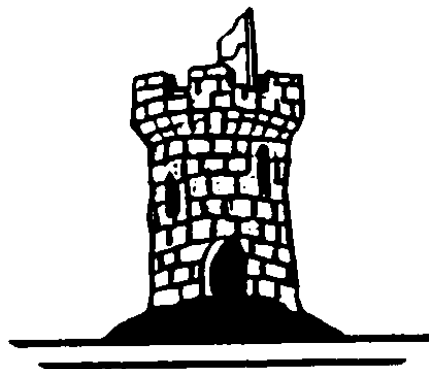


**North Ayrshire Council: Education Services**

**Stanecastle School**  
**Handbook 2021**



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**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

## Head Teacher Introduction

Dear Parent / Carer

This handbook will give parents, carers, friends and visitors to Stanecastle School a flavour of what our children experience.

In Stanecastle School we strive at all times to deliver the highest quality of education possible to our pupils. We hope our vision, values and aims are reflected in all aspects of school life. Our school provides an enriching, child centered and unrestricted approach to meeting the needs of pupils who have a range of additional support needs.

Our school team hope to work in genuine partnership with the parents and carers of our children. If this statement is to be reality, we must ensure close and sincere co-operation between home and school.

In order to actively promote this core school function, I would like to assure parents and carers that they will always be made welcome in the school to discuss any matter relating to the education or welfare of their children and/or their families.

I very much look forward to working with you and your child in the forthcoming years.

*Fiona Dunlop*

Interim Headteacher  
December 2020

## **Communities Directorate (Education Services)**

### **What we want to achieve**

#### **Our Overall Aim**

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

#### **Our Priorities**

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

## **Section 1: School Information School Contact Details**

**Stanecastle School Burns Crescent Girdle Toll, Irvine, KA11 1AQ**

**Telephone: 01294 211914**

**Email: [stanecastle@ea.n-aysire.sch.uk](mailto:stanecastle@ea.n-aysire.sch.uk)**

**Fax: 01294 211792**

Stanecastle School, established in 1975, is a non-denominational school for pupils with a wide range of additional support needs. It caters for children aged 5 – 18. Additionally, the school also operates a mainstream early years (3-5) and specialist early years (2-3). This Early Years provision will be moving into Annick Primary School from August 2020. The school roll presently stands at 59 with 4 pupils in P7, 8 pupils in S1, 13 pupils in S2, 9 pupils in S3, 7 pupils in S4, 14 pupils in S5 and 4 pupils in S6.

The school primarily serves all of North Ayrshire but also supports young people from local authorities across Scotland as a result of placing requests and children who are looked after away from home.

Situated in the Girdle Toll area of Irvine the school has close community links, and shares a campus with neighbouring Annick Primary and is within easy reach of Greenwood Academy. A new Additional Support Needs Campus will be opening during the session 2020-21 in the grounds of Auchendarvie Academy, where young people from Haysholm, James MacFarlane, James Reid and Stanecastle Schools will be amalgamated.

The school currently belongs to the Greenwood Academy cluster which includes Dreghorn Primary, Elderbank Primary, Glebe Primary, Lawthorn Primary and Springside Primary.

The school has an extremely supportive and pro-active parent council which works in partnership with the school management and staff teams to provide support and quality experiences for our young people.

## **Vision**

Stanecastle School strives to build positive relationships with individuals, families, the wider community and other agencies to remove barriers to learning to ensure all young people develop confidence and experience success in school and beyond.

## **Values**

### *Family*

We aim to ensure that all our young people, families and staff feel included, nurtured and connected to the Stanecastle Community. It is important to us that we ask for their views and listen to what they say to improve their school and life experiences.

### *Safe*

We aim to ensure that all our young people feel safe. Safe in our environment, safe in their community and safe to confront challenges knowing that they will not be judged but instead be supported and loved to be the best they can be.

### *Unique*

We aim to ensure that our school community focuses on the abilities of individuals ensuring that they are given opportunities to develop these strengths through a relevant and meaningful school experience.

## **School Staff**

## **Senior Leadership Team**

Headteacher	Ms Fiona Dunlop (Interim HT)
Depute Headteacher	Mrs Gemma Carson (acting DHT)
Depute Headteacher	Mrs Anne Marie McGeechan
Principal Teacher	Mr Neil Anderson

## **Teaching Staff**

### Broad General Education (BGE)

P6/P7/S1	Mrs Denise Larkin	P6, P7, S1 & S2 complex – Mrs A Guias	
P6/P7/S2	Ms Kerry Canning (0.8)	S1/S2/S3	Miss Katie Wilson
S2/S3	Mrs Tracy Ferguson (Miss Justine Stark)		

### Senior Phase

S4/S5/S6	Ms Catherine Loudon	S4/S5/S6	Mrs Kirsty Cairns (Science)
S4/S5/S6	Mr Gordon Moir-Hall (Music)	S4/S5/S6	Miss Niki Hall / Mrs Camilla McNaught

HE teacher Mrs Anna Craven & Mrs June Donaldson (0.4)

PE teacher Mrs Laura Anderson (0.4)

Music Instructor Mrs Lynn Paul (0.5)

## **Support Staff – Classroom Assistants (ASN)**

Mrs Karen Adrain, Mrs Rachel Ferguson (0.4), Mrs Elizabeth Hall, Mrs Yvonne McLean (0.6), Mrs Deborah Padden, Mrs Susan Queen (0.8), Mrs Myra Ratcliffe (0.8), Mrs Anne Stone, Mrs Janice Sharkey (0.8), Mrs Lyndsay Warnock (0.4), Ms Catriona Campbell, Miss Bethany Bell (temp), Ms Yvonne McBride, Ms Claire Mitchell, Ms Janice Kennedy Begg (temp), Ms Suzanne Murphy, Ms Dana Keegans (0.4), Ms Siobhian Queen (0.2), Ms Holly Pirie.

## **Office/Janitorial Staff**

Janitor Mr John Dunlop, Education Business Assistant (ASN) Mrs Susan Atkinson (0.6) Education Business Assistant (ASN), Mrs Elizabeth Gibson (0.6)

## **Catering Staff**

Ms L Dougall, Miss Jane Skachill

## **Cleaning Staff**

Cleaning Supervisor - Mrs Margaret McGowan      Cleaning Assistant – Ms Minnie McNaught

The Stanecastle School staff work closely as a strong team in order to meet the needs of all our children.



**NORTH AYRSHIRE COUNCIL - EDUCATION SERVICE**

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

Term	Dates of Attendance	Day	Date	Cumulative Holiday/ Closure Total	Cumulative Working Days
<b>Term 1</b>	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
<b>Term 2</b>	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
<b>Term 3</b>	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
<b>Term 4</b>	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 school that any member of staff will approach a visitor and ask for verification of identity. This measure ensures that children work in a safe and protected environment. We appreciate your support in carrying out all of the above measures.

### **Positive Relationships**

The school 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.

### **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 is provided in playgrounds at break times. 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 intervals. Primary pupils should only leave school grounds at lunchtimes when they are going home for lunch with their parents' agreement. Parents should put this request in writing to the Head Teacher. Pupils will leave and return through main entrance door of the school.

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

## School Dress Code

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

The Council believes that establishing a school dress code has many benefits. These include improvements in safety, security, positive behaviour and community spirit and a decrease in bullying and in expense for parents.

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

Types of clothing which will not be allowed include:

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

All items of clothing should be clearly labelled with the child's name in case of loss. It is appreciated that parents and pupils are distressed over the occasional loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items of clothing or personal belongings are not brought to school.

## Personal Belongings

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

## Dress Code for PE

For health and safety reasons all children must wear suitable clothing for PE. This consists of shorts and t-shirts with soft shoes for indoor activities.

We adhere strictly to health and safety guidelines and pupils must remove any item that may cause danger, i.e. metal buckles, jewelry. These items are the responsibility of the pupil. Long hair should be tied back.

## 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. Parents of children who require a special diet can arrange this by contacting the school or Early Years Class.

There are arrangements in place for children who would prefer to eat a packed lunch.

## **Mobile Phones**

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

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

## **Information in Emergencies**

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

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

## **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 and Youth Employment 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 still receive Income Support, Income based Job Seeker's Allowance, any income related element of Employment and Support Allowance, Support under part V1 of the Immigration and Asylum Act 1999, Child Tax Credit only (with income under £16,105), Working Tax Credit or Housing Benefit may also still be entitled to grants for footwear and clothing for their children.

Parents who may be unsure whether they can apply should contact the Council's Welfare Reform Team on 0300 99 4606 or the Council Contact Centre on 01294 310000 for further advice.

Information and application forms may be obtained from schools.

### **Free School Meals**

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

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

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

### **School Transport Policy**

Transport will be provided to pupils with additional support needs in accordance with the recommendations made by Education Youth and Employment Managers, Educational Psychologists and/or Health and Social Care Partnership Managers.

Each request will be considered sensitively and on merit to ensure the best transport options that can be made available.

Parental requests for changes to existing school transport should be directed via the school for discussion with the Transport Hub.

Transport entitlement is based on home to school. Requests for pupils to be dropped off at alternative locations will be considered if no additional cost is incurred.

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

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

## **Section 4: School Registration, Enrolment and Attendance**

### **Registration and Enrolment**

The date for registration of school beginners is advertised in the local press and is normally in January each year. Pupils will be registered in the school for their catchment area.

Parents are provided with information about the school and procedures for making placing requests, if required. Arrangements for meetings with parents and induction days for pupils will be notified during the spring and summer terms.

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.

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 School Inclusion Worker investigates unexplained absence, and the authority has the power to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

## Section 5: Curriculum for Excellence

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

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

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

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

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

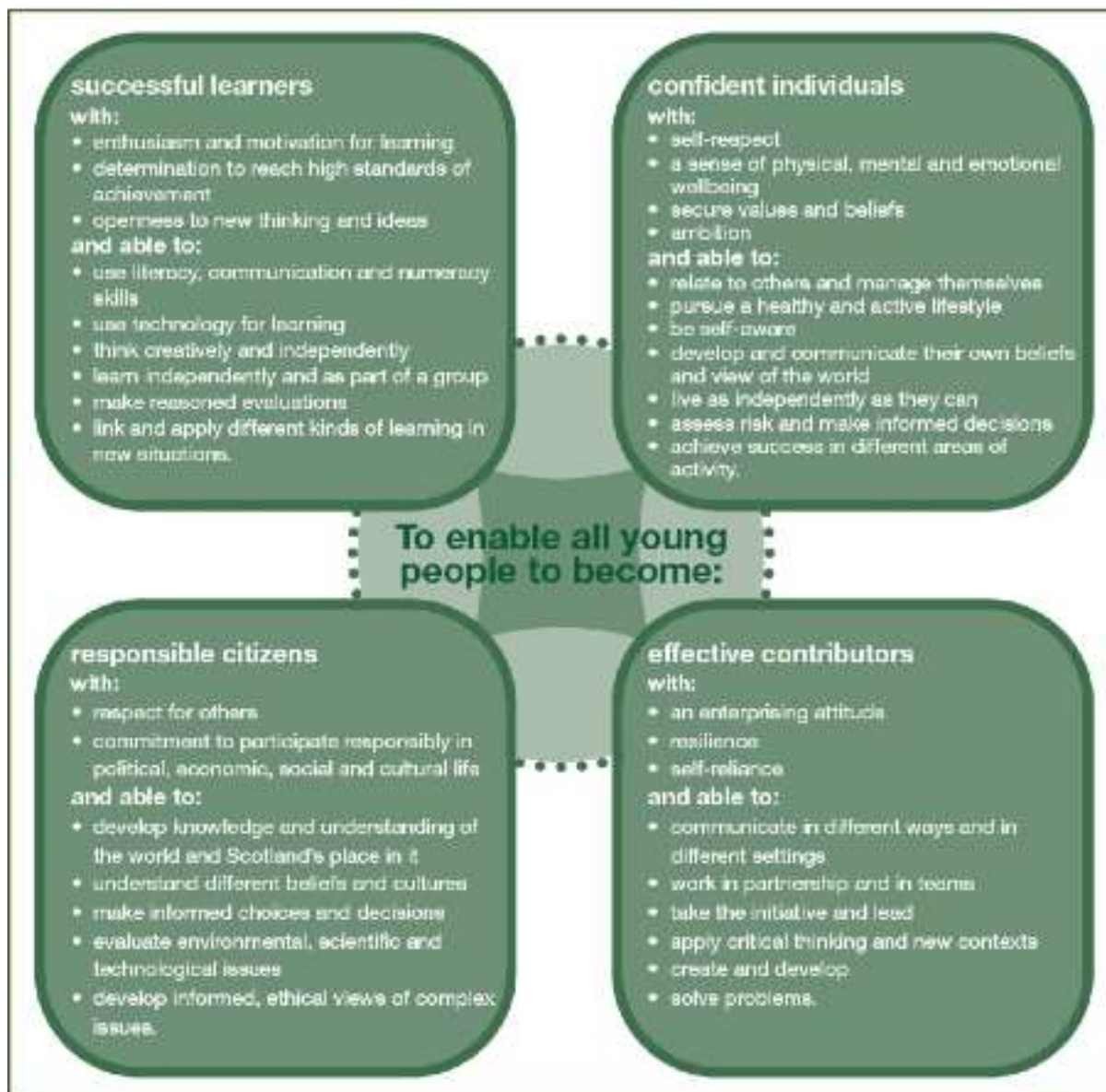
There are new ways of assessing progress and ensuring children achieve their potential. Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture **successful** learners, **confident** individuals, **effective** contributors, and **responsible** citizens, building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

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

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



## Curriculum for Excellence: The Capacities



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

[www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence](http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence).

## **Teaching and Learning**

### **Curriculum**

Curriculum for Excellence has been introduced across all educational sectors in Scotland for all 3 – 18 year olds. It aims to raise standards, prepare our children and young people for an ever changing world and equip them with necessary skills to enjoy their journey into adulthood.

The Curriculum for Excellence allows professionals to teach subjects creatively, to work together across curricular areas, to share best practice, to explore and share the journey of learning with pupils.

As a child progresses through their educational experience, teachers will share information to plan a child's journey of learning from 3 – 18 years to ensure their transitions from nursery to primary, primary to secondary and onto post-school placements are well structured and ensure that previous achievements are continued to be built upon whilst maintaining an appropriate level of challenge.

The Curriculum for Excellence places clear emphasis on 7 principles of curriculum design:

### **Challenge & Enjoyment**

Pupils should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. All learners, of all aptitudes and ambitions should experience an appropriate level of challenge to enable each individual to achieve their potential. They should be active in their learning and be given opportunities to develop and demonstrate their creativity.

### **Breadth**

All pupils should have opportunities for a range broad and suitably weighted range of experiences. The curriculum should be organised so that they will learn and develop through a variety of contexts within the classroom and across other aspects of school life.

### **Progression**

Children and young people should experience continuous progression in their learning from 3 to 18 within a single curriculum framework. Each stage should build upon earlier knowledge and achievements. Children should be able to progress at a rate which meets their needs and aptitudes and keep options open so that routes are not closed off too early.

### **Depth**

There should be opportunities for children to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual rigour, drawing different strands of learning together, and exploring and achieving more advanced levels of understanding.

### **Personalisation & Choice**

The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each child increasing opportunities for exercising responsible personal choice as they move through their school career. Once they have achieved suitable levels of attainment across a wide range of areas of learning the choice should become as open as possible. There should be safeguards to ensure that choices are soundly based and lead to successful outcomes.

### **Coherence**

Taken as a whole, children's learning activities should combine to form a coherent experience. There should be clear links between the different aspects of children's learning, including

opportunities for extended activities which draw different strands of learning together.

## **Relevance**

Children should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.

## **Assessment**

In addition to these principles of how we design our curriculum, it is also vital that our methods of delivery are appropriate and offer us opportunity to receive effective feedback from pupils in order to ensure that levels of challenge, engagement and understanding remain high. One vehicle which assists us to do this is Assessment is for Learning.

Assessment is for Learning was founded on the evidence of research which emphasised four big ideas about learning, these being learners learn best when they:

- understand clearly what they are trying to learn, and what is expected of them
- are given feedback about the quality of their work, and what they can do to make it better
- are given advice about how to go about making improvements
- are fully involved in deciding what needs to be done next, and who can give them help if they need it.

## **Active Learning**

The curriculum is designed to offer as many opportunities as possible to allow our pupils to engage in Active Learning, which is defined in the document “Active Learning and Collaborative Learning Theories - Building the Curriculum 2” as *“learning which engages and challenges children’s thinking using real-life and imaginary situations. It takes full advantage of the opportunities for learning presented by:*

“Spontaneous play. Planned, purposeful play. Investigating and exploring. Events and life experiences. Focused learning and teaching.”

Scottish Government (2007)

Active learning strategies are delivered throughout all sectors and stages of education with related experiences promoting the purposes and principles of the Curriculum for Excellence.

Teaching plans and associated evaluations are monitored regularly to ensure that each pupil progresses at an appropriate pace. Direct feedback from the Senior Leadership Team ensures that planning is monitored to ensure consistency in the development of the principles of curriculum design.

## **Inter Disciplinary Learning (IDL)**

Interdisciplinary learning is learning which makes connections across two or more subjects. It aims to provide meaningful, challenging and enjoyable contexts through which learners can deepen their understanding of knowledge and improving skills.

## Curricular Areas

The eight defined curricular areas of Curriculum for Excellence are:

<b>Health and Wellbeing</b>	<b>Religious and Moral Education</b>
<b>Literacy and English</b>	<b>Sciences</b>
<b>Numeracy and Mathematics</b>	<b>Technologies</b>
<b>Expressive Arts</b>	<b>Social Studies</b>

### Health and Wellbeing

A child's emotional, personal and social development permeates all other aspects of their learning.

Positive behaviour is actively promoted in the school. Children require many skills in order to be able to behave and interact appropriately with others. School will teach and reinforce these skills carefully through all areas of the curriculum. Pupils will be encouraged to do the following:

- Treat each other with respect
- Play positively with their peers
- Share and turn-take in a range of situations
- Experience success through completion of planned activities
- Demonstrate care for others
- Respond positively to adult guidance
- Show respect for their own property and the property of others
- Develop a general understanding of the effects of their own actions on others.

Within Stanecastle School we ensure that independence out with the family setting is nurtured through a warm and encouraging environment, where children feel happy, safe, confident and valued. Children are assisted in developing greater self-awareness and an awareness of others around them. Skills will be developed through curricular experience giving opportunity for each pupil to become self-confident, independent, expressive and able to make choices. The importance of physical activity for children is well researched and documented. This is vital for both health and general development. A child's physical development is influenced by their growing confidence and enjoyment of physical play and their general well-being. Stanecastle School ensures that children are given many opportunities to enjoy physical activities which can also provide opportunities for sharing, turn-taking and teamwork.

Stanecastle School is committed to the principle of being a health promoting school. This is actively implemented through

- Daily healthy breakfasts and lunches
- Encouraging daily energetic activity
- Teaching health and hygiene skills e.g. washing, teeth brushing
- Timetabling of health related topics

**(Literacy &) Language** *“the set of skills which allows an individual to engage fully in society and learning, through the different forms of language, and the range of texts, which society values and finds useful”*

### *Curriculum for Excellence*

Literacy skill development is fundamental to all areas of learning. Talking and listening skills are developed and reinforced through all aspects of the curriculum.

At early stages of literacy development, teaching methods are utilised to build upon a child's own experiences which provides familiarity and personalisation of context. Pupils requiring additional support receive additional support to establish and reinforce the development of relevant skills may have input from our visiting speech and language therapist.

Children and young people are encouraged to further develop both written and oral communication skills as they progress through the school into their senior phase experience where they will be presented for relevant and appropriate SQA qualifications. The development of literacy and language skills will provide opportunities for pupils to:

- Communicate, collaborate and build relationships
- Reflect on and explain my own actions and, by using feedback, allow me to contribute and provide useful feedback for others
- Create, access and engage with texts in a wide variety of media, in particular taking advantage of ICT
- Develop an understanding of my own culture and others
- Demonstrate the wide range of ways that I can be creative
- Continue to extend my vocabulary through listening, talking, watching and reading.

**Numeracy and) Mathematics** *To face the challenges of the 21<sup>st</sup> century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population” Building the Curriculum 1*

Stanecastle School provides a challenging mathematics environment in which pupils are involved in their own learning. The development of an understanding of number and the mastering of mathematical skills and concepts equips pupils with the skills they need to interpret and analyse information, simplify and solve problems and to make informed choices.

Numeracy skills play an important role across the school curriculum with many subjects across the school curriculum calling upon these skills in order to further progress knowledge and understanding.

We hope to provide a mathematics curriculum which is rich and stimulating and which will engage and fascinate learners of all ages, interests and abilities.

### **Expressive Arts**

Creativity and the expression of ideas, feelings and imagination are vital elements of a child's continual development as they move through their school years. Stanecastle School places a strong emphasis on this aspect of the curriculum and concentrates on using creativity to promote enjoyment and interest in all areas of the curriculum.

Through expressive and aesthetic development and within a framework offering experiences in art and design, dance, drama and music, pupils will learn to be self- confident, interactive, listen and

respond to others and develop thinking skills which will impact on all aspects of their lives.

## **Religious and Moral Education**

Stanecastle School aims to provide a teaching programme that is appropriate for the physical, emotional, intellectual, moral and spiritual development of each pupil. Children are taught to respect others and their values, beliefs and customs. They are encouraged to develop a positive self-image and to understand values such as love, fairness and tolerance.

## **Sciences**

Pupils within Stanecastle School have opportunities to develop an understanding of their environment and the big ideas and concepts of science. There are opportunities to develop relevant skills for life and work through practical practice and investigation. Pupils will experience topic work focusing upon planet Earth, energy, life and materials.

## **Technologies**

Pupils experience a curriculum which provides opportunities to develop skills in problem solving, planning and organising, creativity, innovation and presentation skills. In addition, pupils will experience and develop confidence in using different tools, equipment, computer software and materials.

The school has an active Home Economics department that works with all stage and supports the senior phase pupils to organise and operate our monthly school café.

## **Social Studies**

Through social studies, pupils have experiences in the following areas: • People, past events and societies. People, place and environment. People in society, economy and business

Pupils develop skills through observation, comparing and contrasting, exploration, discussions and debating. Where possible, the school aims to provide opportunities for pupils to become involved in their local community to support their development as active and informed citizens.

## **Enterprise**

Stanecastle School is an enterprising and creative school. We encourage pupils to become involved in a range of enterprise projects. This includes:

- A school coffee shop open to the public specific dates shared annually.
- Involvement in a wide range of fundraising events both for school and other charities.
- Extended work experiences to improve vocational skills for older pupils.

**Curriculum for Excellence** entitles every pupil to a **broad general education (BGE)** from early years through to the end of S3, where they will experience well planned experiences and outcomes across the aforementioned curricular areas. In order to achieve this, the school takes advantage of its 'through one door 5 - 18' school format and operates Early and Middle 'phases' where core class teachers and core classroom assistants work together to encourage pupils in developing skills within the core curricular areas prior to experiencing transition into a Senior Phase where pupils continue to develop skills for life, learning and work as they focus on SQA and other certificated courses.

**BGE or Middle Phase** A core teacher, working closely with a classroom assistant, has responsibility for all aspects of planning, co-ordinating and recording pupil experiences across all contexts of learning offered within the school for young people within the early phase and middle phase. Pupils within these phases will receive a 'broad general education' before moving onto the secondary format of the senior phase.

## Transition

Experience tells us that transition between primary and secondary school can be a difficult time for all our pupils. The change in educational format can often distress pupils and cause anxieties which make this process difficult. Our 'phase' model allows pupils to grow and develop within a core class format experiencing transition at more manageable pace until they will eventually experience the more recognisable secondary format of the senior phase when they are better equipped to do so.

<b>Stanecastle School Phase</b>	<b>Corresponding Stage</b>
BGE / Middle	P6-S3
Senior	S4-S6

## Senior Phase

Pupils within the senior phase experience a more recognisable secondary format, with pupils given opportunities for subject choice, college and mainstream school links, bespoke college experiences and a variety of work experience formats during the course of the year in addition to regular timetabled classes which offer SQA certificated qualifications. The main focus of the Senior Phase is to encourage the development of skills for learning, skills for life and skills for work with a continuous focus on literacy, numeracy and health & well-being.

### Courses in the Senior Phase (S4- S6)

Pupils in S4 to S6 form our Senior Phase. The focus over the three years is on developing independence and the emphasis is on acquiring transferrable skills for further learning, life beyond school and paid or voluntary work. Key aims are promoting and developing independence, maturity, responsibility, confidence and community involvement.

### Moving from school to further learning opportunities

In 4<sup>th</sup> year pupils in Stanecastle School transition into the Senior Phase. Most young people will remain in the senior Phase for the next 3 years with the majority of pupils remaining in full-time education at Stanecastle School until the leaving date after their 18<sup>th</sup> birthday.

The emphasis in the Senior Phase is to ensure young people develop the skills they need for learning, life and work. There is also a focus on helping young people achieve as broad a range of certification as possible. This may be through SQA or equivalent accreditation routes.

Senior Phase pupils will have the opportunity to regularly review their progress and to start planning with the school and with their parents/carers for their future beyond school. This will be through a formal review process and partner agencies especially Social Services and Skills Development Scotland (Careers Advice) will be included. The local Further Education College (Ayrshire College, Kilwinning Campus) will also be involved in reviews at least a year prior to the young person's expected leaving date.

Each young person will have the support of an appointed key adult (normally a Senior Phase Teacher) who will be able to guide and encourage them as they make choices about their future.

To assist pupils and their parents/carers make informed choices Skills Development Scotland will initiate and maintain regular contact with pupils in the Senior Phase. This will take the form of group activities, one to one interviews, on-line activity and scheduled appointments with parents/carers.

A young person may not choose college and prefer to opt for a more supported destination. These are post-school opportunities managed by the Health and Social Care partnership.

Access to work-based destinations is through the Skills Development Scotland adviser allocated to the school. The advisor will help the young person to explore the options available to them and the opportunities for work and training placements.

For some pupils, Enable, a learning disability charity, runs a project called, 'Inspiring Scotland' which aims to support young people into employment. Pupils are selected for the project in the last two / three years of school and Enable commit to them for a period of up to 5 years. Pupils receive regular support from the project worker who helps them develop their work related and personal skills, seeks work experience placements and a long-term work placement for them once they leave school.

### **School and Community Links, Extra Curricular Activities**

Many of our usual activities are currently curtailed due to Covid-19. The school encourages links with the local community. We have access to mini-buses that enable us to support an extensive programme of educational, social and cultural visits.

Pupils visit and entertain at Burns Crescent Day Centre. We have regular visits from our two school chaplains and arrange Easter and Christmas services jointly with Annick Primary School.

The Senior Phase (S4-6) follows a course of study focusing on skills for learning, life and work. Pupils use local facilities to practice their skills for independence in the community. This group of pupils also takes part in a residential stay, which in recent years has been in Edinburgh and Glasgow. Pupils raise funds for their residential stay by organizing and running a café. As well as providing the experience of running a company and learning all aspects of a small business pupils also have the opportunity of supported work experience.

Each year our senior phase pupils attend the Arran Outdoor Education Centre for a week long, residential stay. Pupils have the opportunity to engage in a wide range of water based and land based activities led by highly qualified instructors. In addition pupils learn to care for themselves and each other in the daily routines of the Centre.

Pupils can attend a Friday evening club for pupils with additional support needs. This is held in Kilwinning and pupils are referred to the club by the school and initially attend on a trial basis until a full-time place is offered.

The local ENABLE Group runs an evening Senior Club located in James Reid School on a Tuesday from 7.30 p.m. This is open to those in their final year of Secondary School.

We have a number of local volunteer helpers who are valued for their assistance with minibus outings, educational visits, class-based activities and at special events help in the school.

Stanecastle works in partnership with INPUT a social enterprise charity which seeks to help young people with Learning Difficulties into meaningful employment. A number of our Senior Phase students have completed a 12 week placement where the focus was on skills for work and further learning.

Pupils from Stanecastle School join with Greenwood Academy pupils on a range of social enterprise projects.

Pupils from Stanecastle School participate in a range of outdoor activities which lead to accreditation with the John Muir Award and Duke of Edinburgh Award schemes.



## **Inclusion**

The school has a strong commitment to inclusion and this lies at the heart of all aspects of school life. To be 'included' means to feel valued, worthwhile and have a sense of belonging. These values permeate all activities within the school and most importantly extend to the wider school and social community.

The school is committed to providing its pupils with a broad range of learning experiences and does so by maintaining close and meaningful links established with our partnership schools and further education colleges. Inclusion is encouraged at a variety of levels and is individualised similarly to other areas of the curriculum.

This may involve:

- Team teaching and peer buddying within the school.
- Split placement provision between mainstream and Stanecastle School
- Individual inclusion for specific subject areas with nearby Annick or a child's own community school.
- Curricular inclusion links with partner secondary schools
- Small group / class inclusion for structured play
- Small group / class inclusion for a curricular project
- Joint school services (Annick Primary and Stanecastle)
- Multi-sector inclusive projects (Nursery, Primary, Secondary)

## **Section 6: School Improvement – Standards & Quality Report & Improvement Plan**

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.

At Stanecastle, through our self evaluation and on-going improvement work, we have sustained positive destinations for all our leavers and improved the quality of the engagement, breadth and depth of the curriculum by widening access and upskilling staff to provide more intense subject focus in the senior phase.

SQA National qualifications achieved indicated an improvement on last session with young people achieving more units and full awards than in past years. We look forward to expanding this further and merging into the new campus seamlessly.

This session we will focus on recovery and transition from 4 schools to one as Lockhart Campus. Pupils, Parents and staff will be involved as much as possible – virtually and remotely – in transition to the new Campus.

There will also be a focus on staff and pupil wellbeing recovering after lockdown and revisiting & reinforcing prior learning.

To this end, we have a Campus improvement plan where staff across all 4 schools will work together to share their skills and knowledge and promote cross school working as we move towards the new campus opening.

## Strategic Plan 2020-21: LOCKHART CAMPUS

<b>School Priorities</b>	<b>Prioritise and promote the positive health and wellbeing of children &amp; young people, parents/carers and staff in response the impact of COVID-19 in our community.</b>	We will prioritise leadership of change as a key focus and Implement a culture of leadership at every Level	We will support the wellbeing of the whole school community to ensure an effective transition to the new campus	We will raise attainment and achievement	We will ensure a communication for all approach is visible consistently across the campus
<b>High Level Objectives</b>	<p><i>We will ensure staff feel safe and secure about a post lockdown return to school.</i></p> <p><i>We will ensure that time and space is provided to actively promote staff health and wellbeing.</i></p> <p><i>To further develop targeted approaches that support children and staff's mental health and wellbeing through the application of nurture as a Whole Establishment approach promoting reconnection and recovery.</i></p> <p>Individual Schools will respond as required.</p>	<p>We will implement an Operational Plan to fully support the transition to the new school.</p> <p>We will consult with all stakeholders to establish our vision, values and aims for the new campus.</p> <p>We will develop collegiality and staff confidence through professional learning to ensure the needs of children and young people are met.</p> <p>We will establish a school leadership team and establish and sustain supportive leadership and management channels.</p> <p>We will develop consistent core policies and procedures to ensure robust approaches to Quality Assurance are implemented to ensure evidence is used to drive change.</p>	<p>We will develop a consistent approach to Health and Wellbeing which ensures consistent guidance and strategies are in place to embed the principles and practice underpinning Nurture.</p> <p>We will establish effective transition arrangements for children and young people, staff, partners and families.</p> <p>We will ensure all children and young people have a voice in the amalgamation process.</p> <p>We will engage parents, carers and families actively in supporting children's learning, attainment and achievement.</p>	<p>We will develop consistent, effective systems to inform judgements on how well children and young people are progressing in learning.</p> <p>We will gather and collate data and evidence about learning and progress to ensure that our children and young people are receiving an appropriate level of challenge in the best learning environment possible.</p> <p>We will implement effective collegiality to develop effective approaches to planning, pedagogy, moderation and assessment.</p> <p>We will enhance the number of young people achieving national accreditations by developing and broadening the curriculum and developing tailored progression pathways.</p>	<p>We will build staff confidence through professional learning so that they are able to communicate with all children and young people across the campus</p> <p>We will ensure that all children and young people have detailed profiling to ensure that learning is well-differentiated and needs are fully met</p> <p>We will develop and create a communication rich learning environment</p> <p>We will ensure a strong pupil voice in line with the UNCRC.</p> <p>We will implement and embed communication rich pedagogies to raise attainment in literacy.</p>

## **Section 7: Support for your Child**

### **Equalities**

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

### **Equality Act 2010**

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

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

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

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

### **Child Protection**

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

### **Inclusion**

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

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

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

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

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

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

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

### **Additional Support for Learning**

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

### **The Additional Support for Learning Act**

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

## **Main provisions of the Act**

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

## **Duties under the 'Additional Support for Learning' legislation**

North Ayrshire must assess any pupil with additional support needs and provide with any support necessary for them to benefit fully from their education. All the evidence says that it is best to intervene early to prevent any difficulties developing and taking root. For example by making sure reading is very well taught and that all pupil gets encouragement and support at home we can hopefully reduce later difficulties.

Whatever the type of challenge that arises, it is important to detect it early, develop a shared understanding of what is needed (the school may request extra specialised help to do this) and take action to help to pupil achieve. Whenever we start this process for any child or young person, we will always explain to them and to their parents/carers what our concerns are and what we will do to help.

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

<http://www.gov.scot/Resource/Doc/348208/0116022.pdf>

## Dispute Resolution Procedures

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

## Further Support

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

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

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

Helpline: **0345 123 2303**

Email: [info@enquire.org.uk](mailto:info@enquire.org.uk)

### 2. Scottish Independent Advocacy Alliance

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

Telephone: **0131 260 5380**

Email: [enquiry@siaa.org.uk](mailto:enquiry@siaa.org.uk)

### 3. Scottish Child Law Centre

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

Telephone: **0131 667 6333**

Email: [enquiries@sclc.org.uk](mailto: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](http://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 education establishments on a wide range of issues.

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

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

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

Find out more at:

<http://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.

<https://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:

<https://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:

<b>Individual Learners</b>	<b>Groups of learners</b>
Written reports/ tracking reports	Assemblies
Learning conversations with pupil/ 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 children and young people and staff
Profiling activities	Parent Council meetings
Learning walls and displays	School / class newsletters

### Parent Forum and the Parent Council

Since August 2007, all parents / carers are automatically members of the Parent Forum for their child's school and they have a right to establish a parent council to represent them.

## Parent Forum

The membership of the Parent Forum is made up of all parents / carers who have a child or young person at an education authority school. Membership of the Parent Forum allows parents / carers to have a say in the local arrangements to enable their collective view to be represented on matters such as the quality and standards of the education at the school and other matters of interest to parents / carers. One of the ways parents / carers in the Parent forum will be able to express their views will be through the parent council.

## Parent Council

The Parent Council is a group of parents / carers selected by members of the Parent Forum to represent all the parents / carers of young people at the school. Parent Councils are flexible groups and the Parent Forum can decide on the type of group it wants to represent their views. The activities of a Parent Council could be involved with include:

- Supporting the work of the school
- Gathering and representing parents'/carers' views to the headteacher, education authority and Education Scotland.
- Promoting contact between the school, parents/ carers, young people and the local community
- Fundraising
- Involvement in the appointment of senior school staff.

We are very fortunate in Stanecastle School to have a history of an extremely active and supportive Parent Council. Members are highly participative in school life and meet regularly to discuss a range of school related issues. School council members participate in whole school events, organise activities, competitions and fundraising, while being fully aware of the political context of school life at local and national levels.

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. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith 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:

<https://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](mailto:dpa@gov.scot) or the Head of Education Analytical Services, Mick Wilson, at [mick.wilson@gov.scot](mailto: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](mailto:casework@ico.org.uk).

## **Important Contacts (Appendix 1)**

### **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