

**North Ayrshire Council**

**Ardrossan Academy**

**School Handbook**

**Session: 2020-21**

# Contents

## **Head Teacher Introduction**

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

- Directorate Aims, Values and Priorities

### **Section 1: School Information .....**

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

### **Section 2: School Procedures.....**

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

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

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

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

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

### **Section 5: Curriculum for Excellence.....**

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

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

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

**Section 8: Parental Involvement .....**

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

**Section 9: Pupil Data Collection and Protection Policies.....**

**Appendix 1: Important Contacts**

# Head Teacher Introduction

It gives me great pleasure to welcome all prospective parents/carers and young people to our school community. The move to secondary school, whether it be the transition from primary or indeed a change of school, is undoubtedly one of life's milestones and an event that is looked forward to with much excitement and at times a little trepidation by children and their parents. This handbook is designed to give as much information as possible about the school, its aims and the opportunities which we will hope to offer your child to help them develop into a confident and successful young adult.

Ardrossan Academy is a fully comprehensive, six year non-denominational school which serves the towns of Ardrossan, Saltcoats and West Kilbride. The school roll currently stands at 819 pupils, with a teaching staff complement of 60 full time equivalent. In addition, we have eight Classroom Assistants who help in a variety of ways to support staff and pupils around the school.

It is our aim that all pupils will make a success of their time at Ardrossan Academy, that they will work hard and make full use of the opportunities the school provides and that they will find their years here happy and enjoyable.

We also value full parental involvement, support and partnership with us in providing your son/daughter with the highest standard of education and helping them to reach the best possible standards of attainment and wider achievement.

I hope this handbook will give you an insight into what will soon be your child's school and answer any questions that you might have. However, should you wish further information please do not hesitate to contact me directly.

Anne Anderson

Head Teacher

# Communities Directorate (Education Service)

## 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

# School Information

**Ardrossan Academy**  
**Sorbie Road**  
**Ardrossan**  
**KA22 8AR**

**Telephone Number: 01294 461931**

**Email: [ardrossan@ea.n-ayrshire.sch.uk](mailto:ardrossan@ea.n-ayrshire.sch.uk)**

**Fax: 01294 468646**

## **Headteacher**

Mrs Anne Anderson

## **Depute Headteachers**

Mr J Milligan

Ms L Reid

Miss C McEvoy

Mrs C Mayes

## **Principal Teachers of Pastoral Support**

Miss C Goddard(acting) – Annick

Mrs J Colville - Barra

Mrs L King - Lomond

Miss J Henderson – Nevis

## **Principal Teacher of Pupil Support**

Mr M Smith

## Cluster Primary Schools

### **Dykesmains Primary School**

Simpson Drive  
Saltcoats  
KA21 6EX

Tel: 461354

### **Stanley Primary School**

Stanley Road  
Ardrossan  
KA22 7DH

Tel: 462531/464393

### **West Kilbride Primary School**

Hunterston Road  
West Kilbride  
KA23 9EX

Tel: 822353

### **Winton Primary School**

Anderson Terrace  
Ardrossan  
KA22 8JP

Tel: 464443

In addition we work closely with a local special school.

### **James McFarlane School**

Dalry Road

ARDROSSAN

KA22 7DQ

Tel: 461370

## The school day



| Mon/Tues         |           | Wed/Thurs/Fri    |           |
|------------------|-----------|------------------|-----------|
| Personal Support | 0845-0855 | Personal Support | 0845-0855 |
| 1                | 0855-0945 | 1                | 0855-0945 |
| 2                | 0945-1035 | 1                | 0945-1035 |
| 3                | 1035-1125 | Interval         | 1035-1050 |
| Interval         | 1125-1140 | 3                | 1050-1140 |
| 4                | 1140-1230 | 4                | 1140-1230 |
| 5                | 1230-1320 | Lunch            | 1230-1310 |
| Lunch            | 1320-1400 | 5                | 1310-1400 |
| 6                | 1400-1450 | 6                | 1400-1450 |
| 7                | 1450-1540 |                  |           |

### **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 HOLIDAYS AND IN-SERVICE DATES 2019/2020**  
(all schools except Arran)

|                                   |  |
|-----------------------------------|--|
| <b>Pupils on holiday</b>          |  |
| <b>Staff only in-service days</b> |  |
| <b>Children in School</b>         |  |

August 2019

| Su | M  | T  | W  | Th | F  | Sa |
|----|----|----|----|----|----|----|
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| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

September 2019

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October 2019

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November 2019

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December 2019

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| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
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January 2020

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February 2020

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March 2020

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April 2020

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May 2020

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June 2020

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July 2020

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| 26 | 27 | 28 | 29 | 30 | 31 |    |

**The start date for session 2020/21 for teachers is Monday 17 August 2020 with pupils returning Tuesday 18 August 2020**

**Secondary Schools - Pupil attendance will be 190 after deducting 5 in-service days**  
**Primary Schools - Pupil attendance will be 190 after deducting 5 in-service days.**



**SCHOOL HOLIDAYS AND IN-SERVICE DATES 2019/2020**  
(schools on Arran)

|                            |        |
|----------------------------|--------|
| Pupils on holiday          | Yellow |
| Staff only in-service days | Cyan   |
| Children in School         | Purple |

August 2019

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September 2019

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October 2019

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November 2019

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December 2019

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January 2020

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February 2020

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March 2020

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April 2020

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May 2020

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June 2020

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July 2020

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| 26 | 27 | 28 | 29 | 30 | 31 |    |

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# Ethos

Our Promoting Positive Relationships Policy promotes an ethos where everyone feels happy, safe and able to achieve their potential within an environment of support. Ardrossan Academy is committed to ensuring that every member of the school community feels valued, respected and treated fairly. The main elements of our policy are:

## **Expectations**

We have high expectations of all pupils. These include:

- Arriving at classes on time, appropriately dressed and equipped to work.
- Listening to the instructions of staff and carrying them out.
- Respecting the rights of others to work.
- Seeking help from the teacher when unsure of the task set.
- Keeping Student Planners up to date and hand work in on time.

## **Rewards**

Positive behaviour or achievement is recognised using a variety of rewards including verbal praise, written praise, merit points, comments in report cards, recognition in our annual prize giving ceremony and involvement in extracurricular activities. Our Ad Astra scheme recognises consistently good effort and behaviour in class throughout the school session. Also, we have two formal prize giving ceremonies to reward success; BGE in June and Senior Phase in September.

## **The Role of Parents and Carers**

The success of young people relies on effective communication and mutual support between home and school. Parents and carers can support the school in ensuring high standards in:

- ✓ Ensuring good behaviour and effort
- ✓ Responding to school contact
- ✓ Punctuality and attendance
- ✓ School Dress
- ✓ Homework

## 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. Anyone parent/carer or visitor at a school for any reason will be asked to report to the school office. The school staff will then make any necessary arrangements in connection with the visit to the school.

It is the policy of the school that any member of staff will approach a visitor and ask for verification of identity. This measure ensures that children work in a safe and protected environment. We appreciate your support in carrying out all of the above measures.

### **Positive Relationships**

The school 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.

## School Dress

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.

A committee with representatives of pupils from every year group, parents and staff was formed and decided upon a range of suitable wear which has become the standard dress code.

This is detailed below:

- ✓ Black trousers or skirt
- ✓ Plain black jumper or cardigan
- ✓ White or black shirt
- ✓ School tie
- ✓ Black footwear
- ✓ Blazer (optional)



Outdoor jackets should be removed in classrooms.

It should be noted that the following items are **not** permitted.

- Jeans of any colour
- Tracksuit trousers
- Hooded tops
- Leggings
  
- 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

Our uniform helps to promote equality, equity and high standards and prepares young people for the world of work.

All items of clothing should be clearly labelled with the young person'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.

## PE Uniform

- ✓ Black or navy shorts or tracksuit trousers
- ✓ White, black or blue t-shirts or polo shirts
- ✓ Suitable footwear to support physical activity and limit the possibility of injury.

Pupils who are unable to participate in PE due to medical reasons should bring a note for their teacher from their parent/carer.

Pupils who forget kit will be provided with clean clothing which they can borrow for that period.

Clothing not suitable for PE:

- ☒ Vest tops or cropped tops.
- ☒ Club football shirts or strips
- ☒ T-shirts with offensive slogans



### Personal Belongings

It is appreciated that parents and pupils may be distressed over the occasional loss of pupil's clothing and/or personal belongings. Parents are asked to assist by ensuring that valuable items of clothing or personal belongings are NOT brought to school.

**Parents should note that the authority does not carry insurance to cover the loss of such items.**



## School Meals

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

Ardrossan Academy has excellent facilities for pupils who wish to take school meals. A two-course lunch is available for approx. £2.05 and pupils have a choice of main courses and desserts; soup or a soft drink may be chosen as one of the courses. A snack bar service is proving very popular. Those pupils who require a special diet for health reasons, e.g. diabetes, can be catered for if the school is informed.

Children 'pay' for their food using a cashless catering system. Value can be added to their account at any time using a special terminal provided for this purpose located in the Dining Halls. With this system any value can be added to a pupil's account at any time and parents may, if they wish, send in a cheque payable to North Ayrshire Council or top up online at [www.payments.northayrshire.gov.uk/epayments/](http://www.payments.northayrshire.gov.uk/epayments/)

An area of the snack bar is available for those bringing packed lunches, as well as extended accommodation adjoining the dining halls. The snack bar is also open, during the morning interval, thus providing a comfortable seated area for pupils to enjoy their break. Pupils should not bring food into the dining hall purchased in other local establishments.



## 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, emails and 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:

- It is helpful if complaints are made initially to the Head Teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and need time to investigate. It is therefore helpful if you can give some details of the issue and ask for an early appointment to discuss it.
- If you are not satisfied with our response then you still have the right to take up the matter further with the Executive Director of Communities at Cunninghame House, Irvine KA12 8EE (01294 324400).
- You should also note that you have the right to raise unresolved concerns with your local councillor MSP/MP.
- Parent Councils have an important role in developing links between the school and the wider parent body and can often be helpful in helping to deal with issues of general concern. However parents are advised that individual, more personal complaints are not appropriate for raising via parent councils due to the need for appropriate confidentiality.

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

### **Footwear and Clothing Grants**

Parents receiving 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. Parents and Carers should contact 01294 310000 for further information.

### **School Transport Policy**

North Ayrshire Council has a policy of providing free transport to all primary pupils who live three miles or more from their catchment area school by the recognised shortest suitable walking route or through the link attached below:

<https://www.north-ayrshire.gov.uk/Forms/EducationalServices/free-school-transport.doc>

These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

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

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the Council's limits (see above section). It is the parents' responsibility to ensure that their child arrives at the pick-up point on time. It is also the parents' responsibility to ensure that their child behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Misbehavior can result in children losing the right to free transport.

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**

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

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

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

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

### **Attendance at School/Lateness**

It is the responsibility of parents of children of school age to educate their child(ren). Most do this by ensuring that their child(ren) attend(s) school regularly.

Attendance is recorded twice a day, morning and afternoon. Absence from school is recorded as authorised, unauthorised or temporarily excluded.

Parents are asked to inform the school by letter or telephone if their child is likely to be absent for some time, and to give the child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents should inform the school by letter, before going on holiday, of the dates. Such absence will be authorised only where certain and very specific family circumstances exist. The majority of family holidays taken during term time will be categorised as unauthorised absence.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted. Such extended absences will be recorded separately from the normal attendance and absence information.

### **Absence Procedures**

1. Please telephone the school on 01294 467826 or the school office on 01294 461931, before 9.00 am on the day your child is first absent, whether the absence is for the whole day or for part of the day. We need to know name, reason for absence and anticipated date of return.
2. If no explanation for a child's absence is given by parents/carers the absence will be recorded as unauthorised. A text message will be sent home seeking an explanation. On day two of an absence and at regular intervals thereafter, a personal call will be made along with a follow-up. Failure to make contact with the school may result in a home visit or contact with external agencies.

3. When your child returns to school, he or she should bring a note signed by parent/guardian stating the dates and reason for absence.

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

### Structure of Classes

In Ardrossan Academy, pupils are assigned to a house group either Annick, Barra, Lomond or Nevis. Classes in S1 and S2 are a mixture of practical and non-practical sections.

Practical classes contain no more than 20 pupils and include subjects such as:

- ✓ Art & Design, Drama, Music, Design & Technical, Home Economics, Computing, Business Education and Science.

Non-practical classes contain no more than 33 pupils and include subjects such as:

- ✓ English, Mathematics, Modern Languages (French, Spanish), Social Subjects (Geography, History, Modern Studies), Religious and Moral Education, Personal and Social Development and PE.



## 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.

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

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

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



# 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.

## Broad General Education

In S1-S3 young people will experience a broad general education which will include all of the Experiences and Outcomes across all curriculum areas up to and including the fourth level. Throughout all learning, prime importance is given to literacy, numeracy and thinking skills; skills for learning, life and work; an understanding of society, the world and Scotland's place in it, and an active and healthy lifestyle.

A range of teaching methods and contexts for learning are used, including active and enterprising learning, which encourage young people to become enquiring; learning across the curriculum which helps young people make links between subjects, and learning outside classrooms in the outdoors and in the community, which gives opportunities for learners to deepen their learning in real-life contexts. Most learners will progress into the fourth level in many aspects of their learning before the end of S2, laying strong foundations for more specialised learning in S3 as appropriate to individual learner's needs.



Assessment in the Broad General Education takes a variety of forms including formal tests, projects, investigations and ongoing daily assessment of pupil classwork and homework. Progress within a level is judged by class teachers based on this holistic approach to assessment.

Opportunities for wider achievement are also made available through flexible curriculum planning, which allows learners to achieve Crest Awards, Health and

Wellbeing Awards and also participate in the YPI programme, all of which develop skills in teamwork, creativity and promote our school values.

## Literacy and Numeracy

Ardrossan Academy is committed to raising the standards of literacy and numeracy of all our pupils. Learning in all subjects is carefully planned to ensure a consistent approach to the development of these core skills. This will enable pupils to approach all areas of the curriculum with confidence and to the best of their ability; developing their skills for learning, work and life.



## Health and Wellbeing

Health and Wellbeing is an essential element of our plans to raise attainment and achievement for every young person in Ardrossan Academy. Good health and wellbeing is central to effective learning and preparation for successful independent living.

Young people experience learning and teaching in Health and Wellbeing through specific classes in Physical Education, Home Economics, Religious Education and Personal and Social Education, however Health and Wellbeing permeates the full curriculum.

Learning in the areas such as sexual health and relationships education and substance misuse are planned and delivered with the support of our partners including: the school nurse and other health professionals, police, community learning and development staff, fire and rescue and many more. Our partners contribute through their knowledge and specific expertise. Ardrossan Academy is committed to partnership working and collective responsibility.





## Senior Phase

The Senior Phase, which takes place from S4 to S6 in schools is when learners will build up a portfolio of qualifications.

In Ardrossan Academy, some young people in S4-S6 will be in combined classes to allow learners to study at the most appropriate level for them.

In S4, learners will study a minimum of 7 qualifications in S4 which will include English, Mathematics and 4 other subjects which were part of their S3 learning experience. This allows young people to build on the skills they acquired in the BGE and ensure they are progressing not only into areas of interest but areas of strength, allowing them to achieve their best level of qualification in S4. Core learning programmes in Physical Education, Religious, Moral and Philosophical Education and Personal and Social Development are completed on a rotational basis throughout the session.

Learners in S5 will study a minimum of 5 qualifications which will build on their learning and qualifications in S4. These qualifications may be at National 4, National 5 or Higher level. It is vital that young people consider their progression pathway when selecting subjects to study in S5 – both what has been achieved previously and also possible post school destinations.



In S6, learners will normally study a minimum of 4 qualifications, unless they are studying 2 or more Advanced Highers. Learners will again consider their post school destination requirements, as well as prior learning and achievements. At this stage learners are also encouraged to participate in whole school activities, which allow them to build skills but also allow them to achieve further SQA qualifications in, for example, Volunteering or Leadership as well as wider achievement awards such as the Saltire Award.

Ardrossan Academy works closely with other North Ayrshire schools and Ayrshire College to widen access to a range of qualifications and learning experiences. Vocational learning and SQA provision can be accessed through consortium working which ensures young people have opportunities to study relevant and stimulating course programmes which will develop their knowledge and skills. We also now offer S6 learners the opportunity to study YASS Open University units as one of their 4 courses, providing they have managed to achieve Higher grades in a similar subject base.

Review of the curriculum structure takes place on an annual basis to ensure we are following guidelines from the Scottish Government, HMIE and Education Scotland. Consultation with pupils, parents and staff takes place as part of our curriculum review and all views are considered before any changes take place.

## Extra-Curricular Activities

In Ardrossan Academy, we pride ourselves in the range of activities offered to pupils out with normal classes. We see additional activities as crucial to developing confidence, as well as social, emotional and intellectual skills. Staff and pupils alike speak of positive relationships built up through their involvement in them. Examples of just some of the activities on offer:

- ✓ Drama Club
- ✓ Art Club
- ✓ Football
- ✓ Rugby
- ✓ Gymnastics
- ✓ Choir



We are very proud of the opportunities given to students to excel in a number of areas including sport and the expressive arts. Ardrossan Academy is a “School of Sport”, giving students with a keen interest in and the willingness to commit to, specialist training in Basketball.

Students with an interest in expressive arts can join our choirs, bands or drama group and participate

either front or backstage in school productions including our school shows, concerts and Burns’ Suppers.

Numerous trips run throughout the school session allowing students the opportunity to visit foreign countries or participate in a range of cultural or sporting experiences. Duke of Edinburgh is particularly high profile in Ardrossan Academy.

Pupil voice is of particular importance to school improvement and we have an active Pupil Councils running in the school, one from each year group. They are ably supported by members of the teaching staff and meet regularly to discuss issues of importance to pupils related to school. Pupil Councils are influential in leading initiatives and develop leadership skills and teamwork in young people. Any student can decide to join their Pupil Council at the start of the session although additions to the teams throughout the session are most welcome.

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

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

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

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

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

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

As a parent, you continue to have a key role in helping your child to learn. Your child’s teacher will keep you informed about how your child is progressing. Please contact us if you have any concerns about their learning, assessment or for more information on how you can support your child’s learning at home.

## **Homework**

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

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

The type of homework will vary depending on the age and ability of individual pupils and may look very different in secondary school compared with primary. For example, often pupils are given assignments and personal projects which may involve research, investigation, preparing a speech, learning a poem or a similar activity.

Homework clubs and support are offered by senior pupils who act as buddies for younger pupils.

This session we have introduced Show my Homework which allows homework to be issued electronically to pupils. Parents and pupils can access the homework through an app on or the website which can be accessed through the school website. This system supports parents and guardians in overseeing the completion and return of homework

## Section 6: School Improvement

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

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 doc

## Section 7: Support for your Child

### Pupil Support Department

The Pupil Support Department aims to foster an inclusive culture where diversity is welcomed and additional support needs are met within a caring, nurturing and stimulating environment. All children and young people require support to help them learn during their school years. However, some young people may require 'additional support', long or short term, which enables their individual needs to be met and allows greater access to the school curriculum.

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

While the class teacher has the main responsibility to provide for the learning needs of pupils, the Pupil Support Department strives to enhance this provision. Personnel in the Pupil Support Department support pupils both in class and within the Pupil Support Base.

Pupil Support teachers also link with a Principal Teacher of Pastoral Support and other members of the wider Pastoral Support team to promote a joined up approach to supporting the learning of young people.

If required, members of the Pupil Support Team will liaise with parents at any time to discuss any concerns or to give updates on a child's progress. In addition, Pupil Support staff are available for consultation on Parents' Afternoons or meetings arranged at time convenient for parents. North Ayrshire Education Services also offer further advice and information

Additionally, Ardrossan Academy is proud to have established a nurture base which pupils have named "The Haven". This base supports young people in S1-S3 who may have required additional support transitioning to secondary school due to a range of issues. Learners who may benefit from this additional support are normally identified via our primary transition programme, and work in a small group environment on the development of social skills through practical learning, as well as holistic discussion groups.

### Pastoral Support Department

Personal Support is an entitlement for all children and young people. Personal support is about supporting learning in its widest sense and all practitioners have a responsibility to contribute to its delivery. This universal support includes promoting an ethos of care, nurture, trust and mutual respect. It is vital that there is an adult in school who knows your child well and has a holistic overview of their progress.

All students attend 10 minutes of Personal Support on a daily basis. Here they will have frequent opportunities to discuss their learning, and other needs with their Personal Support Tutor, helping them to set appropriate goals and targets throughout their learning journey. This time is also used to support learning about wider issues such as social justice, health and world events.

Within Ardrossan Academy the role of the key adult is fulfilled by the Pastoral Support Teacher. This is a crucial role and Pastoral Support staff provide advice and support to all pupils on various matters related to their school careers and beyond. They also have responsibility for a wide range of whole school remits which support the learning of young people. They oversee Personal and Social Education and support the health and wellbeing and learning of pupils so that they can become effective contributors, successful learners, responsible citizens and confident individuals. They also develop our S1 Wider Achievement learning programme, which gives learners the opportunity to be accredited with "Crest" and Health and Wellbeing Awards. Pastoral Support Staff can be contacted via the main school office and appointments can be made to discuss matters pertaining to school life.

# Transitions

## Primary to Secondary

We enjoy close and important links with our primary schools that include curricular projects, initiatives and visits by pupils and staff to and from primary and secondary. Curriculum for Excellence has been an important component in our recent links particularly in terms of numeracy, literacy, technology and enterprise. This work will ensure that we build upon pupils' prior learning and so provide appropriate challenge in their secondary experience.

There are, of course, many other aspects of our liaison with cluster colleagues. We like to find out well in advance special requirements and additional support needs of pupils transferring to Ardrossan Academy. A number of staff may be involved in this process including the new S1 Year Head, the Pastoral DHT and staff from Pupil Support, Pastoral Support, Nurture and the Area Inclusion Worker. Staff attend reviews and meetings in primary to discuss how we might make the transfer an easier process.

Pastoral Support staff start to visit P7 pupils in their primaries in March, sometimes accompanied by S1 pupils to discuss the experience of S1. Pupils also experience their timetable for two days in May. The Depute Head Teacher who will have responsibility for the incoming S1 cohort carries out a planned programme of transition visits throughout the year in an effort to get to know pupils well before they start secondary school. We will also hold a 'Breakfast Blether' event at each of our cluster primary schools where parents and carers will get an opportunity to talk to various staff and ask questions about the transition to secondary school. Representatives from the school may also be available at Primary Parents' Evenings and we welcome the opportunity to meet parents/carers and answer questions you may have. Our newsletter is also issued to all P7 pupils and an invitation to attend other curriculum and wider achievement events is also extended to pupils and their families from our cluster primaries.

Parents of pupils out with the catchment area who have been granted a place will be involved in the transition programme, once the placing request has been confirmed. Visits can be also arranged by contacting the school. Please feel free to come to our whole school events such as concerts and shows throughout the session.

## Enhanced Transition



Some P7 pupils require a little more support to help them with the transition to secondary. Our Area Inclusion Worker works closely with our cluster primaries and identifies pupils who may need targeted support to help them get used to the secondary school environment. Pupils involved will get several opportunities to visit the school and work with a range of staff to support their learning and social skills. This programme helps Ardrossan staff get to know pupils before they even start secondary school and it allows positive relationships to be established. It involves many fun activities and helps take the anxiety out of attending secondary for the pupils involved. It also lets us as a school better identify and meet individual pupil needs so that we get it right for every child.



## Post 16

Most of our pupils stay at school after the statutory leaving age of 16, to gain additional skills and qualifications that will serve them better as they enter the world of work. In recent years we have provided up to date course options and a broader range of vocational courses to support these changes, including the introduction of Childcare, Travel and Tourism and Web Design. Our links with Ayrshire College allow pupils to study vocational courses as part of their school week and provide a balance between school curriculum and Further Education.

An increasing number of our young people participate in extended work experience schemes with local companies as part of their preparation for the world of work. This can often lead to improved employment opportunities when they leave school.

Students who wish to gain entry to college courses receive support through college application workshops and inserts into their Personal and Social Development programme, such as preparing CVs, application forms, internet research on courses and visits from staff at local colleges. Specifically, they explain various routes to the jobs market and how courses articulate with university courses.

Other students select the direct route to university and provision for them is also comprehensive. They participate in North Ayrshire Council Education Services UCAS conferences. There is particular support for high tariff courses like Medicine, Veterinary Medicine, Dentistry and Law because of the enormously competitive element attached to them. All UCAS applicants receive support with personal statements, mock interviews, advice from university speakers and even practitioners in their chosen field.

From S1 upwards pupils' Personal and Social Development programmes consist of careers and subject options inserts. One member of the school's Pastoral Support Team provides dedicated support for careers, whilst a second supports work experience, a third has specific responsibility for 16+ and along with the Careers Coach, helps learners plan appropriately for their future.



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**

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)

|                      |                         |                           |                        |
|----------------------|-------------------------|---------------------------|------------------------|
| <b><i>Safe</i></b>   | <b><i>Healthy</i></b>   | <b><i>Achieving</i></b>   | <b><i>Nurtured</i></b> |
| <b><i>Active</i></b> | <b><i>Respected</i></b> | <b><i>Responsible</i></b> | <b><i>Included</i></b> |

### 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 Council

Parents and carers play a vital role in their child's education. In recognition of this, the Scottish Schools (Parental Involvement) Act 2006 both encourages and supports more parents, working in partnership with the school, to be involved in their child's education. The Parent Council is a group of parents made up of members of the Parent Forum (the collective name for every parent, carer or guardian of a child at school).

Parent Councils represent all parents of children at school and aims to help them to become more actively involved in their children's learning.

### What is our role?

The Parent Council role is very much one of providing support to the school and parents

We define this role as:

1. Working in partnership with staff to create a welcoming school which is inclusive for all parents
2. Promoting partnership between the school, its pupils and all its parents
3. Developing and engage in activities which support the education and welfare of the pupils
4. Identifying and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of pupils
5. Participating in the recruitment process for appointing the Head Teacher and Depute Head Teacher of the school
6. Being involved in school inspections undertaken by Education Scotland

### Where and when do we meet?

The Parent Council meets in Ardrossan Academy every 6 weeks. The meetings usually start at 6.30 and last around 1 hour dependent on the agenda. Meeting dates are agreed at the AGM at the end of session in June.

### Who can attend the meetings?

Any parent or carer with a child at the school can attend the meetings by emailing the Parent Council in advance or to bring forward an agenda item for the next meeting. We encourage inputs from parents where these might be suggestions for improvement or any concerns. We may then contact you to discuss further and bring to the attention of the Head Teacher on your behalf should you not wish to attend the meeting. **One point to note is that it is not our role to discuss matters relating to individual pupils, prospective pupils or members of staff.**

An agenda and minute are prepared for each meeting, a copy of which is posted on the school website and sent to North Ayrshire Council.



## Who are the current members of the Parent Council?

We always welcome new members and aim to have parent representation for each school year group.

### Office bearers

- Hugh Neill – Chairperson
- Margaret Gilchrist – Treasurer
- Louise McCormack – Clerk

### Members

- Margaret Gilchrist
- Elizabeth Keir
- Samantha Hunter
- Louise McCormack

### School Adviser

- Anne Anderson – Head Teacher



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**

**Head of Service**

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

**Head of Service**

Andrew McClelland  
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