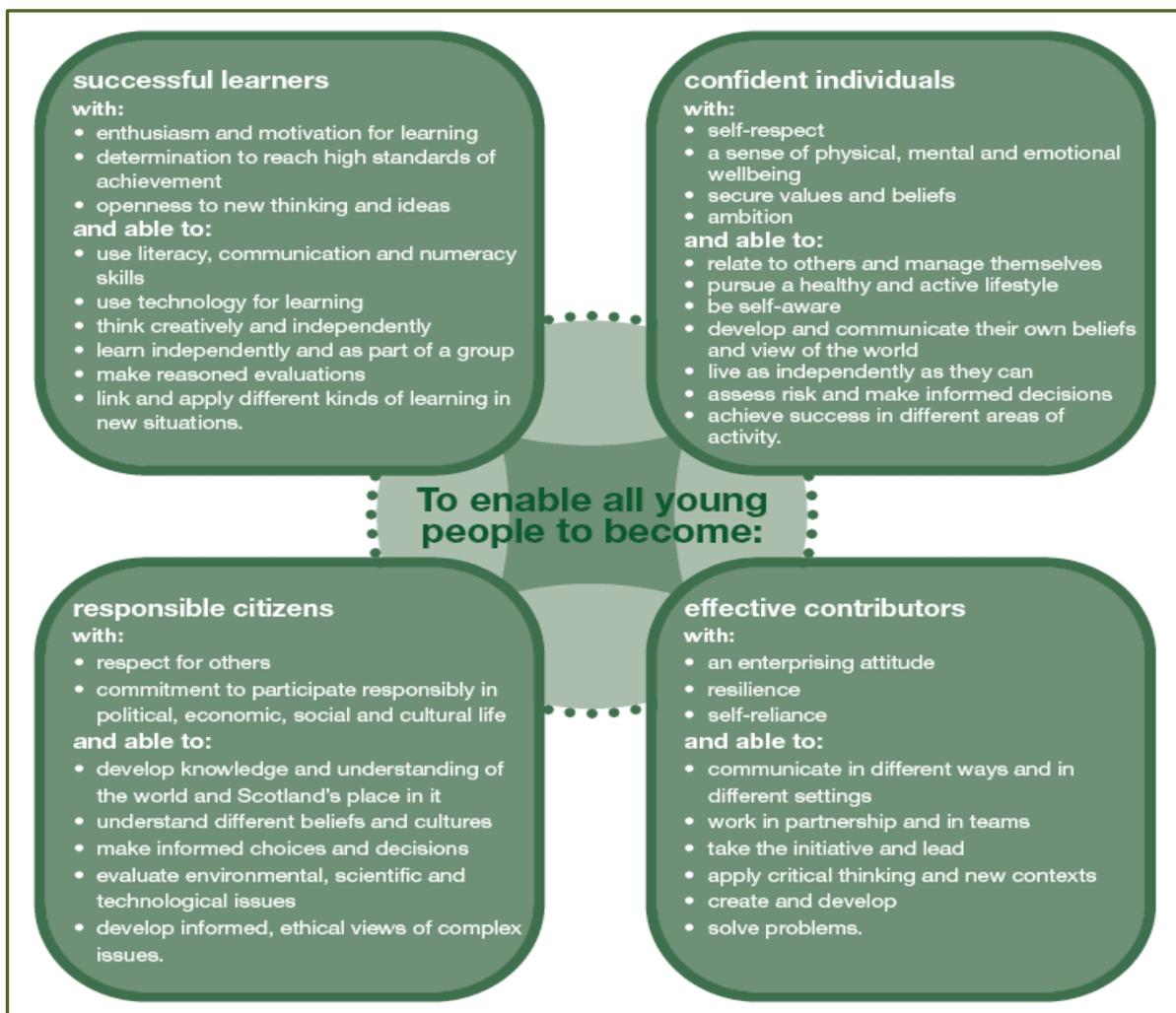
Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the

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 subject area helping learners to 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 as a great education provider.

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



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

Assessing Children's Progress in the Broad General Education (BGE) Early Years – end of S3

Assessment is a central part of everyday learning and teaching for children and young people. Evidence of progress is gathered on an ongoing and informal basis through asking questions, observing children working together and making formative comments on their work. Children may also assess their own work or that of their classmates; this is called self and peer assessment. Some assessment is more formal such as projects, investigations and standardised assessments.

The assessment of children's progress throughout the BGE (Early Years – S3) is based on teachers' professional judgement. Teachers draw on their professional knowledge and understanding of the child; on the benchmarks for literacy and numeracy, which provide clear information about what children and young people should be able to do and demonstrate by the end of a Curriculum for Excellence Level; and on a wide range of assessment information.

Teachers of P1, P4, P7 and S3 are asked at the end of every school year whether children have achieved the relevant Curriculum for Excellence level for their stage in reading, writing, talking and listening (literacy), and their ability to understand and work with numbers (numeracy). Most children are expected to have achieved the early level by the end of P1, first level by the end of P4, second level by the end of P7 and third or fourth level by the end of S3.

The government has also introduced new national standardised assessments (SNSA) which cover some aspects of reading, writing and working with numbers. These assessments are completed online and are automatically marked by the online system giving teachers immediate feedback to help plan next steps and support children's progress.

Teachers remain best placed to know how the children in their class are progressing. Their professional judgement will continue to be the most important way of assessing your child's progress at school.

Parents, families and carers have a key role in helping children to learn. Your child's teacher will keep you informed about their progress. Please contact us if you have any concerns about their learning, assessment or for more information on how you can support your child's learning at home.

Homework

Parents, carers and families have a very important role in helping children get the best out of school and it is important to take an active interest in your child's progress at school. This can be done by:

- Encouraging hard work and high standards at all times
- Stressing the importance and relevance of what is learned at school
- Supporting the school's policy on homework and discipline

From time to time pupils are given assignments and personal projects which may involve research, investigation, preparing a speech, learning a poem or a similar activity.

We really appreciate the involvement of parents, carers and families and are very grateful to those who so faithfully check Google Classroom to see what tasks their child has been set.

Extra-Curricular Activities

Kilwinning Academy offers young people the chance to access a wide range of extra-curricular activities to encourage them to develop their skills, knowledge and a sense of belonging.

At the start of each term, the range of activities on offer will be confirmed (covid guidelines dependant). Please check the school notice board, school website and Twitter to find out what is on offer. This is a typical range of activities on offer each week:

Day	Lunchtime Activity	After School Activity
Monday	Fitness Suite S1	Netball S1-S6
Tuesday	Badminton S1-S6	Futsai S1-S6 Senior Fitnedd Suite S4-S6 Dance S1-S6
Wednesday	Rugby S1-S6	Running Club S1-S6
Thursday	Fitness Suite S2-S3	Senior Fitness Suite S4-S6 Hockey S1-S6
Friday	Basketball S1-S6	Girls Football S1-S6

Section 6: School Improvement

Standards & Quality Report and School Improvement Planning

Schools in North Ayrshire follow a Quality Improvement process designed to highlight strengths and identify areas for improvement. The process is based on the school's self-evaluation process with Heads of Service and Senior Managers involved in at least three formal validation visits each session.

This validation process involves talking to pupils, staff and parents about learning and improvements made by the school. This results in actions for improvement for the school to take forward in their planning process.

In addition, themed reviews are undertaken from time to time e.g. to look and report on the quality of the Broad General Education (3-18) and Senior phase Education within secondary schools. This process is based upon standards and expectations contained within the following National Standards documentation:

- National Improvement Framework
- How Good is Our School? 4
- How Good is Our Early Learning and Childcare?

A Standards and Quality Report and School Improvement Plan are produced on an annual basis by every school and centre. Staff, Parents/ Carers, Young People and School Partners will play an active role in the development of these key school documents.

School Improvement Priorities are:

1. We will improve the attainment and achievement of our young people through consistent delivery of high-quality learning & teaching.
2. We will continue to ensure a consistent approach to the promotion of positive relationships across the internal and external school community.
3. We will prioritise the health and wellbeing of all, with a greater emphasis on mental health and associated supports.
4. Prioritise and promote the positive health and wellbeing of young people, parents/carers and staff in response to the impact of COVID – 19 in our community.

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:

www.gov.scot/Publications/2012/02/7679/3

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 and Safeguarding North Ayrshire's 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, Miss J Miller (DHT) 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 supporting the well-being and educational progress of *all* learners including those with Additional support needs. Including learners requires all staff to demonstrate commitment, innovation and flexibility in order to ensure that all children and young people have access to quality learning opportunities and experiences.

Our Inclusion Strategy states that:

- An inclusive approach to education supports an ethos of achievement and high expectation, recognises difference, respects these differences and sees differences between learners as opportunities for learning.
- An inclusive approach to education promotes tolerance and a positive understanding of diversity.
- An inclusive approach to education alleviates the barriers to learning, supports the achievement of all and has positive relationships at its heart.

The presumption of mainstream as outlined in the Standards in Scotland's Schools (2000) sets out that children will be educated in a mainstream setting unless exceptional circumstances apply. North Ayrshire therefore has a duty to ensure that clear assessment outlines the additional support needs of a child or young person which may require support in an alternative provision.

Where this is the case, North Ayrshire has a clear process that supports the Team around the Child to make a recommendation for consideration of alternative provision. This is outlined in the Standard Circular E19 and requires establishment staff to work with parents/carers to ensure all supports have been put in place to support a child or young person in their mainstream context before submitting clear evidence of what has been implemented and going on to request alternative provision. North Ayrshire Council staff will then make a recommendation based on the evaluation of this evidence and a review of the needs of the young person and the current peer group in each setting.

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 consultation, collaborative assessment and planning interventions for your child after you agree 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.

The authority approach to staged intervention has been updated to take ensure it is line with the CYP (2014) and ASL (2004) (amended 2009) Acts. The aim is to ensure children and young people get the right support at the right time.

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:

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)

<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 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 Services 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 achieve their full potential, 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 increase capacity in education establishments on a wide range of issues. They are also involved in supporting research to evaluate how effective approaches to support children and young people are.

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 child or young person the establishment will take 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 formal consultation meeting with parents/carers 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 including providing support to the family. The educational psychologist will be involved while there is a specific role for them and will use a strength based, solution-oriented approach which takes into account the wider context of the child, family and community.

Find out more at:

www.northayr-edpsychs.co.uk/

Data Protection

Personal data is required to be collected by North Ayrshire Council in order to deliver education services. It is necessary to collect personal data regarding pupils, parents, carers and other individuals to enable us to carry out our duties under the Education (Scotland) Act 1980 and the Education (Scotland) Act 2016.

The Data Protection Act 2018 sets out the legal basis for processing data. You can refer to our privacy notice for details of the different basis under which we may process individuals' data.

www.north-ayrshire.gov.uk/Documents/EducationalServices/eye-privacy-policy.pdf

We may also share or receive an individual's personal data with the following:

- Scottish Government & Education Scotland
- Private Nurseries'
- Strathclyde Passenger Transport
- Scottish Children's Reporter Administration
- Social Work Services
- Scottish Public Services Ombudsman

Where we are required we will also make disclosures required by law and may also share information with other bodies responsible for detecting/preventing fraud or auditing/administering public funds. Individuals' have legal rights under the data protection legislation including the right of access. Further details can be found in the Council's Privacy Policy at:

www.north-ayrshire.gov.uk/privacy-policy.aspx

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. (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.)

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.

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, Facebook. 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, 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

Parents are given opportunities to understand the way learning and teaching takes place in the classroom. This may be in the form of class visits to take part in the learning experience alongside their child or attending events which share the learning. Frequent invitations are issued to parents to participate in school activities such as open days, class assemblies, workshops and to assist with outings and visits, sports and concerts. There will be a series of early meetings for the parents of Primary 1 pupils and parents are kept informed of events with a range of newsletters, website updates, texts, invitations and social media sites.

A variety of methods will be used to ensure information about your child's progress is shared. Schools are encouraged to provide parents/carers with information on their children's progress at regular intervals throughout the year through a range of activities. There is an expectation that part of this will be in a written format.

Reporting Examples:

Individual Learners	Group of Learners
Written reports or tracking reports	Assemblies
Learning conversations with pupil or teacher / parent / carer	Open day events
Pupil reflections on their learning in logs	School concerts / shows
Parent / carer consultation / Parents' Meetings involving Parent / teacher / pupil, as appropriate	Social Media
Home / school diaries	Curriculum workshops led by young people and staff
Profiling activities	Parent Council Meetings
Learning walls and displays	School / class newsletters

Parent Council

The Parents Council has been in existence since the Scottish Parliament passed a law called the "Scottish Schools (Parental Involvement) Act 2006", to encourage and support more parents/carers to become involved in their child's education.

- The main aims of the Act are to help parents/carers become more involved with their child's education and provide easier ways for parents/carers to express their views and wishes.
- Parents/carers are automatically members of the Parent Forum at Kilwinning Academy and are entitled to have a say in selecting the Parent Council (the representative body) to work on behalf of all parents/carers at the school.

The objectives of the Parent Council are to:

- work in partnership with staff to create a welcoming school which is inclusive for all parents/carers
- promote partnership between the school, its pupils and all its parents/carers
- develop and engage in activities which support the education and welfare of the pupil
- identify and represent the views of parents/carers on the education provided by the school, and other matters affecting the education and welfare of pupils
- be involved in the recruitment process for appointing the Head Teacher and Depute Head Teachers to the school.

Any parent of a child at the school can volunteer to be a member of the Parent Council. The Head Teacher is the professional adviser to the Parent Council and has a right to attend and speak at Parent Council or Parent Forum meetings.



Kilwinning Academy Parent Council

Any parent wishing to find out more information about the very supportive Parent Council at Kilwinning Academy can do so by:

- sending an email to the Parent Council (kapc@live.co.uk)
- accessing the Kilwinning Academy Parent Council Facebook page
- contacting the school for more details

One point to note is that it is not our role to discuss matters relating to individual pupils, prospective pupils or members of staff. An agenda and minute are prepared for each meeting, a copy of which is posted on the school website via the Parent Council link and sent to North Ayrshire Council.

The Scottish Schools (parental involvement) Act 2006

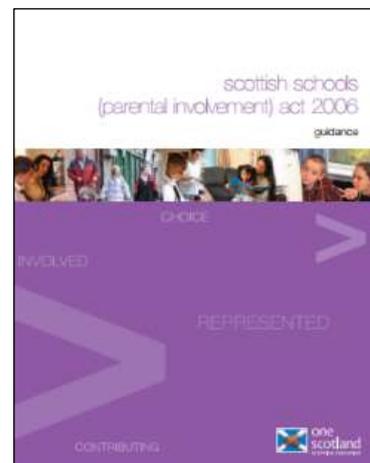
Parents/carers are invited to look at the Scottish Schools (parental involvement) Act 2006 which can be accessed at:

www.gov.scot/Resource/Doc/148166/0039411.pdf

The National Parent of support to parents and carers.

You can access the site at:

www.npfs.org.uk/



Parental Involvement

Parents/carers are encouraged to access the range of important information regarding their child's education in North Ayrshire via the council website at:

www.north-ayrshire.gov.uk/resident/education-and-learning

Parent Participation

As a school, we need everyone to participate in the learning experiences we provide for every young person within our learning community.

You can do this as a parent or carer by:

- attending parents' evenings and other events
- speaking to staff about your child's progress
- discussing with your child their experiences at school
- completing any forms, evaluations or questionnaires and returning them
- helping with school events or participating in our Parent Council
- commenting on the tasks set in the homework diary issued to S1 - S3 pupils
- ensuring your child is prepared for school each day and attends on time
- seeking assistance from staff if your child is experiencing any difficulties
- keeping the school informed of any concerns which might influence your child's progress.

Young people can participate by:

- providing a pupil voice during class discussions and school events taking a role in one of the school committees
- being involved in the planning of learning experiences and contributing in a positive manner to the life of the school incorporating the school values into everyday practice
- keeping your parent informed about your progress at school
- putting the school values into their everyday practice.

Staff can participate by:

- being a positive contributor to the ethos of the school and listening to feedback from pupils and parents/carers
- having regular discussions with other staff
- providing ideas and evaluations at staff meetings
- having ownership of professional discussions on individuals, class and school issues completing questionnaires and offering feedback when required
- putting the school values into their everyday practice.



Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science.

Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6, and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels.

Parentzone Scotland can be accessed at:

<https://education.gov.scot/parentzone>.

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
- conduct teacher workforce planning
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland
- provide a window on society, the economy and on the work and performance of government by:
- publishing statistical publications and additional tables about School Education
- providing school level information

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 on secure servers 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

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with their data policy and the [National Data Linkage Guiding Principles](#) Guiding Principles. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and out with Scottish Government as part of a Data Access Panel. At all times the rights of the individual (children or adults) under the GDPR and other relevant legislation will be ensured. Further information can be found on:

www2.gov.scot/topics/statistics/scotxed/schooleducation/ESPrivacyNotices

Concerns

If you have any concerns about the ScotXed data collections you can email the Data Protection & Information Assets Team on dpa@gov.scot or the Head of Education Analytical Services, Mick Wilson, at mick.wilson@gov.scot or by writing to Education Analytical Services, Area 2A-North, 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.

Alternatively complaints may be raised with the Information Commissioners Office at casework@ico.org.uk.

Appendix 1

Important Contacts

Interim Executive Director (Communities)

Audrey Sutton
 North Ayrshire Council
 Cunninghame House
 IRVINE
 KA12 8EE
 01294 324414

Head of Service

Caroline Amos
 North Ayrshire Council
 Cunninghame House
 IRVINE
 KA12 8EE
 01294 324416

Head of Service

Andrew McClelland
 North Ayrshire Council
 Cunninghame House
 IRVINE
 KA12 8EE
 01294 324413

This document is intended for print and is not fully accessible.

[Please visit our webpage for School Term Dates](#)

SCHOOL HOLIDAYS and IN-SERVICE DATES 2020/2021 (all schools EXCEPT Arran)

Pupils on holiday					
Staff only in-service days					
Children in School					

August 2020

Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020

Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020

Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2020

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020

Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021

Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021

Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021

Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021

Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021

Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021

Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2021

Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Session 2021/22 - teacher start date Tuesday 17 August 2021 - pupils return Wednesday 18 August 2021
 Pupil attendance will be 190 after deducting 5 in-service days