



Coylton Primary School



HANDBOOK

2012 / 2013

School Address:-

Coylton Primary School

Main Road

Coylton

KA6 6JP

☎ 01292 570352

Contents

Page No.

SECTION A	General School Information	1
	1. Introduction by Head Teacher.....	1
	2. Statement of School Aims and Values	1 & 2
	3. School Information	3
	• Name	
	• Address	
	• Telephone number	
	• Email address	
	• Denominational status	
	• Accommodation and capacity	
	• House structure	
	• Nursery provision	
	• Catchment map and area	
	4. School Staff.....	4
	5. Management Team	5
	6. The School Year and School Hours	6
	7. Enrolment	7
SECTION B	Teaching and Learning.....	8
	1. Curriculum for Excellence.....	8
	2. The Core Curriculum.....	9, 10, 11, 12, 13 & 14
	3. Extra Curricular Activities	14
	4. Homework Policy	15
	5. Assessment and Reporting.....	15 & 16
	6. Additional Support Needs.....	16, 17 & 18
	7. Composite Classes.....	19
	8. Religious and Moral Education.....	19
	9. Equal Opportunities and Inclusion.....	20
	10. Health and Well Being	20 & 21
	(including the School Behaviour Policy)	
SECTION C	Home / School / Community	22
	1. Attendance	22 & 23
	2. Transferring Educational Data about Pupils.....	23, 24, 25 & 26
	3. School Uniform Policy	27
	4. Home School Links.....	27
	5. Choosing a School.....	28
	6. Transfer to Secondary School	28
	7. Parent Council and Parent Forum.....	29
	8. Parent Teacher Association	29
	9. Pupil Council	30
	10. Parental Complaints Procedure	30
SECTION D	Care and Welfare	31
	1. Child Protection.....	31
	2. Playground Supervision	31
	3. School Meals and Free School Meal Information	31
	4. Footwear and Clothing Grant Information.....	32
	5. Transport Guide to Parents.....	32 & 33
	6. Insurance.....	33
	7. Valuable Items.....	33
	8. Use of Mobile Phones.....	33
	9. Health and Medical Information.....	34 & 35
	10. Data Protection Act.....	36
	11. Freedom of Information (Scotland) Act 2002	36
	12. Helpful Addresses and Websites	36 & 37

1. Introduction by Head Teacher

I am pleased to present Coylton Primary School's Handbook and would like to take this opportunity to welcome you and your child/children to the School. The Handbook contains information about the School and I hope you find it useful.

I hope that your child's time with us will be a happy experience, not only for him/her but also for the whole family.

The staff are here to help you, so please feel free to arrange to come in and talk over any concerns you have.

Sandra Hewitson

Sandra Hewitson
HEAD TEACHER

2. Statement of School Aims and Values

South Ayrshire Council Values

The Council has set out its six core values. These are:-

- ❖ **Honesty**
- ❖ **Respect**
- ❖ **Responsibility**
- ❖ **Equality**
- ❖ **Compassion**
- ❖ **Consideration**

SCHOOL AIMS

Aims – we aim to cultivate excellence!

1: We aim to improve Standards and Achievements through:-

- ❖ well-planned and responsive learning and teaching which is delivered in a motivational manner
- ❖ encouraging staff to keep abreast of CPD opportunities in-line with the School Improvement Plan and personal development
- ❖ establishment of a systematic approach to school self-evaluation and quality
- ❖ recognition of personal achievement (through Assembly etc)
- ❖ tracking and monitoring of individual pupil attainment.

2. We aim to promote effective partnership working with home, school and community by:-

- ❖ working closely with all external agencies to improve the quality of the support for learners
- ❖ establishing close links with local businesses and other professions in order to enrich learning experiences
- ❖ involving parents/carers in school life through monthly Updates, Pupil Progress Reports, Workshops and regular involvement in classroom activities
- ❖ supporting the P.T.A. through active participation in fundraising events
- ❖ active participation in cluster initiatives
- ❖ involving pupils in decision making through the Pupil Council and Eco-Warriors.

3. We aim to develop a positive, caring ethos within a pleasant and stimulating environment by:-

- ❖ welcoming all who enter the school
- ❖ celebrating success through bright and attractive displays
- ❖ dealing with children in a sensitive and supportive manner
- ❖ demonstrating and valuing good manners and mutual respect

4. We aim to provide a responsive curriculum to meet all needs by:-

- ❖ providing learning experiences which will challenge/support individual needs
- ❖ sharing planning with the children to allow flexibility
- ❖ using a variety of learning / teaching styles, including active learning with appropriate resources
- ❖ reviewing individual needs through observation, discussion and formal reports.

In other words, we aim to create a positive school learning environment by providing a stimulating and appropriate curriculum for all which will improve their standard of attainment and assist their personal and social development. We also aim to promote an effective partnership which links home, school and community. The school supports South Ayrshire Council and school core values.

3. School Information

Name	Coylton Primary School
Address	Main Road Coylton AYR KA6 6JP
Telephone Number	01292 570352
Email address	Coylton.Mail@south-ayrshire.gov.uk
Denominational status	Non-denominational and Co-educational
Accommodation and capacity	Planning capacity = 431 Current working capacity = 296+ Nursery
House Structure	Primary 3 to Primary 7 pupils are allocated a House. These are:- <i>Carbieston, Duchray, Hillhead and Martnaham.</i> House points are awarded and collated weekly with a Trophy being presented to the winning House in June each year. Points are awarded for various reasons eg. effort, helpfulness etc.
Nursery Provision	30 morning / 30 afternoon places available. We are currently staffed for 20 children each session.
Catchment map and area	Details of the school's catchment area and street names are available for inspection at the school and parents can also access them on the Council's website at:- www.south-ayrshire.gov.uk Catchment map and area are available from School Management Section, Children and Community, County Buildings, Wellington Square, Ayr, KA7 1DR.

4. School Staff

Name	Designation
Miss G. White	Primary 1 Class Teacher
Miss J. Wells	Primary 1 Class Teacher
Mrs H. Ross	Primary 1/2 Class Teacher
Mrs E. Claxton	Primary 2 Class Teacher
Mrs L. Britt	Primary 2/3 Class Teacher
Mrs C. Green / Miss G. McGuinness	Primary 3 Class Teacher
Mrs E. Santos	Primary 4 Class Teacher
Miss S. Swan	Primary 4/5 Class Teacher
Ms A. Lewis	Primary 5/6 Class Teacher
Miss A. Gleeson	Primary 6 Class Teacher
Miss C. Dewar	Primary 6/7 Class Teacher
Miss C. Cowie	Primary 7 Class Teacher
Mrs N. Davidson	RCC Cover
Miss J. Alcroft	Pupil Support
Mrs W. Campbell	Nursery Teacher
Mrs F. Gallacher	Nursery Nurse
Mrs J. Ritchie	Nursery Nurse
Mrs J. Baird	School Assistant
Mrs L. Brook	School Assistant
Mrs C. Feldmann	School Assistant
Mrs S. Mowbray	School Assistant
Mrs A. Shields	School Assistant
Mrs S. Cobbledick	Clerical Assistant
Mrs L. Duncan	Clerical Assistant
Mrs P. Ritchie	Clerical Assistant
Mr A. McCutcheon	Brass Instructor
Mr D. O'Connell	Cello Instructor
Mrs A. Galbraith	String Instructor
Mr A. McPherson	Janitor
Mr G. Alexander	School Crossing Patrol

5. Management Team

Name	Designation
Miss S. Hewitson	Head Teacher
Miss J. Lennox	Depute Head Teacher
Mrs K. Stalker	Principal Teacher
Miss. C. Dewar	Acting Principal Teacher
Mrs H. Ross	Acting Principal Teacher

MANAGEMENT REMITS

HEAD TEACHER

Behaviour Management
Burns' Supper
Delegated Management Resources
Educational Outings
Improvement Plan
New Parents
Parent Contact
Personnel / Staffing

DEPUTE HEAD TEACHER

Assessment
Behaviour Management
Child Protection
C.P.D.
Literacy and English
New Parents
Probationers
Pupil Support
Students

PRINCIPAL TEACHERS

MRS K. STALKER	MISS C. DEWAR (Acting)	MRS H. ROSS (Acting)
Enterprise	J.R.S.O.	Challenge in Early Level
Nursery	Numeracy & Mathematics	Dyslexia Friendly Schools
Science	Technologies	Nursery
Social Subjects		R.M.E.

6. The School Year and School Hours

The following is a list of the main School Holiday Arrangements for Session 2012/2013

TERM		DAY	DATE
<i>FIRST TERM</i>	Teachers (In-Service)	Thursday	16 Aug 2012
	Teachers (In-Service)	Friday	17 Aug 2012
	Pupils return	Monday	20 Aug 2012
	Local Holiday	Friday	21 Sept 2012
	Local Holiday	Monday	24 Sept 2012
<i>MID TERM</i>	Close	Friday	12 Oct 2012
	Teachers (In-Service)	Monday	22 Oct 2012
	Re-open (Pupils)	Tuesday	23 Oct 2012
<i>CHRISTMAS</i>	Close	Friday	21 Dec 2012

TERM		DAY	DATE
<i>SECOND TERM</i>	Re-open	Monday	7 Jan 2013
	Close	Thursday	7 Feb 2013
<i>MID TERM</i>		Friday	8 Feb 2013
	Local Holiday	Monday	11 Feb 2013
	Re-open (Pupils)	Tuesday	12 Feb 2013
	Close	Thursday	28 Mar 2013

TERM		DAY	DATE
<i>THIRD TERM</i>	Re-open	Monday	15 Apr 2013
	May Day	Monday	6 May 2013
	Local Holiday	Friday	24 May 2013
	Local Holiday	Monday	27 May 2013
	Teachers (In-Service)	Tuesday	28 May 2013
	Close	Friday	28 June 2013

School Opening times are as follows:

Morning Session	9.00am	~	10.30am
Interval	10.30am	~	10.45am
Mid-Morning Session	10.45am	~	12.30pm
Lunch	12.30pm	~	1.15 pm
Afternoon Session	1.15pm	~	3.00pm

**** Monday 20th August 2012** - P1 pupils will be in school from 10.00am-12noon.

Tuesday 21st August - P1 pupils will be in school from 9.00am-12noon.

Wed. 22nd August - 1st Monday in Sept - P1 pupils will be in school from 9.00am-12.30pm.

Nursery Classes times are as follows:

Morning:	9.00am ~ 11.30am
Afternoon:	12.30pm ~ 3.00pm

7. Enrolment

Children due to register and enrol for school will normally be those whose 5th birthday falls on or before the last day of February following the beginning of the session. The Education Authority announces a registration date in January each year and the local newspaper will carry details of this. Notices are also placed in the local library and shops advising of the date and times for registration. Birth Certificates are required at enrolment together with confirmation of residence (Council Tax Notice or recent Utility Bill).

Parents of a child who will not be aged five by the last day of February may, if they wish their child to start school in August, make a special under-age placing request. Details of how to make this request may be obtained from the Head Teacher.

A carefully organised planned programme of pre-school visits is arranged by the Head Teacher throughout the session prior to starting school.

Parents wishing to enrol children other than beginners should call at or telephone the school to arrange a meeting with the Head Teacher, who will be pleased to supply any information required and to make the necessary arrangements.

SECTION B – Teaching and Learning

1. Curriculum for Excellence

Curriculum for Excellence has now been implemented across Scotland for all 3-18 year olds – wherever they learn. It aims to **raise standards**, prepare our children for a future they do not yet know and equip them for 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, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure 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, whatever their level and ability. Every single teacher and practitioner will be responsible for **literacy and numeracy** – the language and numbers skills that unlock other subjects and are vital to everyday life.

It develops **skills** for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links **knowledge** in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of **assessing progress** and ensuring children achieve their potential. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

There's personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional support** wherever that's needed. There will be a new emphasis by all staff on looking after our children's **health and wellbeing** – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims is 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.

2. The Core Curriculum

At Coylton Primary School, we support our young people to become successful learners, confident individuals, responsible citizens and effective contributors. We do this by providing a stimulating environment which supports and challenges all of our young people. In accordance with A Curriculum for Excellence, we provide pupils with a broad general education in the following curriculum areas:-

- ❖ *Expressive Arts,*
- ❖ *Health and Wellbeing,*
- ❖ *Literacy and English*
- ❖ *Mathematics,*
- ❖ *Religious and Moral Education,*
- ❖ *Sciences,*
- ❖ *Social Studies and*
- ❖ *Technologies.*

Progression in all of the curriculum areas are indicated through curriculum levels, which are explained in the table below.

Level	Stage
Early	The pre-school years and P1 or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1-S3, but earlier for some.

EXPRESSIVE ARTS

“The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.”

(Curriculum for Excellence: Expressive Arts, Principles and Practice)

Expressive Arts encompasses four subjects:-

- ❖ Art and Design
- ❖ Dance
- ❖ Drama
- ❖ Music

We aim to provide our children and young people with opportunities to be creative and imaginative within each of these subject areas. In addition, every pupil will be given the opportunity to participate in a performance to the whole school at least once a year.

ART

In Art and Design, children will have opportunities to explore two dimensional and three dimensional media and will be encouraged to create express and communicate their ideas. They will study the works of artists and designers and will be encouraged to evaluate their work. The main resource used to teach the skills of art is 'Art Matters' by Pat Shanks.

DANCE

At every stage of the school, children will have opportunities to take part in Social Dancing at Christmas. Throughout the year teaching staff follow the 'Scottish Borders' guidelines for dance in order to encourage creativity and performance.

DRAMA

The children will have opportunities to be creative in drama through topic work and activities based on the South Ayrshire Council Expressive Arts Drama pack. All children will have the opportunity to be actively involved in the performance and presentation of an end of term service to parents and members of the community.

MUSIC

Performing and creating music will be the prominent activities for all learners. The 'Sounds of Music' scheme is used at every stage of the school. Visiting music specialist teachers have a significant contribution to make to the Expressive Arts programme.

Miss Nelson, our voice specialist is timetabled to work with all children over the year. Mr. McCutcheon, our brass specialist, delivers specialised instruction to a group of Primary 7 children and Mrs. Galbraith delivers specialised instruction in violin to children in Primary 4 - 7. Mr. O'Connell delivers specialist tuition for cello.

HEALTH AND WELLBEING

"Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future."

(Curriculum for Excellence: Health and Wellbeing, Principles and Practice)

The health and wellbeing framework encompasses the following aspects:-

- ❖ Mental, emotional, social and physical wellbeing
- ❖ Planning for choices and changes
- ❖ Physical education, physical activity and sport
- ❖ Food and health
- ❖ Substance misuse
- ❖ Relationships, sexual health and parenthood

Everyone within Coylton Primary, whatever their contact with our children and young people may be, shares the responsibility for creating a positive ethos.

Aspects of health and wellbeing are developed through topics, daily routines and physical education. P.E. lessons are based on the 'Scottish Borders' guidelines.

LITERACY AND ENGLISH

“Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland’s literary heritage. Children and young people encounter, enjoy and learn from the diversity of language used in their homes, their communities, by the media and by their peers.”

(Curriculum for Excellence: Literacy and English, Principles and Practice)

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence.

The three organisers within the Literacy and English framework are:-

- ❖ listening and talking
- ❖ reading
- ❖ writing.

At Coylton Primary School children are introduced to alliteration and rhyme in our nursery class. Formal phonics teaching begins in Primary 1. Pre-writing skills are encouraged in our nursery class at our ‘writing table’ and writing skills are developed as appropriate for each child. The core skills for listening and talking are introduced in our nursery class and are further developed throughout the school.

There are a wide range of resources available in school for our teachers to use as necessary. Our core reading scheme is Storyworld followed by Kingscourt Chapter Readers and Homereaders. We follow the Ginn Handwriting Scheme. Pupils from Primary 3 to Primary 7 are given the opportunity to use SRA.

MODERN LANGUAGES

“The study of language plays an important role in all language learning and the development of literacy skills. Learning a new language encourages children and young people to broaden their horizons as they explore the language and its associated culture.”

(Curriculum for Excellence: Modern Languages, Principles and Practice)

At Coylton Primary School, children in Primary 6 and 7 will study the French language. Each class will receive a 40 minute lesson per week, delivered by a trained member of staff who may, or may not, be the class teacher.

Over the course of 2 years, pupils will study a variety of topics, developing skills in listening, speaking, reading and writing.

By the end of Primary 7, most pupils will be able to:-

- ❖ give a short presentation about themselves
- ❖ take part in simple conversations and transactions
- ❖ understand classroom instructions and personal information
- ❖ enjoy listening to a story, song or poem
- ❖ read aloud a simple text
- ❖ read and understand a short text
- ❖ write a few sentences about themselves and others

MATHEMATICS

'From the early stages onwards, children and young people should experience success in mathematics and develop the confidence to take risks, ask questions and explore alternative solutions without fear of being wrong.'

(Curriculum for Excellence: Mathematics, Principles and Practice)

At Coylton Primary School, we aim to provide opportunities in mathematics which allow children to experience challenge and enjoyment. Each mathematics lesson will be carefully planned to ensure a variety of learning experiences, including opportunities for discussion and investigation. Children will participate in activities which are relevant to their own experiences, developing mental maths and problem solving abilities.

The mathematics experiences and outcomes can be split into three main areas:-

- ❖ Number, money and measure
- ❖ Shape, position and movement
- ❖ Information Handling

Over the course of a year, children will develop skills and understanding in each of these areas. Aspects of problem solving will be incorporated into each lesson.

Our core resource in Mathematics is Collins Primary Maths. Textbooks and workbooks will be used during a lesson only if the teacher feels this is appropriate.

RELIGIOUS AND MORAL EDUCATION

"Children and young people must become aware that beliefs and values are fundamental to families and to the fabric of society in communities, local and global. There is an intrinsic value in learning about religion as well as learning from religion, as children and young people develop their understanding of diversity in our society and their own roles in it."

(Curriculum for Excellence: RME, Principles and Practice)

At Coylton Primary, Religious and Moral Education topics are usually taught as class lessons with valuable links between RME and other areas of the curriculum made. There will be an emphasis on Christianity at every level in order for all children to appreciate the history and traditions of Scotland. Judaism will also be studied at first level and Islam at second level. The lines of development for the major religions are Beliefs, Values and issues, and Practices and traditions.

The School Chaplain, Rev. D. Whiteman will deliver a Christianity input in selected school assemblies. Good work and attitudes are celebrated at all assemblies as well as achievements outside of school.

SCIENCES

"Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and the physical world."

(Curriculum for Excellence: Sciences, Principles and Practice)

The school has a long tradition of placing importance in science and we aim to build on this within Curriculum for Excellence. Every child will be helped to develop an understanding of important scientific concepts through stimulating and engaging activities in order to develop a lifelong interest in science and its applications. We aim to teach science through interdisciplinary topics and at times as a standalone subject when necessary. The key concepts for science have been organised as follows:-

- ❖ Planet Earth
- ❖ Forces, electricity and waves
- ❖ Biological systems
- ❖ Materials
- ❖ Topical science.

SOCIAL STUDIES

“Through Social Studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and how it has been shaped.”

(Curriculum for Excellence: Social Studies, Principles and Practice)

At Coylton Primary School, Social Studies are generally taught through inter-disciplinary topics in order to provide pupils with a broad general education which should motivate them to be eager participants in their learning. Over the course of each level (early, first and second) children will develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They will also develop their understanding of their environment.

As they progress, the pupil’s experiences will be broadened using Scottish, British, European and the wider world as contexts for learning. Each topic will be planned in consultation with the pupils to allow our children and young people to shape their own learning.

Social Studies have been structured under three main categories:-

- ❖ People, past events and societies
- ❖ People, place and environment
- ❖ People in society, economy and business.

TECHNOLOGIES

“Within Curriculum for Excellence, the technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities. For this reason, the framework provides experiences and outcomes which can be applied in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies. These experiences and outcomes offer a rich context for the development of all of the four capacities and for developing the life skills that are recognized as being important for success in the world of work. They also offer an excellent platform for a range of technology-related careers.”

The Technologies framework has been organised to offer opportunities for personalisation and choice using diverse contexts for learning.

The technologies framework has six organisers, namely:-

- ❖ *technological developments in society*
- ❖ *ICT to enhance learning*
- ❖ *business*
- ❖ *computing science*
- ❖ *food and textiles*
- ❖ *craft, design, engineering and graphics."*

(Curriculum for Excellence: Technologies, Principles and Practice)

In Coylton Primary School, in order to provide a relevant context for young people to complete creative, practical and work-related activities, much of the technologies work completed will be linked to the topic being studied in class. Our young people are given frequent access to our computer suite and each classroom is equipped with a laptop, projector and interactive whiteboard, enabling teachers to use ICT to enhance learning. In addition to this, digital still and video cameras and scanners are available for use where appropriate.

INTERDISCIPLINARY LEARNING

Where appropriate topic work will address more than one subject area e.g. A World War II topic would be planned to include aspects of music, drama and technology as well as Social Studies.

3. *Extra Curricular Activities*

Educational outings are made whenever possible in connection with the theme and project at each stage. Transport costs and entrance fees can be quite high and where possible outings will be subsidised from school funds.

Please note that children can only take part in outings when the necessary parent/guardian Permission Forms have been received by the school.

SCRIPTURE UNION

- ❖ Miss A. Taylor visits the School once a week during the lunch break and pupils from P6 and P7 may join the Scripture Union at this time. Various activities are undertaken, such as games, drama, singing, stories, quizzes, crafts and DVD's etc, all of which are centred round a Bible theme.

AN AFTER-SCHOOLS' ACTIVITY CALENDAR is organised over the session and will be notified to the relevant classes.

SOCIAL ACTIVITIES are arranged each year eg. Burns Supper, dependent on the curriculum.

4. Homework Policy

A structured whole school programme is in place with a termly focus on an area of the curriculum, including language, spelling, maths and environmental studies. Pupils will also have on-going tasks including reading preparation and spelling throughout the year. Parent help is requested by ensuring that

- ❖ *an appropriate place is provided for homework and*
- ❖ *the quality of work produced is of a good standard.*

It is hoped that parents will be involved in their children's education and give them every encouragement.

We would ask that parents check their child's homework, thus showing that they are interested in what he or she is doing. Homework also allows the parent to see what kind of work is being done.

5. Assessment and Reporting

As part of the daily routine of work, teachers assess work produced by pupils. Pupils are also trained and encouraged to self assess and peer assess. Periodic checks are made for phonics and spelling and assessments are used for mathematics.

As detailed earlier in this Handbook, your child will be working on learning outcomes from early, first or second level of Curriculum for Excellence. The following table explains further.

LEVEL	STAGE
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.

Teachers will assess the level of skill your child has for the learning outcomes that they have been working on. The terms developing, consolidating and secure will be used to report to you on the progress your child has made within the level they are working at. The following table gives detail on how teachers make this assessment.

DEVELOPING	<ul style="list-style-type: none">❖ has started to engage in the work of a new level; and❖ is beginning to make progress in an increasing number of outcomes across the breadth of learning described in the experiences and outcomes for the level.
-------------------	---

CONSOLIDATING	<ul style="list-style-type: none"> ❖ has achieved a breadth of learning across many of the experiences and outcomes for the level ❖ can apply what he/she has learned in familiar situations; and ❖ is beginning to undertake more challenging learning in unfamiliar contexts.
SECURE	<ul style="list-style-type: none"> ❖ has achieved a breadth of learning across almost all of the experiences and outcomes for the level, including any significant aspects of the curricular area ❖ has responded consistently well to the level of challenge set out in these experiences and outcomes ❖ has moved forward to more challenging learning in some aspects; and ❖ has applied what he/she has learned in new and unfamiliar situations.

Pupils with Additional Support Needs will have relevant staged intervention paperwork completed and reviewed in January, May and September. Pupils and parents will be invited to be involved in the setting of pupil targets and assessment process.

Throughout the year any parent wishing to discuss any aspects of their child's education is welcome to contact the school to arrange a mutually convenient time.

6. Additional Support Needs/Accessibility Strategy

ADDITIONAL SUPPORT NEEDS

A child or young person has additional support needs if, for any reason, they are not able to benefit fully from the educational opportunities provided for them.

What does South Ayrshire Council have to do to meet its duties under the Additional Support for Learning legislation?

We have to:

- ❖ Identify when a child or young person is not making good progress in their education.
- ❖ Understand what is not working for the child or young person (by gathering information to make the problems as clear as possible).
- ❖ Once extra support is in place, ensure that support is making a positive difference.
- ❖ If the support is not working well enough, gather more information and try a different approach.

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.

All of our schools and nurseries will track closely the progress made by children or young people who are registered as being 'Looked After'. Where these children or young people are making appropriate progress we will determine that they do not have additional support needs.

We have to make sure it is easy for people to get helpful information and advice. Where a child or young person is identified as having additional support needs, we will make sure the right people get a copy of the right information leaflet so they will understand what is likely to happen.

This little summary is also to let you know that much more information is available to help you understand additional support needs and what will be done to help your child. You can ask for information at any time.

For a few children and young people their needs are so complex that professionals from two or more agencies need to work together to provide the right support. 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-ordinated Support Plan.

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 get things sorted. You can ask at any time for information about our arrangements for resolving disagreements. This booklet will give you ways to make sure your concerns are listened to and addressed.

Where a child or young person has additional support needs, planning needs to take place every time there is a move to a new class, new school or college. For some children and young people affected by a disability, transition planning will happen one year before the planned date of the move. This is needed to make sure everything is in place. For most children and young people, transition planning takes place one year before the date of the planned move. Information will be shared with everyone involved in supporting the child or young person so everyone understands what needs to be done to provide support.

What rights do children, young people and their parents have?

If you are concerned about your child's progress or about how settled they are in school, you can ask the Head Teacher to begin a process of gathering information to find out if your child has additional support needs.

The school will also give you advice and information about your child's needs, what the school is doing to meet those needs and whether progress is now being made.

Even when it has already been agreed that your child has additional support needs, you can make a reasonable request at any time that more information is gathered and that a clearer understanding of the needs is established.

You may perhaps feel unhappy about what the school is doing to meet your child's needs. You may have tried to sort this out with the school but feel you are not being

taken seriously. In this case you can ask for outside help to get your concerns across. The 'Resolving Disagreements' booklet will help you to ask for these services.

In a very few cases you may feel that your child's current school is not able to meet the needs. Where this happens, you have the right to make a placing request for a school that may meet the needs more effectively. You now have the same rights as parents of children who do not have additional support needs.

You may feel that educational provision on its own is not able to meet your child's needs and that another agency could help. In such a case you can ask that the authority gathers information to see if your child needs a plan to bring together help from other agencies.

The Additional Support Needs Tribunal has been established to deal with cases that have not been sorted out by earlier attempts to resolve the disagreements. You can apply for a referral to the Tribunal: the 'Resolving Disagreements' arrangements available to you will help you to do this.

You can have a supporter or advocate with you at any meeting to discuss your child's additional support needs: this is not just about support at a Tribunal.

For advice on additional support for learning from South Ayrshire Council Education, please contact the Manager, Children's Services (Additional Support Needs & GIRFEC), Tel: 01292 612023

For impartial advice, please contact **Enquire**.

Enquire – the Scottish advice service for additional support for learning. Operated by children in Scotland, Enquire offers independent confidential advice and information on additional support for learning through:

- A telephone helpline – 0845 123 2303
- An e-mail enquiry service – info@enquire.org.uk
- An online enquiry service
- Two websites – www.enquire.org.uk (for parents/carers and practitioners and www.enquire.org.uk/yp (for children and young people)

Enquire also provide a range of clear and easy to read guides and factsheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

Also:

CITIZEN ADVOCACY SUPPORT SERVICES

Sutherland House

123 Prestwick Road

AYR

KA8 8NJ

Tel: 01292 268873

E-mail: cass@citizen-advocacy.org.uk

Website: www.citizen-advocacy.org.uk

7. Composite Classes

Primary schools have pupils at seven broad year stages, Primary 1 to Primary 7. A year stage is defined as a group of pupils entering primary education at a common date. Composite classes are those where children of more than one-year stage are grouped together to form a class.

Schools are staffed to agreed standards based on the total number of pupils within the school regardless of the numbers of pupils at each year stage. This means that the Head Teachers are required to take management decisions to organise classes to make best use of available staff, resources and space. Balancing up the various factors involves both educational and organisational considerations.

Selection of pupils to classes including composite classes:

In the formation of new classes full account must be taken of existing successful groupings of pupils. Schools should use language and/or mathematics groups as the baseline for decisions as to which class children are allocated. Within this broad guideline a language and/or mathematics working group could be defined as:

“A number of pupils of broadly the same attainment who have shown the capacity of working well as a learning group”.

Normally such classes will be formed before the start of a new school year so that all involved know that class structures exist for the new school session. In certain circumstances class restructuring may have to take place during the summer break or after a school session has started. However such cases will be very exceptional. Parents will be informed at the earliest opportunity of likely re-classification of classes to allow appropriate discussions to take place. Further information is available at the school.

8. Religious and Moral Education

The new outcomes for Religious and Moral Education outlines our main aims, which we at Coylton try to fulfil through the use of various resources. These aims are:-

- ❖ to help pupils to develop a knowledge and understanding of Christianity and other world religions;
- ❖ to appreciate moral values such as honesty, liberty, justice, fairness and a concern for others;
- ❖ to investigate and help children understand what religion has to offer;
- ❖ to develop own beliefs, attitudes, moral values and practices through personal search.

The programme gives a prominent place to Christianity but also includes exploration of other major faiths. This helps pupils to acquire a broader understanding and tolerance of other peoples' beliefs.

Throughout the seven years of primary education in Coylton, the children will learn about three world religions, at various stages of the school.

Parents from religions other than Christianity may request that their children be permitted to be absent from schools in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions (days) in any one school session and the pupil noted as an authorised absentee in the register.

9. Equal Opportunities and Inclusion

At Coylton Primary School we aim to provide children with an educational and social environment which will enable all children to reach their full potential irrespective of race, creed, sex or religion.

To promote equal opportunities and social justice, we undertake to:-

- 1. Make all areas of the curriculum available to boys and girls alike.*
- 2. Apply disciplinary measures in a uniform manner to both sexes.*
- 3. Allocate tasks within the school fairly.*
- 4. Avoid the use of any language, or texts, by staff or pupils which could be looked upon as racist or sexist.*
- 5. Encourage attitudes which promote the self esteem of all individuals.*

Staff development issues will be addressed by our C.P.D. Co-Ordinator. Senior promoted staff will monitor school practices to ensure they reflect school policy.

10. Health and Well Being

HEALTH AND WELLBEING

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they may need for mental, emotional, social and physical wellbeing now and in the future.

Children and young people should feel happy, safe respected and included in the school environment and all staff in the school are pro-active in promoting positive behaviour in the classroom, playground and the wider school community.

Children are encouraged to value themselves, to be aware of others and their needs, and are taught how to keep healthy in mind and body. It is easy to see the connections between this curriculum area and that of Health Education. Interesting and stimulating activities are provided through Circle Time.

In Coylton Primary we try to create a community which provides a warm, caring and supportive atmosphere by treating children as individuals, valuing their uniqueness, offering equal opportunities to all, stressing positive achievements and encouraging strong links between parents, children and school.

SCHOOL BEHAVIOUR POLICY

The relationship between pupils and teacher is similar to that between the child and his/her own parents requiring mutual consideration on both sides.

Discipline is seen to be the joint responsibility of all staff and extends to include a partnership with parents. We prefer to notify parents at the early stages of difficulty. We particularly appreciate and value the co-operation of parents.

For an organisation such as a school to function efficiently and provide a safe, hardworking environment, a framework of rules must exist and be observed. These rules are fully explained to the children.

Children are praised when they are seen to be working hard and behaving well. A range of rewards is used and these are awarded for effort, enthusiasm, behaviour and work.

SECTION C – Home / School / Community

1. Attendance

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of The Education (Scotland and Placing Information) (Scotland) Amendment etc Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised: e.g. approved by the authority, or unauthorised; e.g. unexplained by the parent (truancy) or excluded from school.

FAMILY HOLIDAY NOT AUTHORISED BY THE SCHOOL

The majority of family holidays taken during term time will be categorised as unauthorised absence. However, it is acceptable under exceptional circumstances for schools to authorise a family holiday during term time. Such circumstances may include:

- ❖ A family holiday judged to be important to the well being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events.
- ❖ Where a parent's employment is of a nature where school holiday leave cannot be accommodated (eg. armed services or emergency services).

A family holiday classified under the 'authorised absence' category should not include such reasons as:

- ❖ The availability of cheap holidays
- ❖ The availability of desired accommodation
- ❖ Poor weather experienced during school holidays
- ❖ Holidays, which overlap the beginning or end of term
- ❖ Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences).

EXTENDED LEAVE WITH PARENTAL CONSENT

Where most family holidays will be recorded as unauthorised absence (see below), extended leave with parental consent will not be considered the same as a family holiday. Extended leave with parental consent will be recorded separately outside the figures for attendance and absence, and include circumstances such as:

- ❖ Extended overseas educational trips not organised by the school
- ❖ Short-term parental placement abroad
- ❖ Family returning to its country of origin (to care for a relative, or for cultural reasons).
- ❖ Leave in relation to the children of travelling families

ADVICE TO PARENTS

Schools will now follow-up all instances of pupil non-attendance in order to accurately record the reason for absence using the above coding system. **It would be extremely helpful in this regard, if parents contact school at the beginning and end of the absence period** – indicating their awareness of the absence and reason for absence at the beginning of the period and expectation of return to school at the end of the absence period. Where no information is provided absences will be considered to be unexplained and therefore recorded as unauthorised.

2. Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils 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 Careers 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 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 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).

CONCERNS

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at **Peter.Whitehouse@scotland.gsi.gov.uk** or write to The ScotXed Support Office, Area 1B, 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.

WANT MORE INFORMATION?

Further details about ScotXed are available on the ScotXed website, www.scotxed.net, which contains a section on 'Frequently Asked Questions' at <https://www.scotxed.net/ScotXed%20Website%20FAQ/ScotXed%20Website%20FAQ.aspx>.

STATISTICAL INFORMATION

COYLTON PRIMARY SCHOOL

ATTENDANCE AND ABSENCE FOR SCHOOL YEAR 2010/2011								
	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances (Pupil Half Days)	13291	15926	15382	12094	14946	18300	12350	102289
Percentage Authorised Absences	3.3	3.2	3.8	2.8	4.8	2.4	2.8	3.3
Percentage Unauthorised Absences	1.2	0.9	0.8	1.6	1.4	0.6	0.7	1

MINIMISING OVERALL ABSENCE		
	Absence recorded (2009/2010) Average number of half days absence per pupil	Absence recorded (2010/2011) Average number of half days absence per pupil
Absence	15.9	16.3

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

EDUCATION AUTHORITY DATA FOR SOUTH AYRSHIRE

ATTENDANCE AND ABSENCE FOR SCHOOL YEAR 2010/2011								
	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances (Pupil Half Days)	379148	398160	398709	372630	394070	405847	422988	2771552
Percentage Authorised Absences	3.5	3.5	3.3	3.2	3.1	3.3	3.6	3.4
Percentage Unauthorised Absences	1.4	1.4	1.5	1.6	1.4	1.5	1.4	1.5

MINIMISING OVERALL ABSENCE		
	Absence recorded (2009/2010) Average number of half days absence per pupil	Absence recorded (2010/2011) Average number of half days absence per pupil
Absence	19.5	18.5

NATIONAL DATA

ATTENDANCE AND ABSENCE FOR SCHOOL YEAR 2010/2011								
	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendance (Pupil Half Days)	18951308	19116971	18672816	18136151	18404407	18748517	19075039	131105209
Percentage Authorised Absences	4.2	4.1	3.9	3.8	3.8	3.9	3.9	4
Percentage Unauthorised Absences	1.2	1.2	1.3	1.3	1.2	1.3	1.2	1.2

MINIMISING OVERALL ABSENCE		
	Absence recorded (2009/2010) Average number of half days absence per pupil	Absence recorded (2010/2011) Average number of half days absence per pupil
Absence	19.4	19.8

SCHOOL: Coylton Primary School	ID No:- 370 - 8232628
<i>Budgeted Running Costs For Financial Year 2011-2012</i>	
School Roll at September 2010	276
Total School Running Costs at April 2011 (£)	980,080
Cost per Pupil (£)	3,551

EDUCATION AUTHORITY DATA FOR SOUTH AYRSHIRE	
<i>Budgeted Running Costs For Financial Year 2011-2012</i>	
School Roll at September 2010	7,463
Total School Running Costs at April 2011 (£)	31,664,575
Cost per Pupil (£)	4,243

NATIONAL DATA	
<i>Budgeted Running Costs For Financial Year 2011-2012</i>	
School Roll at September 2010	364,284
Total School Running Costs at April 2011 (£)	1,490,002,771
Cost per Pupil (£)	4,090

ATTAINMENT DATA FOR COYLTON PRIMARY SCHOOL

The start of the 2010/11 session marked a milestone in the Curriculum for Excellence programme, with every school fully engaged with the new curriculum.

In order to ensure we are able to provide parents with information about how children are progressing, we have implemented new assessment procedures including arrangements for moderation and quality assurance of Curriculum for Excellence. To complement these arrangements we also implemented adaptive, electronic assessments for literacy and numeracy developed by the Centre for Evaluation and Monitoring (CEM) based at Durham University. Pupils were assessed using these adaptive, electronic assessments in P1, P3, P5 and P7.

The CEM assessments, which are professional diagnostic tools which teachers incorporate into the classroom as part of the assessment programme, provide detailed information for class teachers about the strengths of individual pupils in reading and mathematics.

The CEM assessments generate an average based on the age at which the child is deemed to be performing.

In 2011/12 in **Primary 3**, the average age of children completing the assessments was 7 years and 1 month. The average reading age of children assessed was 7 years and 5 months and the average mathematics age of children assessed was 7 years and 6 months.

In 2011/12 in **Primary 5** the average age of children completing the assessments was 9 years and 0 months. The average reading age of children assessed was 10 years and 6 months and the average mathematics age of children assessed was 9 years and 4 months.

In 2011/12 in **Primary 7** the average age of children completing the assessments was 11 years and 0 months. The average reading age of children assessed was 10 years and 7 months and the average mathematics age of children assessed was 10 years and 1 month.

In addition to CEM assessments, classroom teachers assessed pupils within Curriculum for Excellence in a range of ways and assessed their progress.

In 2011/12 94% of pupils were assessed as having achieved CfE levels appropriate for their age for language.

In 2011/12 95% of pupils were assessed as having achieved CfE levels appropriate for their age for mathematics.

3. School Uniform Policy

Given that there is a substantial parental and public approval of uniform, schools in South Ayrshire are free to encourage the wearing of school uniform. In encouraging the wearing of uniform, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of the Children and Community Committee not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite to their attending and engaging in all of the activities of the curriculum.

There are forms of dress, which are unacceptable in school, such as items of clothing which:-

- ❖ potentially, encourage faction (such as football colours);
- ❖ could cause offence (such as anti-religious symbolism or political slogans);
- ❖ could cause health and safety difficulties, such as loose fitting clothing, dangling earrings, are made from flammable material for example shell suits, in practical classes;
- ❖ could cause damage to flooring;
- ❖ carry advertising, particularly for alcohol or tobacco; and could be used to inflict damage on other pupils or be used by others to do so.

The school uniform for P1~ P7 comprises of:~

Maroon blazer, tie, white shirt or school polo shirt, grey or black trousers or skirt. School ties may be purchased from the School Office. Sweatshirt, polo shirt and fleece Order Forms are also obtainable from the School Office, although the P.T.A. deal with the ordering and issuing of sweatshirts etc. There is a P.T.A. Mailbox located in the Reception area of the school where all Order Forms for sweatshirts, polo shirts etc. should be placed.

All clothing should be clearly labelled with your child's name.

4. Home School Links

The School encourages a close liaison between home and School. At regular intervals updates are sent home giving details of dates, holidays and other events, which make up the School's social and academic year, together with items of interest to our parents.

Parents should feel free at any time to make an appointment to meet with the Head Teacher to discuss any concerns, as it can be disappointing to call at School and find the Head Teacher unavailable - a telephone call first is advisable.

5. Choosing A School

Under the Placing Request arrangements, parents have the right to choose a school other than the catchment denominational or non-denominational school for their area. This is known as a Placing Request and Application Forms can be obtained from the School Office or Children and Community, County Buildings, Wellington Square, Ayr KA7 1DR, Telephone: 01292 612268. Unfortunately it is not possible to guarantee that a Placing Request will be successful but parents will have the right of appeal should it be unsuccessful. Full details of the Placing Request arrangements are contained in the Application Form.

You should be aware that if you decide to make a Placing Request your child would no longer be automatically considered for a place in their catchment school.

6. Transfer to Secondary School

Pupils are normally transferred between the ages of 11½ and 12 ½ so that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the school arrangements no later than December of the year preceding the date of transfer at the start of the new session.

The children of Coylton Primary can choose as follows:

<i>Ayr Academy</i> <i>7 Fort Street</i> <i>AYR</i> <i>KA7 1HX</i> <i>Tel. No: 01292 262302</i>	<i>Cumnock Academy</i> <i>Ayr Road</i> <i>CUMNOCK</i> <i>KA18 1EH</i> <i>Tel. No: 01290 421228</i>
--	--

While parents have the right to enrol their children at a secondary school of their choice within the regulation governing placing requests, it should be borne in mind that close liaison arrangements exist between both schools.

7. Parent Council and Parent Forum

The Scottish Schools (Parental Involvement) Act 2006 has brought into being a new way of working with parents by modernising and strengthening the framework for supporting parental involvement in school. The new law is concerned with improving parents' involvement in their child's education and in the life of the school and has led to the establishment of Parent Forums and Parent Councils in primary, secondary, special and nursery school. Every parent with a child at school is automatically a member of the school Parent Forum. The Parent Council is a representative group composed of parents, Head Teacher, and co-opted members. The Parent Council has a range of functions which fall broadly within the following areas:

- ❖ supporting the school in its work with pupils
- ❖ representing the view of parents
- ❖ promoting contact between the school, parents, pupils, providers of nursery education and the community
- ❖ reporting to the Parent Forum.

8. Parent Teacher Association

All parents are automatically members of the P.T.A. We do not want parents to consider themselves as purely fundraisers, but to involve them in the social and academic life of the School as well. To this end the Association has several meetings in the School during the session. These meetings comprise of an Annual General Meeting, Committee Meetings and social events.

The Office Bearers of the P.T.A. are as follows:-

<i>Mrs D. Watson</i>	<i>Chairperson</i>
<i>Mrs L. Field</i>	<i>Treasurer</i>
<i>Mr I. Pepall</i>	<i>Secretary</i>
<i>Mrs U. Graham</i>	<i>Uniform Co-Ordinator</i>

9. Pupil Council

As part of our Determined To Succeed programme, in which the children are encouraged to play an active role in their own learning and in the wider life of the school, Coylton Primary School has a well-established Pupil Council.

Pupil Council elections take place in June each year with one representative per year group being chosen from Primary 2 to Primary 6. Two pupils from Primary 7 are chosen.

Through setting up a Pupil Council, we aim to give the children the opportunity to voice their ideas for improving aspects of school life and indeed the school curriculum. Pupil Council members are also responsible for planning and implementing fund-raising activities.

10. Parental Complaints Procedures

We are always anxious to maintain and improve our service. If you have any suggestions to make about the service, please contact the Head Teacher in the first instance. If you feel your complaint has not been satisfactorily resolved with the Head Teacher, please contact:-

The Executive Director
Children and Community
County Buildings
Wellington Square
AYR
KA7 1DR

If you have a concern and wish to complain to the Care Commission directly, please write to:

Care Commission Office
Sovereign Road, Suite 3
Academy Road
Irvine
Ayrshire
KA12 8RL

SECTION D – Care and Welfare

1. *Child Protection*

School staff provide support to children and young people in their daily work and have a vital role to help protect them from harm. School staff help keep children and young people safe and well by:-

- ❖ Helping them learn about their personal safety
- ❖ Being a trusted adult who children and young people may turn to for help and who will take them seriously
- ❖ Identify when children and young people may need help
- ❖ Understanding the steps that must be taken when there are concerns for children's and young people's safety and well being.

The Depute Head Teacher is the Child Protection Co-Coordinator who will co-ordinate the school's response to concerns for children and young people's safety and wellbeing. The Authority has a designated officer for Child Protection who will ensure that schools work effectively to keep children safe and well. If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', talk about this to the Depute Head Teacher or another member of staff.

2. *Playground Supervision*

An adult presence is provided in playgrounds at break-times in terms of the **Schools (Safety and Supervision of pupils) (Scotland) Regulations, 1990**.

In addition to the statutory requirement, additional adult supervision is provided by support staff within the school.

3. *School Meals and Free School Meal Information*

A cafeteria system operates in the Dining Hall and an attractive range of eats is available for pupils. Special diets will be available if required. Meals are paid for daily. Provision is made for children who bring a packed lunch.

Parents of Primary 1 pupils will have an opportunity to take lunch in school one day at the start of term before P.1 pupils join us at lunchtime.

Children of parents receiving Income Support, Job Seekers Allowance (Income Based) Child Tax Credit only (where income is less than **£15,860***) and child tax credit and working tax credit (where income is less than **£6,420***) are entitled to a free midday meal. Information and Application Forms for free school meals may be obtained from schools and from Children and Community, County Buildings, Wellington Square, Ayr KA7 1DR , Telephone: 01292 612268.

**These values are revised annually.*

Please inform staff if your child suffers from any food allergies.

No pupil is allowed out of school without permission during school hours; this includes "packed lunch" as well as "school meal" pupils, who must remain in school during the entire break.

4. Footwear and Clothing Grant Information

Pupils whose parents or guardians are in receipt of either Income Support/Income Based Pension Credit, Income based Jobseekers Allowance, Child Tax Credit only or Support under part VI of the immigration and asylum Act 1999 may be entitled to a Footwear and Clothing Grant and a Free School Meal.

Pupils whose parents or guardians are in receipt of Housing Benefit and/or Council Tax Benefit and/or Child Tax Credit and Working Tax Credit may be entitled to the Clothing Grant only.

Information and Application Forms may be obtained from schools, Area Offices and from Children and Community, County Buildings, Wellington Square, Ayr, KA7 1DR.

5. Transport Guide to Parents

In law it is the parents' responsibility to ensure that children attend school and make suitable travel arrangements for them. However where children live more than a specified walking distance from their catchment school the Council will assist with school travel by making available free school transport for all or part of the journey.

South Ayrshire Council has a policy of providing free transport to all primary pupils who live more than two miles from their local school by the recognised shortest, safe walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible for free school transport should obtain an application form from the school or Children and Community, County Buildings, Wellington Square, Ayr KA7 1DR Tel – 01292612284. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Strathclyde Partnership for Transport (SPT) organise mainstream school transport on behalf of South Ayrshire Council. If you have any concerns or complaints relating to the service provided you should in the first instance contact the school who will forward your complaint to SPT alternatively you can e-mail SPT at school.transport@SPT.co.uk.

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

Children who have Additional Support Needs and/or particular medical conditions may also be entitled to free school transport. The school can advise you on how to access this support.

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limit (see above paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and

alighting from the vehicles. Misbehaviour could result in your child losing the right to free transport.

The education authority does not provide transport for those pupils in receipt of a placing request.

PRIVILEGED SEATS

Pupils who are not entitled to free school transport may on occasion apply for a privileged seat. A privileged seat is where there is a vacant seat on a dedicated school contract. Parents can make an application for a privileged seat by submitting a letter to South Ayrshire Council, Department of Children and Community, County Buildings, Ayr KA7 1DR at any time during the year. Parents should note that privileged seats are not available on local service contracts and are allocated during October. Privileged seats can be withdrawn if an entitled pupil requires transport and cease at the end of each school session.

6. Insurance

South Ayrshire Council holds Public Liability, Employers' Liability and Officials Indemnity Insurance. In addition, South Ayrshire Council has an on-site and off-site activities insurance policy. Further information regarding insurance and an appropriate Claim Form can be obtained from the School or Children and Community, County Buildings, Wellington Square, Ayr KA7 1DR, Telephone 01292 612264.

7. Valuable Items

The Council is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessary expensive items of clothing are not brought to school. Parents should note that the Council does not carry insurance to cover loss of such items and any claims submitted are likely to be met only where the Council can be shown to have been negligent.

The school will not be held responsible for the loss of any mobile phone brought to the school. If pupils do have a mobile phone with them, they **MUST** be switched off in class **AT ALL TIMES.**

8. Use of Mobile Phones

The school will not be held responsible for the loss of any mobile phone brought to the school. If pupils do have a mobile phone with them, they **MUST** be switched off in class **AT ALL TIMES.**

9. Health and Medical Information

An initial routine medical examination takes place in the first year in school, by either the School Nurse or the School Doctor to which parents are invited to be present. Throughout primary school hearing, eyesight, height and weight checks will be done at appropriate intervals. Hearing and eyesight checks can be arranged if either parents or teachers have concerns.

Dental checks, followed by treatment, if desired, are made from time to time.

In the event of a child taking ill at school, the child will be supervised by a member of staff in the Medical Room until either a parent or a **local emergency contact** can come to collect and take the child home. Every endeavour will be made to contact parents or local emergency contact as soon as possible, thereby ensuring a child who has become ill is taken home.

Medical and Dental appointments during school hours should be notified beforehand to the Head Teacher by presenting either an appointment card or a note from the parent.

Similarly, a note of explanation or a telephone call from the parent to the Head Teacher is required if a pupil is to be excused from P.E.

It is **ESSENTIAL** that parent's keep the school informed of any particular medical requirements.

IT IS IMPERATIVE THAT PARENTS PROVIDE THE SCHOOL WITH NAMES OF LOCAL EMERGENCY CONTACTS TOGETHER WITH TELEPHONE NUMBERS SHOULD THEY THEMSELVES NOT BE AVAILABLE. PLEASE ENSURE YOU INFORM US IN WRITING OF CHANGES. EMERGENCY CONTACTS SHOULD BE WITHIN A REASONABLE TRAVELLING DISTANCE FROM THE SCHOOL.

ADMINISTRATION OF MEDICINES

Following the introduction of the Standards in Scotland's Act 2000 there is a duty on Education Authorities to educate children to their fullest potential. For some pupils, meeting their health care needs will be an essential element of this. To comply with these new guidelines **NO** medicines can be administered in School without parents **FIRST** completing a Permission Form.

These Forms can be obtained from the School Office.

HEALTH PROMOTION AND NUTRITION

Children and young people need the right balance of food and nutrients to develop and grow. Healthy Eating is about getting that balance right and all our menus are nutritionally analysed to meet the Scottish Government Schools (Health & Nutrition) (Scotland) Act 2007 and promote key messages to improve diet to positively influence current and future health.

The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008 build on the achievements of Hungry for Success by establishing standards for all food and drink in schools.

The focus is on getting the balance right and helping pupils make informed choices. A wide range of appealing healthy food and drinks are promoted through marketing, education and active encouragement.

We educate and encourage children and young people to opt for healthier choices, not only in school but also outside school.

For further information go to:-

<http://www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf>

NHS Ayrshire & Arran

ORAL HEALTH PROMOTION INITIATIVES IN NURSERY AND PRIMARY SCHOOLS

NHS Ayrshire & Arran is implementing two oral health programmes - *Childsmile* and the *National Dental Inspection Programme* (NDIP) in local schools.

CHILDSMILE:

The *Childsmile* programme's aim is to improve the dental health of children in Scotland and it is funded by the Scottish Government. It will be rolled out to all schools in Scotland during the next few years. *Childsmile* has 3 main elements:

1. A core toothbrushing programme – free oral health packs containing a toothbrush and fluoride toothpaste are given out to children at nursery school and in Primary 1 on entry to primary school. In Ayrshire & Arran, daily supervised toothbrushing takes place in all nursery schools and many primary schools. During their first year of life, all babies are given an oral health pack and a drinking cup to encourage healthy weaning by swapping bottle for cup as soon as baby is able to drink from a cup. Water and milk are recommended as safe drinks for teeth for all children.
2. ***An infant programme*** - this promotes oral health from birth. Parents of newborn children may be referred to the programme by their Health Visitor. Dental Health Support Workers visit parents in their home to give information, oral health advice and to arrange regular visits to the local *Childsmile* Dental Practice.
3. ***A nursery and school programme*** - this provides preventive oral health programmes for children aged 3 years and upwards. This programme started in 2007 and initially only involved a small number of schools. Each year more schools are being included in the programme. It targets children in nursery and primary schools, who will benefit from additional preventive care. This care will involve the application of fluoride varnish to children's teeth by *Childsmile* Clinical Teams in the nursery and primary schools. The *Childsmile* Teams will also deliver oral health promotion messages and be supported by Dental Health Support Workers who will be attached to nursery and primary schools and be the main contact point for parents, teachers, other school staff and School Nurses.

THE NATIONAL DENTAL INSPECTION PROGRAMME:

Each year at school, all Primary 1 and all Primary 7 pupils will be offered a dental inspection in school, by a dentist. It is important that each child's dental health is assessed so that the child and their parents can maintain dental health and take the necessary steps to remedy any problems that may have arisen. There is also a need to monitor children's dental health at national and regional or local levels so that reliable dental health information is available for planning and evaluating initiatives directed towards improvements. The *National Dental Inspection Programme* fulfils both these functions by providing an essential source of information for keeping track of any changes in the dental health of Scottish children.

10. Data Protection Act

Information on pupils and parents may be used for teaching, registration and assessment and other administrative duties. This information may be shared with the Health Board for statistical, operational and analysis purposes. The information is protected by the **Data Protection Act 1998 (as amended)** and may only be disclosed in accordance with the Code of Practice. For further information, please contact the school.

11. Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities; Scottish Executive and its agencies; Scottish Parliament; Local Authorities; NHS Scotland; Universities and further education colleges; and the Police.

Public Authorities have to allow access to the following information:

- ❖ The provision, cost and standard of its service;
- ❖ Factual information or decision-making;
- ❖ The reason for decisions made by it.

The legal right to access includes all types of 'records' information of any data held by the Scottish public authorities. From 1st January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

12. Helpful Addresses and Websites

ORGANISATION	ADDRESS	TELEPHONE NUMBER
South Ayrshire Council	South Ayrshire Council Council Headquarters County Buildings Wellington Square Ayr KA7 1DR	0300 123 0900
Area Registration Office (Applications for Free School Meals and Clothing Grants)	5-9 High Street AYR KA7 1LU	01292 617617
Children and Community (For Let of Educational Premises)	Children and Community School Lets, Room G24 County Buildings Wellington Square Ayr KA7 1DR	01292 612655

ORGANISATION	WEB ADDRESS
South Ayrshire Council	www.south-ayrshire.gov.uk
Learning and Teaching Scotland	www.ltscotland.org.uk/parentzone
HMIE	www.hmie.gov.uk
Scottish Government	www.scotland.gov.uk

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document -

- i. before the commencement or during the course of the school year in question:*

- ii. in relation to subsequent school years.*