

Largs Early Years Centre Handbook

Session 2021 - 2022



Largs Early Years Centre
Alexander Avenue
Largs
KA30 9DR

01475 687687 (Opt 4)



A warm welcome to Largs Early Years Centre.
On behalf of the team I would like to thank you for your interest in our Centre. I hope you find the information detailed in our handbook both informative and interesting. If the information does not answer any questions you may have, please give us a call and we will be happy to help you.

Largs Early Years Centre was established in March 2018 and is situated in the grounds of the Largs Campus. It was the amalgamation of the three early years classes from St Mary's Primary School and the Kelburn and Brisbane campuses from Largs Primary School.

The Centre will provide high quality early learning and childcare to children aged 2-5 years old. We have the equivalent of 100 full time places although almost all places are allocated either am or pm. The Centre follows both Local and National Guidelines within its Curriculum.

The Centre will provide a welcoming, safe, secure environment that offers a high quality, flexible service to meet the needs of individual children and families within our local community.

The Centre will strive to be an inclusive Centre and actively supports children with additional support needs. The Centre is wheelchair accessible and has access to toilet facilities suitable for wheel chair users.

From August 2021 Largs Early Years Centre increased the hours provided to children and families to 1140. The patterns of delivery range from AM sessions, PM sessions, 9am-3pm, 2.5 days or 1 full day with AM/PM sessions. These models are either term time or full year.

I hope you and your child enjoy your time at the Centre, should you need any further information please do not hesitate to speak to myself or one of the centre staff.

Alicia Train
Head of Centre

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Communities & Education Directorate

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.

Largs Early Years Centre Mission Statement

In Largs Early Years Centre we will provide a welcoming, safe, secure, nurturing environment that offers high quality early learning and childcare, that meets the needs of individual children and families within our local community.

Our Main aims are:

- To motivate children to be happy and healthy in their environment reaching their full potential.
- To promote confidence, self-esteem and a sense of security through offering a wide range of choice and opportunities.
- To promote an environment of inclusion and equality, which accommodates individual needs.
- To engage with parents in a meaningful way to support their child's development and learning.
- To provide opportunities for staff for life-long learning and to further develop their skills, qualities and knowledge to enable them to confidently provide a quality service
- To provide an Ethos which promotes positive partnerships between all children, families, staff, local schools, visiting professionals and the wider community.

Names & Job Titles of our Staff Team

| <u>Staff</u> | <u>Job Title</u> |
|--------------------|---------------------------------|
| Alicia Train | Head of Centre |
| Shirley Anne Jess | Depute Head of Centre |
| Julie Tonner | Senior Early Years Practitioner |
| Yvonne Quin | Early Years Practitioner |
| Gemma Tweedie | Early Years Practitioner |
| Gail Ferguson | Early Years Practitioner |
| Joanne MacDonald | Early Years Practitioner |
| Phillipa Taylor | Early Years Practitioner |
| Lesley-Anne Cairns | Early Years Practitioner |
| Shona Aitchison | Early Years Practitioner |
| Jennifer Mailey | Early Years Practitioner |
| Laurie Gilchrist | Early Years Practitioner |
| Abigail Skinner | Early Years Practitioner |
| Stephanie Blakely | Early Years Practitioner |
| Chiara Kelly | Early Years Practitioner |
| Lynne Gray | Early Years Practitioner |
| Lisa Wigzell | Early Years Practitioner |
| Caitlin Morton | Early Years Practitioner |
| Kirsty McKinnon | Early Years Practitioner |

Jane Monaghan

Early Years Practitioner (Nurture)

Holly McEwan

Modern Apprentice in Early Years

Irene Whent

Education Business Assistant

We also have links with the following agencies: Psychological Services
Speech and Language Therapy
Health Visitors
Dental

In addition to the above members of staff, the Centre often accommodates students studying N.C and H.N.C in Childcare and Education, students of nursing as well as pupils from local secondary schools on work experience.

Centre Information

Address Alexander Avenue, Largs KA30 9DR

Telephone No 01475 687687 Opt 4

E-Mail gw18largseyc@ea.n-ayrshire.sch.uk

Twitter @LargsEYC

Hours of Opening - 8 AM. - 6 PM Full year

8 AM - 12.45 PM: Morning session

1.15 PM - 6 PM: Afternoon session

8 AM - 5.30 PM: Full Day session

The centre is open during term time, in line with the school calendar. Parents will be notified of all holidays including Public Holidays and In-service days.

Alternative support can be provided during the centre's closure, to individual children depending on need. Arrangements will be made with parents prior to each of these times.

Holiday Dates

Term Time children

| | |
|---|--|
| Friday 11 th February - Monday 14 th February (inclusive) | Holidays |
| Tuesday 15 th February | In - Service day |
| Monday 4 th April - Monday 18 th April (Inclusive) | Easter Holidays |
| Monday 2 nd May | Holiday |
| Friday 27 th May | In - Service day |
| Thursday 2 nd June-Friday 3 rd June (inclusive) | Holidays |
| Thursday 30 th June - Wednesday 17 th August (inclusive) | Summer Holidays (Wed 17 th August staff In Service day) |
| Monday 19 th September | In - Service day |
| Monday 17 th October - Friday 21 st October (inclusive) | Holidays |
| Friday 18 th November- Monday 21 st November (Inclusive) | Holidays |
| Tuesday 22 nd November | In - Service day |
| Friday 23 rd December 2022 | Centre closes for Christmas holidays |

Full Year children

| | |
|---|--------------------------------------|
| Friday 11 th February - Monday 14 th February (inclusive) | Holidays |
| Tuesday 15 th February | In - Service day |
| Friday 15 th April- Monday 18 th April (Inclusive) | Easter Holidays |
| Monday 2 nd May | Holiday |
| Friday 27 th May | In - Service day |
| Thursday 2 nd June-Friday 3 rd June (inclusive) | Holidays |
| Wednesday 17 th August | In Service day |
| Monday 19 th September | In - Service day |
| Friday 18 th November- Monday 21 st November (Inclusive) | Holidays |
| Tuesday 22 nd November | In - Service day |
| Friday 23 rd December | Centre closes for Christmas holidays |

Admissions Policy

All Early Years places are allocated in line with the Council's Admissions Policy and the centre staff will be happy to advise you how this policy operates when you apply for a place for your child. A leaflet dealing with the Council's policy is also available from all establishments. If you want a copy, please ask for one.

Age Range of Children in the Establishment

Largs Early Years Centre can take a maximum of 100 children am & pm. The centre caters for the full range of ages between 2 years and 5 years, split into two groups.

Children 2 - 3 years - 20 places a.m. & p.m.

Children 3 - 5 years - 80 places a.m. & p.m.

Admissions

Making an Application

Parents can apply for a 3-5 or 2-3 Early Years space through The North Ayrshire Early Years Applications website. Places in our under three's room can also be made by an external agency through the Named Person service or the daycare support service for entitled twos.

Allocation of Places

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



Children Under 3

Most places for under three's children are allocated by our Named Person Service on an individual basis and will allocate support dependant on their needs and availability. We also provide places for eligible two year olds.



3-5 Children

All children aged three are eligible for an Early Years place (the month after their third birthday). Applications should be made directly to the centre, which you wish your child to attend.

Registration week is usually in January; North Ayrshire Council advertises this in the local press. All children eligible for a place should apply at this time. Details can be found in the Parent's Leaflet produced by North Ayrshire Council or on North Ayrshire's website. www.north-ayrshire.gov.uk

Eligible Two Year Olds

To be eligible you must be in receipt of any of the following benefits:

- Income Support
 - Jobseekers Allowance (income based)
- Employment and Support Allowance (income based)
 - Incapacity or Severe Disablement Allowance
 - State Pension Credit

For further information, contact: 0345 351 3000 or
email: caris@north-ayrshire.gov.uk



Enrolment Procedures and Settling in Procedures

On the first day you bring your child to the centre you will be asked to complete an enrolment form. This provides us with all the essential information that we need to know about your child. It is essential that this information is accurate and that all emergency contacts/medical requirements etc. are completed at this time. The need for a settling in procedure is to ensure all children feel happy and secure within the centre. If children are happy within this setting, parents are usually happy and confident their child is having a positive learning experience.

A "settling in" time will vary from child to child or family to family. The following information is a guide and may change depending on individual children.

1st Day - Parent and child come along to the centre. You will meet your child's key worker and fill in an enrolment form which gives us all the essential information we need about your child. You will also receive a welcome pack. This provides you with the essential information you need to know about the centre. On the first day you will usually spend **up to an hour** in the playroom with your child. This gives your child an opportunity to explore the room and also helps staff to observe how confident your child feels within their new environment and how your child may settle. During this time it is **essential** that the parent **stays** in the playroom with their child.

2nd Day - Parent and child come back to the centre. Again you and your child will spend up to 2 hours in the playroom. During this time the parent may be able to leave their child for a short period of time to go to the parent's room. This is in close negotiation with staff and would only happen if staff felt sure that the child would be ready to move into this stage of settling. During this time staff will be able to observe how your child copes with this short period of separation. Dependant on this, staff will discuss with the parent what the next step would be for the following day.

3rd Day - Parent and child return to the centre. Parent will settle child into the room; staff may have discussed the next step for settling the child or may wait to see how the child has separated on this particular day. Staff will discuss with the parent how they feel the child is progressing and will discuss the proposed next step. This could be that the parent continues to stay within the playroom, that the parent remains in the centre a short distance away in our parent's room, or on some occasions the child

may be settled enough for the parent to leave the centre for a short period of time. In consultation with staff a decision will be made on when the parent should return.

Our current procedures differ due to the COVID-19 restrictions.



For Children under 3 years, the settling in procedure may take a different approach, depending on the child and the family's needs.

Arrival and Collection of Children

It is expected that a responsible adult will bring your child to and from the centre. (This is someone over the age of 16 years of age). Please bring any new person or family member to the centre to introduce them to staff if they are going to collect your child,

In the interests of your child's safety you should make a point of telling the key-worker if your child is to be collected by someone not known by the Head of the establishment or staff members. This avoids difficult situations when a child cannot be allowed to leave with an adult who is a stranger to the staff.

In the event that no one arrives to collect your child at the time expected, and no-one has called to explain why, the Centre will try to get in touch with you and then your emergency contacts. If no-one can be contacted and your child is still here when the Centre is due to close then we will have to inform Social Services in order that your child can continue to be cared for until you are located.



Security Procedures

There is a main entrance into the centre and this has a secure entry system. On arrival please press the buzzer to gain entry. Please do not let any other adults who are not in your company enter as you are coming in or leaving, as they may not be known to staff and require to be met at the door.

The children will be welcomed into the Centre through the cloakroom doors which can be accessed through the children's outdoor play area between the times of: 8.30 - 9.00 a.m. & 12.30 - 1.00 p.m. The cloakroom doors will also be opened for collection from 11.30 a.m. & 3.30 p.m. Please note that the gate to the outdoor area will only be opened centrally at certain times. At all other times the main entrance should be used.

During our COVID recovery period children will be dropped off & collected at the green gates.

All visitors are required to sign in and out and wear a security badge, which can be obtained from the reception office.

Absence from the Centre

We realise, that during their first experience of an Early Years Centre children may easily catch colds etc. However, regular attendance at the centre is very important as children can miss out on many opportunities available to them. If your child is going to be absent from the centre parents/carers should contact the centre to inform them. As part of our Absence Monitoring Policy and Child Protection Policy parents will be contacted if we have not been informed as to why their child is off. Continued absence without explanation may result in the loss of your child's

Early Years place. The centre will be guided by North Ayrshire Council's Policy in relation to non-attendance.



Suitable Clothing

Children have the best fun when they are doing messy work. We will always try to make sure that they wear aprons, but accidents happen. Please dress your child in **suitable clothing/footwear**. The centre has polo shirts and sweatshirts for sale within the local community, this is a great way to save your children's 'good' clothes however please note that uniforms are not mandatory in the early years. We also ask that you leave a **change of clothes** on your child's peg in case of any 'little accidents'. Outdoor play is a large part of children's day so we ask that your child has **suitable outdoor clothing** however we have welly boots and suits that can be used. If you wish your child to wear plimsolls or soft-shoes, please leave them on their peg/box, and don't forget to put their name inside the shoes.

North Ayrshire Council's dress code policy also does not allow children in educational establishments to wear football strips.

Insurance

Sometimes children like to bring something special or new to the centre for their friends to see. Parents should ensure that valuable items are not left at the centre, particularly as the authority has no insurance to cover the loss of such personal items. Claims submitted are likely to be met only where the authority can be shown to have been negligent. We also encourage parents to write their child's name on their jackets.



Excursions and Consent Forms

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



Emergency Closure Arrangements

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

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

~~We may keep in touch by telephone, twitter, notices in local shops and community centres, announcements in the press and on local radio.~~

Emergency Contacts

Parents whose children are in the centre are asked where possible to provide the establishment with the names, addresses and telephone number of two emergency contacts for use in case of an emergency. This is required twice per year, by Care Inspectorate.

You are also asked to keep the centre **up to date with any changes** in this information, such as new mobile phone numbers etc.



Child Protection

Our aim is to work in partnership with parents. We aim to provide the best education for your child and the best support for parents. Our Child Protection Policy aims to secure the care and wellbeing of your child/ren.

The centre will follow Child Protection Procedures & Guidelines from North Ayrshire Council. The centre also has an establishment policy on Child Protection. The policy will be explained to all parents who are required to sign to say this has been explained. Parents will also receive a copy in our welcome pack.

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. GIRFEC is all about ensuring that children get the help they need when they need it - the right help at the right time. For you and your child, GIRFEC means that you are the expert on your child and what you think matters.

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

- Healthy - Experiencing the highest standards of physical and mental health, and supported to make healthy safe choices.
- Achieving - Receiving support and guidance in their learning
- Nurtured - Having a nurturing and stimulating place to learn
- Active - Offering opportunities to take part in a wide range of activities
- Respected - To be given a voice and involved in the decisions that affect their wellbeing
- Responsible - Taking an active role within the school

- ~~Included - Receiving help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn~~
- And above all, to be safe ... protected from abuse, neglect or harm

The life chances of each young person are improved if we all work together to educate and support them. Today's young people can become more healthy, more self-sufficient, have better achievement and employment prospects and be enabled to be positive contributors to the communities in which they live. All in society will benefit from these outcomes.

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



Meals/Lunch

All children who attend the centre will be provided with a hot meal, this will come down from the kitchen in the campus. Children who attend in the morning will have a 2 course lunch, and children in the afternoon will have a 2 course light tea. Any dietary requirements will be accommodated.



Snack

The centre follows the NHS Guidance 'Setting the table', providing a healthy fruit snack with milk or water.

Healthy snacks are considered in all our activities including birthday celebrations, Christmas parties etc. As such when the children have a birthday we provide a Special Birthday Box and try to discourage Birthday Cakes.



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



Accommodation for Parents/Carers

The centre has a pleasant and inviting Family Room where tea and coffee making facilities are available. Parents/carers are welcome in this room most times.

~~Occasionally the room may be used for other purposes, such as a child's progress meeting or a workshop. On these occasions there will be a notice on the door.~~

Smoking Policy

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



Medication

If your child is in need of medication during his/her time at the centre you should discuss his/her requirements with the Head of Centre/Keyworker.

Please note only medication prescribed by a doctor may be given and you will need to fill in a form which authorises the centre's staff to administer any medication to your child. The Head of the Centre will give you the necessary forms to complete.

If your child suffers from any condition which is ongoing or more serious e.g. asthma, epilepsy etc. Parents should meet with the keyworker and Head of Centre to discuss this in more detail. This helps us ensure we are best equipped to deal with your child. An emergency action plan will be developed so that all staff are clear on the procedures in place. A letter will be issued monthly to parents to check whether or not your child is still requiring medication.



If Your Child is ill

It is important that you notify the centre that your child will be absent. Referring to Community Health Guidelines staff can also give information on how long your child should be absent for Childhood illnesses such as Measles, Chicken Pox etc. If your child is suffering from sickness & diarrhoea please ensure that your child is kept from the centre until they **have had a clear 48 hours**. This prevents other children in the centre becoming infected or unwell.



If your Child becomes ill while at the Centre

If your child becomes ill while at the centre staff may feel it is more appropriate for your child to be at home. The parent/carer will be contacted in the first instance, but then an emergency contact will be notified if the parent is not available.

Minor Accident and Upsets



There are regulations governing the administration of medicines to children in Early Years Centre. It is best if you give any medicines personally outside the centre's hours. Where it is imperative that a child receives medication in the centre time please

~~inform centre staff who will put the necessary procedures into operation. On no account should a child be allowed to carry medicines in the centre.~~

Parents/carers will be notified if their child has had an accident or has been upset during their session. Parents will also be asked to sign an accident form to ensure they have been informed of the incident. If medical treatment is required the parent/carer or emergency contact will be notified.



Visits to the establishment by Medical Staff

The centre currently receives visits from local Health visitors, Dental Health and the Orthoptist. Any contact with these professionals make with your child will always be authorised by parents/carers prior to these visits.

The Early Years Curriculum

Children aged 3-5

What is a Curriculum?



In Early Years Centres, the curriculum is everything that we do with your child that involves teaching, learning, and assessment.

A Curriculum for Excellence is for all children 3- 18 which means it will continue through Early Years, Primary and High School for your child. In an Early Years Centre and primary 1 & 2 the focus will be on active play. This recognises that all learning for young children takes place through play and by children having the opportunity to do things that are 'hands on'. The Curriculum reflects what we value as a nation and what we seek for our young people.

The curriculum is underpinned by the four values inscribed on the mace of the Scottish Parliament - Wisdom, Justice, Compassion and Integrity.

The Aims of Curriculum for Excellence are that every child and young person should know they are valued and will be supported to become a **successful learner**, an **effective contributor**, a **confident individual** and a **responsible citizen**.

These capacities should be promoted in all the experiences that are offered for your child. Staff also use Building the ambition as a guide to effective practice and use a range of self-evaluation tools to help make improvements in our service.

Every term we will give you an update on how we feel your child is progressing and discuss the targets for your child. You will also have the opportunity to add any comments you may have during the meeting. Parents and children are also encouraged to take their child's Special Book home regularly to share their experiences. This will show how your child is progressing in the Curriculum.

How we Promote Learning

Children aged 3-5

- ♦ By supporting all children to become **successful learners, effective contributors, confident individuals** and **responsible citizens**.
- By ensuring children have access to the 8 Curricular areas which are Health and Wellbeing, Literacy and English, Numeracy and Mathematics, Technologies, Social Studies, Religious and Moral Education, Sciences, Expressive Arts
 - * For 3-5 children we refer to the Curriculum for Excellence

Children Under 3



For Under 3s, we will refer to *Pre - Birth to Three, Positive Outcomes for Scotland Children and Families*. This promotes Respect, Relationships, Responsive Care and the Rights of the Child. We also use *Realising the Ambition* which is a national practice guidance to support staff. This document focuses on wellbeing, movement & co-ordinating and creativity & curiosity.

What We Do

Our environment is offered to promote independence, confidence and good self esteem. Principles we use in the playroom are based on the theory that children learn best from experiences that they plan and carry out by themselves. To achieve this; the playroom is set out so that all resources are easily accessible to our children.

- ♦ We use talking and thinking books to consult with children about their interests and ask them about their ideas and plans. Staff skilfully marry children's interests to the Curriculum for Excellence
- ♦ We have a keyworker system to ensure that every child is being monitored individually so that staff can identify individual learning.
- ♦ Staff and children will evaluate planning in order that the "next steps" for learning can be clearly identified.
- ♦ The staff team will carefully plan and implement their ideas involving the children where possible.

Assessment

In the centre assessment is ongoing. Every child in the centre has a 'Special Book' which is a record of what children 'can do'. Ongoing observation is carried out by staff within the playrooms. Through observation and monitoring staff then evaluate this to establish continued steps for development for individual children. Parents will be involved in

identifying personal learning targets for their child each term. You will also receive a written report of how their child is progressing, and we also discuss their next steps. Staff also use trackers to record children's learning under literacy, numeracy, Health and Wellbeing. Staff will pass their trackers onto their primary one teacher, as well as having discussions with them; this is to ensure they can build upon their prior learning. This also enables the primary one teacher to take over where the Early Years Centre has left off and ensures your child is not repeating areas that they have already learned.

Working together to Support Learning

Good home and Early Years links are vital to the progress of the children. When children start the centre, parents will be issued with a home to Early Years transition pack 'All

about Me'. This information is crucial to how we plan with your child. Parents are most welcome in our centre and their help and support is much appreciated. In addition Early Years staff in the centre will keep you informed by letter, newsletter and notices of any special centre events. We invite children and parents to share any home learning or wider achievements so we can celebrate this within the centre, this can be seen through our 'Wow wall' and throughout children's individual special books.



Inclusion

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

Additional Support Needs

Any child who needs more or different support to what is normally provided in schools or centres is said to have 'additional support needs'. This includes children who may need extra help with their education as a result of issues arising from social and emotional difficulties, bullying, physical disability, having English as an additional language, a sensory impairment or communication difficulty.

The Additional Support for Learning Act

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

Summary of the main provisions of the Act

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

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

North Ayrshire must assess any pupil with additional support needs and provide 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 get encouragement and support at home we can hopefully reduce later difficulties. Whatever the type of challenge that arises, it is important to detect it early, develop a shared understanding of what is needed (the school may request extra specialised help to do this) and take action to help to pupil achieve.

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

The school can get support from a range of visiting professionals including Educational Psychologists. These professionals are regularly in all schools and teachers and others will ask for informal advice on supporting pupils for example on the best way to support a pupil who is having difficulties with reading. If the school wants more detailed individual help then they would talk to you about formally involving the educational psychologist. The educational psychologist can only be involved in seeing your child after seeking your agreement to this.

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

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

Dispute Resolution Procedures

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

Data Protection

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

Further Support

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

- 1. Enquire: Scottish Advice and Information Service for Additional Support for Learning**
Website: <http://enquire.org.uk/>
Helpline: 0845 123 2303
Email: info@enquire.org.uk
- 2. Scottish Independent Advocacy Alliance**
Website: <http://www.siaa.org.uk/>
Telephone: 0131 260 5380
Email: enquiry@siaa.org.uk
- 3. Scottish Child Law Centre**
Website: <http://www.sclc.org.uk/>

Psychological Services

The Educational Psychology Service in North Ayrshire is part of and contributes to the aims of Education & Youth Employment 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.

Partnership with parents



Our Aims:

- ♦ We aim to establish a real partnership with parents and we recognise their role as educators of their own children.
- ♦ To encourage parents to take an active part in the daily life of the centre
- ♦ To actively involve parents in the recording of their child's progress and achievements
- ♦ To build up good relationships with the parents through our keyworker system
- ♦ To actively involve parents in the Early Years Improvement Plan and evaluation of our service

Working with you

Parents are welcome in the centre and are an integral part of the centre's team. Shared information and observations contribute to effective record keeping and curriculum planning.

Through Stay & Play sessions in our 3-5 room parents can participate fully in all aspects of their child's day. A calendar is available within the cloakroom area and we encourage no more than two parents per session. Parents can choose to stay for 15 minutes up to the full session of 3 hours 15 minutes.

~~The centre also hopes to provide a wide range of workshops, family learning evenings and groups to allow parents to feel more active and involved within the centre.~~

If you are unable to get involved in this manner, you may be able to give the centre your support in other ways. For example, do you have a talent or hobby such as sewing or

baking which could help our fund-raising efforts? Perhaps you are musically talented and could assist us during concerts, shows and parties.

The most crucial way to help your child is to appreciate and nurture their development and learning through talking about what they have been doing in the centre, as well as to take home their paintings, models and baking. Reading stories with your child will encourage their Literacy and English as well as building an interest and enjoyment in books and pictures. You could even come in and be a regular storyteller for the children.

Working together to promote positive relationships



Promoting positive relationships is a strong component of the whole Early Years ethos and is actively encouraged in our centre.

Parents are asked to support staff in this work and help convey to their child concepts of fair play, consideration and self-discipline.

Many children, and certainly almost all of the younger ones, find it difficult to share, take turns, and so on, when they start at the Centre. This inevitably leads to disputes and tantrums. Our aim is to show children how to handle conflict and cope with frustration without resorting to aggression.

As in all other developmental matters, a consistent approach is necessary to achieve progress in this area. For this reason, it is important that home and at Early Years Centre are consistent in their approach to dealing with any behaviours. If we let each other know what we are each trying to achieve and how, we should have a happy, sociable, friendly child who can benefit from and enjoy fully all social occasions and interactions with others.

(For further information, please see our Policy Folder located in the Parents' room)

Parent Groups

The authority has a parenting team who will work in partnership with the centre to deliver parenting courses. There is currently the Incredible Year or PPP training programs. Both of these courses are very informative and helpful for any parents. If you would like to attend one of these courses please speak to your child's keyworker.



Fundraising

We try to keep fundraising to a minimum within the centre and have one fundraising event a year. This is usually to raise funds for our Zoolab visits or fundays. We also have one small fundraising event which helps raise money for the community or a good cause e.g. pink day, McMillan Cancer Research etc.

Links with Primary Schools and other Educational Establishments

The centre has links with the two local primary schools and will work in partnership to ensure a smooth transition for all our children. Information will also be exchanged via the transition records, when children begin P1.

This is to ensure a smooth transfer to primary school and allows for progression and continuity.

A programme of transition is in place which involves children from the centre and the school working together to help the early years children settle into their new environment. Many other activities will take place throughout the year such as shows, competitions, concerts and fundraising events etc.

The centre also takes in pupils from the local secondary school for Work Experience. Students from Ayrshire College Kilwinning Campus studying for N.C. or H.N.C. Childcare & Education will come to the centre for practical experience.

Transferring Educational Data about Pupils

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

Why do we need your data?

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

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better

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 out with 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.

Suggestions and Complaints

We always strive to maintain and improve our service. If you have any suggestions to make about the service, please contact the Head of the Centre in the first instance similarly, if you have a complaint about any aspect of the service you should contact the Head of Centre. The Head of Centre will respond to your complaint within 14 days. After this time if you feel your complaint has not been satisfactory resolved with the Head of Centre, please contact the Head of Service at Education and Youth employment or the Care commission office.

Their numbers are listed below.



Education & Youth Employment
North Ayrshire Council
Cunninghame House
Friarscroft
Irvine
KA12 8EE

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

Tele: (01294) 324430

Tele: (01392) 207100

Useful numbers:

You may wish to be aware of the following names and telephone numbers:

Largs Primary School

Tel: 01475 687687

St Mary's Primary School

Tel: 01475 687687

Brooksby medical Practice

Tel: 01475 674545

Social Work office

Tel: 01475 687592

Please note:

Although the information in this handbook is correct at the time of going to print there could be changes affecting any of the matters dealt with in the handbook, either before your child's placement begins or during the course of their placement. The Head of the Centre will tell you of any important changes to the information.