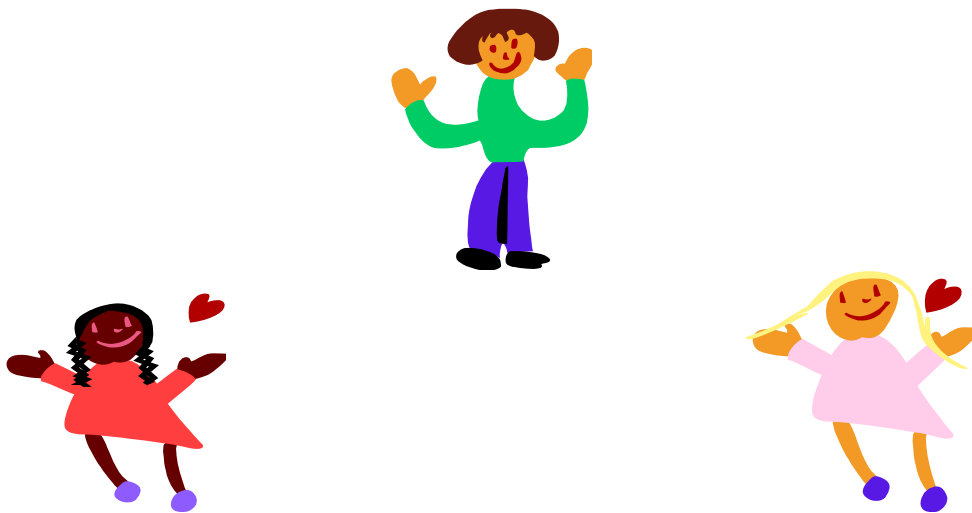


EARLY YEARS CLASS



Handbook for Parents

Session 2015 / 2016

Contents

Head Teacher's Introduction	3
National Care Standards	4
Educational Services Aims & Values	4
Lamlash Early Years Aims & Values	5
Views on Lamlash Early Years - Children & Parents	5
Early Years Information	6
Community Links	7
Security	7
Staff	7
Session Hours / The School Year	8
Admissions Policy	8
Registration and Enrolment	8
Arrival and Collection of Children	9
Curriculum	9
Inclusion	11
Additional Support	12
Support in Lamlash Early Years Class	14
Equalities	15
Recording and Reporting Children's Progress	16
Transition to Primary School	17
Outings and Excursions	18
Data Protection	18
Promoting Positive Behaviour	20
Getting it Right for Every Child	20
Home / Early Years Links	21
Improvement	22
Policies	22
Listening and Learning	22
Attendance	23
Clothing	23
Snacks and the promotion of Health Eating	24
Transport	25
Health Care	25
Administration of Medicines	26
Information in Emergencies	26
Child Protection	27
Parent Forum & Parent Council	28
Parent Council Membership	29
Important Addresses	30

Dear Parents and Carers

It is with great pleasure that I welcome you to Lamlash Primary School Early Years Class. The early years of a child's life lay the foundations for future emotional, academic and social learning and are of crucial importance in the development of every individual.

In our Early Years Class we have expert, caring and committed staff who endeavour to do everything they can to ensure the best possible learning experience for your son or daughter. This is our commitment to you.

In September 2014 we underwent a full Care Inspectorate Inspection of our Early Years provision, which underlined the high quality care and learning experiences that we provide for every youngster. I can assure you that although this was a very strong endorsement of the service we provide, we will continue to seek ways to improve further the very good level of care and support we offer every child.

Partnership with parents is central to ensuring the best possible learning opportunities are available for every child. We offer you regular opportunities to contribute to improving the service we provide through parents' meetings, 'stay and play' afternoons, focus groups and head teacher 'open forum' meetings. I would strongly encourage you to take full advantage of these opportunities to help us make the Early Years experience at Lamlash Primary School the best it can possibly be for your child.

Learning at home is also a key element of the Early Years Class and our staff provide ideas and suggestions for fun, play activities which support the development of your son or daughter.

We aim to provide a safe, caring, inspirational and fun learning environment for every child in our care. In doing so, we believe that we create the conditions which encourage every child in developing the necessary skills and attributes to help them become successful, confident and responsible members of our community who are able to participate fully in every aspect of life.

I very much look forward to getting to know you and your child in the months and years ahead.

Yours sincerely,

Barry R Smith
Head Teacher

National Care Standards

Early Education and Childcare up to the age of 16

The main principles of the Care Standards are dignity, privacy, choice, safety, realising potential and equality and diversity. Users of the service have a right to:

Dignity

Be treated with dignity and respect at all times; and enjoy a full range of social relationships.

Privacy

Have your privacy and property respected; and be free from unnecessary intrusion.

Choice

Make informed choices, while recognising the rights of other people to do the same; and know about the range of choices.

Safety

Feel safe and secure in all aspects of life, including health and wellbeing; enjoy safety but not be over-protected; and be free from exploitation and abuse.

Realising potential

Achieve all you can; make full use of the resources that are available to you; and make the most of your life.

Equality and diversity

Live an independent life, rich in purpose, meaning and personal fulfillment; be valued for your ethnic background, language, culture and faith; be treated equally and to live in an environment which is free from bullying, harassment and discrimination; and be able to complain effectively without fear of victimisation.



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Education Aims and Values

Overall Aim

To work in a sustainable way with our partners to build a better North Ayrshire in which all citizens can participate, learn and contribute to the community.

Values

- Excellence
- Openness
- Respect
- Inclusion
- Equity

Priorities

1. Increasing educational attainment and achievement.
2. Developing confident individuals, responsible citizens, effective contributors and successful learners.
3. Increasing the number of young people moving to positive post-school destinations.
4. Promoting better health and more physical activity.
5. Reducing disadvantage and promoting equality.
6. Empowering communities through participation in cultural and lifelong learning.
7. Supporting the professional development of staff.
8. Providing high quality facilities and making best use of resources.

<http://www.north-ayrshire.gov.uk/Documents/CorporateServices/ChiefExecutive/PolicyandPerformance/CouncilPlan1217.pdf>

Lamlash Early Years Class Aims and Values

Aim

To provide a safe, stimulating environment where children are motivated to explore and learn using a variety of resources and stimuli.

Objectives

- ❖ All children will develop their skills in communication and language
- ❖ Children's learning and development will be assessed through play
- ❖ Children will be encouraged to form friendships and mix with other children
- ❖ Children will be encouraged to be creative and to participate in physical activities
- ❖ Children will learn to respect the needs and feelings of others and learn to follow rules.

Views on Lamlash Early Years Class

Our children said:

"Everything is awesome!"

"I like all the good things we do"

"I'm learning my letters ABC"

"There's good toys"

"I like all the new toys we get."

"I like it when we do science stuff- making experiments."

"I like stories and when Heidi reads the funny ones"

"Playing with toys and seeing my friends."

Our parents said:

"My daughter loves being able to use the gym and really enjoys the activities provided."

"My son loves nursery and all of the different activities provided - he comes home with lots of exciting news every day."

"She loves nursery and moans when it's not on. Even if it's a trip to the mainland, she wants to go to nursery every day."

"This is my second child here now and he's been more unsettled about starting nursery - the staff have been so warm and welcoming to him and it's helped him settle in."



Early Years Class Information

Name: Lamlash Primary School Early Years Class

Address: Arran High School Community Wing
Lamlash
Isle of Arran

Tel. (School Office) 01770 600527 [also serves as FAX]

Tel. (Early Years Class direct line) 01770 600951

e-mail: lamlash@ea.n-ayrshire.sch.uk

Website: www.lamlash.northayrshireschools.co.uk

Present Roll: 31

Maximum Roll: 32
(divided between a.m. & p.m. sessions, including full day option for working families)

Stages Covered: Pre- 5

		<u>3yr old</u>	<u>4yr old</u>
Likely Intake:	2015/16	18	16
	2016/17	15	18

Non-denominational Co-educational

Our local authority is North Ayrshire Council. Our Corporate Director of Educational Services is Mr John Butcher.

Accommodation

Lamlash Primary Early Years Class is situated within Arran High School Community Wing. This consists of a playroom where equipment is used by the children to promote learning through play. Children also have access to facilities within the Primary School and Arran High School.

Early Years Class & Community Links

The Early Years Class enjoys good relations within the village community of Lamlash. We are extremely fortunate to have adults willing to come into the Early Years Class as parent helpers where appropriate and to help with topics and projects, for example, Fire Service, the Police and local Public Health Nurse.

Early Years Class Security

North Ayrshire Council has introduced procedures to ensure the safety and security of children and staff when attending or working in an Early Years Class. A number of security measures are used including a secure entry buzzer system, the use of a fire register, badges and escorts while visitors are in the building.

The Early Years Class procedures are as follows:-

- All visitors should report to the primary school office in the first instance.
- All visitors are required to sign in the visitor book and will be issued with a security pass. All visitors will be accompanied, if appropriate, at all times for the duration of their visit.
- Any parent who wishes to discuss a matter privately with staff should telephone the school office to make an appointment.
- Parents are always welcome to visit the Early Years Class, whether as a parent helper or an observer.

Early Years Staff

Head Teacher:	Mr Barry Smith
Depute Head Teacher:	Mrs Sharon Gregg, Mr David Lambert (Acting) Mrs Lesley Walker (Acting)
Early Years Practitioners:	Mrs Heidi Macfarlane (Senior) Ms Catherine Scott Mrs Mairi Inglis (Pupil Support)
Pre-5 Services Communication Support	Mrs Jane Marshall Mrs Helen Todd

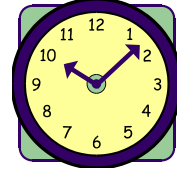
Early Years Session Times

Monday to Friday

8.30 a.m. ~ 11.45 p.m.

11.45 a.m. ~ 12.30 p.m. lunch

12.30 p.m. ~ 15.45 p.m.



The School Year 2015-2016

<u>Open:</u>	Wednesday 19 August 2015 (Tbc)	<u>Close:</u>	Thursday 20 September
	Tuesday 22 September		Friday 02 October
	Monday 19 October		Friday 13 November
	Tuesday 17 November		Wednesday 23 December
	Thursday 07 January 2016		Friday 12 February
	Wednesday 17 February		Thursday 24 March
	Tuesday 29 March		Friday 1 April
	Monday 18 April		Friday 29 April
	Tuesday 3 May		Thursday 26 May
	Monday 30 May		Wednesday 29 June

Admissions Policy

All Early Years Class places are allocated in line with the Council's Admission policy. The Council provides all children resident in North Ayrshire from the month after their third birthday with a free pre-school education place of 3.25 hours per day, five days a week over three school terms. Children whose birthdays fall on or between 1st March and 30th June will be entitled to a place in the following academic session. A leaflet detailing with the Council's policy is also available from all establishments. If you would like a copy, please ask.

Registration and Enrolment

Enrolment takes place annually towards the end of January when details are given in the local press.

Children who reach the age of 4 years before 1st March of the following year are eligible for enrolment for the Early Years Class beginning in August each year. Enrolment is in accordance with North Ayrshire Council Policy stated above.

Children who reach the age of 3 years before the 1st March of the following year are eligible for enrolment for the Early Years Class beginning the month after having reached their 3rd birthday.

Parents will be given the choice of morning or afternoon sessions with up to 5 working parents being given the option of full day places. In the event of demand exceeding availability NAC ballot system will be used to determine priority placements.

Details of priorities and ballot procedures are available from the school.

We offer three half sessions prior to commencement to allow you and your child to settle into the Early Years Class environment. You will be sent a letter in advance of the date offering you this option.

You are most welcome to visit the Early Years Class prior to enrolment, if you would like to visit please contact the school office to make an arrangement.

Prior to admission your child's key worker will meet with you to find out all about your child, their beliefs, likes and dislikes etc. This is based on GIRFEC principles (see Getting it Right for Every Child).

Children will be allocated to a 'key worker'. You will be told who your child's key worker is, they will be your first point of contact for day to day matters. They will get to know your child very well indeed and will be in the best position to report back to you on your child's progress. They will be responsible for collecting evidence of your child's development and storing this in your child's file.

Two weeks prior to admission you will receive a letter confirming your placement. Please note although asked to state your preference, you may be offered an alternative session; the Council does guarantee a pre-school placement for all children within North Ayrshire.

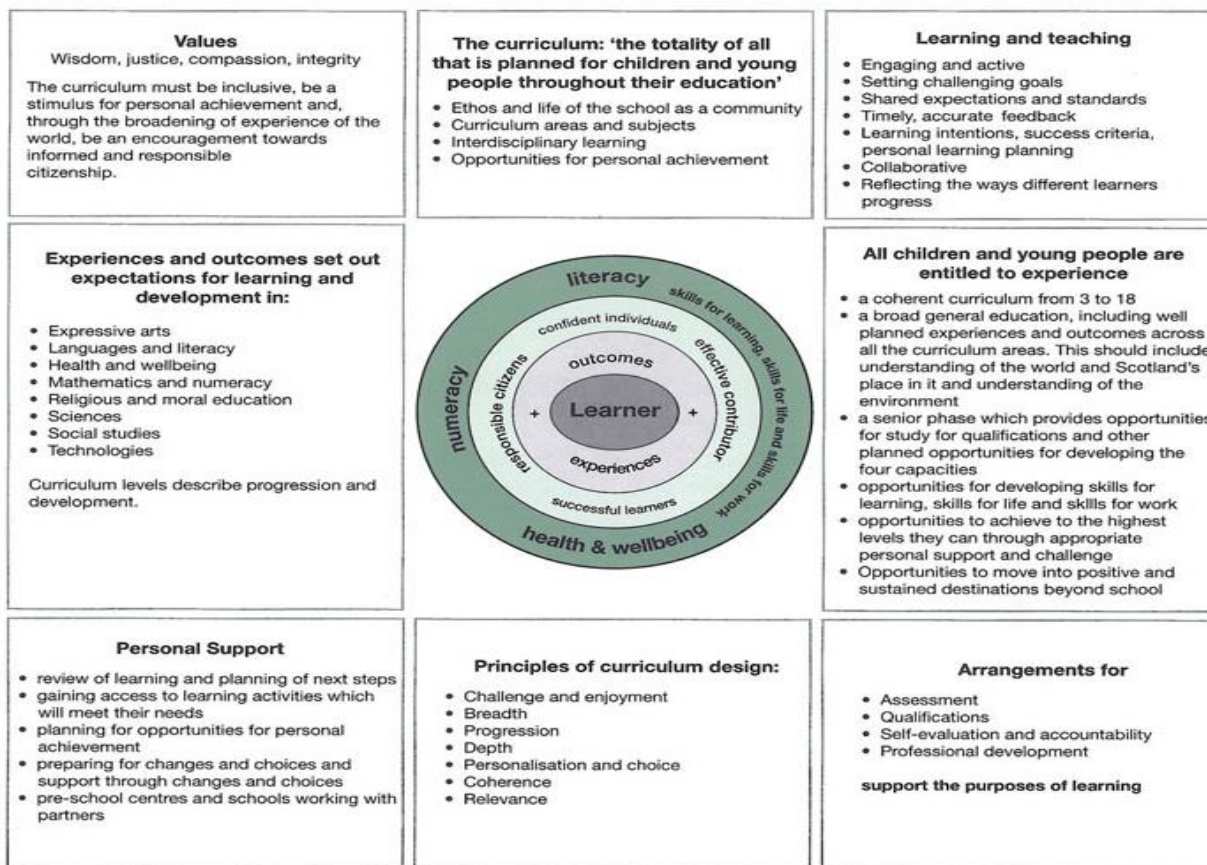
Arrival and Collection of Children

It is expected that a responsible adult will accompany a child to and from the Early Years Class. Please note that no person under 16 is eligible to collect your child. A child will only leave the Early Years Class in the care of their parent/carer unless the staff are informed in advance of a change of arrangements. Therefore the Early Years Practitioners must be informed if the collection routine is to be altered.

Early Years Class Curriculum

At Lamlash Primary School Early Years Class we follow the curriculum framework that has been drawn up for children in their Pre-school years. This provides a well-balanced programme of learning. Our aim is to challenge our children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

The following diagram sums up the Curriculum for Excellence, further information is available on the Education Scotland website (<http://www.educationscotland.gov.uk/>).



This curriculum takes the best of innovative practice which will improve educational provision within Scottish schools. The focus for this curriculum is: language and literacy, mathematics and numeracy, health and wellbeing. Linked to the curriculum, children are engaged in active learning, assessment is for learning and the development of critical skills.

Children are assessed based on the experiences and outcomes of a Curriculum for Excellence, staff meet together locally to develop and moderate assessments to ensure they are applying common standards.

If parents require further information, please contact the school or visit A Curriculum for Excellence website.

Inclusion



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The "Standards in Scotland's Schools etc. Act 2000" (Section 15) gives every child and young person in Scotland the right to have their educational needs met within their local mainstream school. This right is seen as part of the individual rights enshrined within Scottish educational law.

There are three "exceptional" circumstances where alternative educational settings can be considered:

- Where mainstream education in the local school is not in the best interests of the child or young person
- Where the sound and efficient education of other children in the school would be compromised by the child's presence in the class/school
- Where to educate the child in the local mainstream school would require unreasonable public expenditure

Alternative educational planning for a child or young person is required to demonstrate the influence of one or more of these exceptional circumstances before it would be deemed lawful to proceed to consider this.

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 Disability Discrimination Act (1995 and as amended 2005) and the Disability Equality Duties (2006) require all public bodies to ensure that no child or young person within an educational establishment is put at a significant disadvantage or treated less fairly than their peers because of any reason relating to their disability.

The Education (Additional Support for Learning) (Scotland) (2004,2009) 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.

In North Ayrshire educational establishments, Staged Intervention supports early identification of need and earliest possible building of positive partnerships.

Additional Support

Inclusion

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

Additional Support Needs

Any child who needs more or different support to what is normally provided in schools or 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.

Summary of the main provisions of the Act

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

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

North Ayrshire must assess any pupil with additional support needs and provide 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 seeing your child after seeking your agreement to this.

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

Where a child or young person has additional support needs, extra planning is required every time there is a move to a new class, new school or college. How far ahead this transition planning needs to start depends on the particular type of needs but for most

children and young people with Additional Support Needs transition planning should start at least one year before the date of the planned move.

Dispute Resolution Procedures

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

Data Protection

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

Further Support

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

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

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

Helpline: **0845 123 2303**

Email: info@enquire.org.uk

2. Scottish Independent Advocacy Alliance

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

Telephone: 0131 260 5380

Email: enquiry@siaa.org.uk

3. Scottish Child Law Centre

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

Telephone: **0131 667 6333**

Email: enquiries@sclc.org.uk

Support for Learning in Lamlash Early Years Class

Most children require support with some aspect of their learning at some time during their school career. The Early Years Class is no exception. These difficulties are usually corrected given the necessary patience, understanding and guidance. If you think your child may require additional support please notify the Senior Early Years Practitioner or Depute Headteacher, so that we may assess needs and provide appropriate support.

We have a range of support services available to us including pre-five services and pupil support staff allocation. We can also call on a range of professionals for advice and resources such as Speech and Language specialists.

In cases of long-term or serious difficulty outside agencies such as Psychological Services are always available to assist. Parents are always involved in the decision making process before and during use being made of such services. We aim to assist all pupils to reach their full potential, both academically and socially.

Equalities

Staff follow North Ayrshire Council Equalities policy in line with the Equalities Act 2010 which protects people from discrimination on the basis of 'protected characteristics':

Age

Disability

Gender reassignment

Marriage and civil partnership

Pregnancy and maternity

Race - includes ethnic or national origins, colour and nationality

Religion or belief

Sex

Sexual orientation

All children and adults are treated with respect and in a just and fair way, respecting the needs and characteristics of the individual.

The Early Years Class aims to provide a learning environment which encourages everyone to develop their full potential and where individual differences are acknowledged and respected.

The content of the learning experiences and resources provided within the service will promote positive images of people, irrespective of gender, age, race, culture or disability.

Staff positively encourage Equalities for All throughout the Early Years Class; where families experience difficulties in accessing support services, staff will offer assistance.

Where parents or carers face any barriers which prevent them from playing an effective part in their child's care and education, staff will work to reduce these barriers, including use of translation services where appropriate.

At Lamlash Early Years Class 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 this statement we undertake to:

- make all areas of the curriculum available to boys and girls alike
- respond in a consistent and fair manner to both sexes
- allocate tasks within the Early Years Class fairly
- avoid the use of any language, or texts, by staff or pupils which could be looked upon as racist or sexist.

Recording and Reporting Children's Progress

We believe that it is vital to engage parents fully in their child's learning journey.

We aim to create an environment of openness and trust in which sharing information both formally and informally encourages the development of positive relationships between home and the Early Years Class.

Parents have the opportunity to discuss their child's progress informally with staff on a daily basis and are encouraged to share any concerns which they may have. They also have the opportunity to discuss with staff in a more formal setting on parental visits to the Early Years Class such as a parents' evening, a topic showcase or special event.

Parents are also encouraged to share information or raise any concerns with a Depute Head Teacher or the Head Teacher if they so wish.

Full reports are written towards the end of the academic session which will be shared with parents and the primary one teacher, indicating prior learning and next steps to inform future learning and teaching. Parents are encouraged to comment on their child's learning.

In addition to formal reports, parents receive a lot of informal information on their child's progress. Displays of activities, photographs and albums are always on display in the reception area. Children regularly take home completed pieces of learning.

Parents are informed of activities via the notice boards, fliers, newsletters and other general correspondence.

If additional support is required parents are fully involved in target setting and the creation of PSPs and PLPs through the review process. Depending on need meetings are held at least twice a year with the Early Years Manager, Pre-five services, Early Years practitioners and parents; the Educational Psychologist or relevant external agencies may also be invited to attend. Parents are provided with a copy of relevant minutes and the PSP or PLP. Plans are to be used as working documents dating achievement of targets and should be reviewed regularly by the Early Years practitioners to ensure targets are being overtaken and that new targets are being set which maximise potential while challenging and supporting the child.

Early Years Class staff report annually on aspects of Curriculum for Excellence including the four capacities, Health and Wellbeing, Literacy, Numeracy and other curricular areas such as expressive arts.

Assessment is informal, mostly by observation and photographic evidence. However children will be more formally assessed once a year in relation to completion of developmental milestones. If you would like further information about this process, please let us know. Samples of your child's work are given to you as part of your child's portfolio when they leave. For pupils who will attend this school, a folio of work from Early Years Class to P7 has been introduced and some work is kept for that. The contents are updated regularly throughout the session.

Transition from Early Years Class to Primary School

There are close links between Early Years Class and school. Regular meetings between the Primary One teacher and the Early Years practitioners take place throughout the year with a view to sharing of standards within CfE early level, joint planning and the creation of transition opportunities.

Pre-school children attend events in the primary school on a regular basis including assemblies, play time and learning activities.

The Primary One teacher arranges to visit the Early Years Class to meet with staff to discuss individual children, but also to observe the children in the Early Years Class prior to transition mornings in the primary school.

The Early Years practitioners provide 'I Can' logs along with other relevant evidence of learning in all curricular areas to the Primary One teacher which clearly demonstrate achievement of significant aspects of learning so that this prior learning can be taken account of and built on in Primary One to ensure progression and continuity of learning.

Six transition visits take place in the summer term when pre-school pupils attend the Primary School accompanied by an Early Years Practitioner.

Parents are invited in to meet with the Leadership Team and see their children in the Primary One class.

In the case of transition to another Primary school, curriculum and personal information is shared by the Early Years practitioners with the Primary one class teacher in their catchment area. During the summer term pre-school children will be invited to attend induction sessions at their catchment school.

This is an exciting and (for some) anxious time, therefore the school will work closely with parents and staff (including support staff) to ensure that children are fully supported in their transition. Children will be accompanied by the Early Years practitioners on their induction visits and for the first two days of Primary One. Appropriate arrangements will be put in place to support children with additional needs such as language support for non-native English speakers. There will also be continuity

for external services such as Educational Psychology and Speech and Language Therapy.

Outings and Excursions

When outings or excursions for children are planned, the Senior Early Years Class practitioner or a member of staff will advise you in advance. At the start of the year you will be asked to complete generic consent forms that give your permission for your child's participation in ad hoc outings and excursions. This will allow them to visit the beach, the river, the woods or the spring lambs at short notice, if the weather is favourable. In addition you will be asked to complete individualised consent forms for specific trips via public transport e.g. Brodick Castle. Please note that children cannot take part in outings unless completed consent forms have been submitted by parents/carers. It is also important to notify us of any change in contact details or medical issues.



Data Protection



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Transferring Educational Data about Pupils

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

Why do we need your data?

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

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (www.scotxed.net).

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative

versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Pupil files containing enrolment information, individual plans, reports and correspondence are locked away and are treated by staff as confidential. Lamlash Primary School has a school website, on which we may from time to time publish photographs of Early Years Class activities, photographs may also appear in our school handbook or in the local press The Arran Banner. Therefore we do, on an annual basis, seek permission from parents to take photographs or videos of children for these purposes. Parents can indicate if they do not wish their child to be photographed.

Promoting Positive Behaviour

This is a programme whereby children are praised for achievement and success and "doing the right thing". This system has successfully been used in schools for many years now and is very appropriate to an Early Years Class set up.

The children participate in 'Circle Time' and 'PATHS' activities with the Early Years Practitioners, which promote positive social interaction. Early years staff adopt a nurturing approach promoting mutual respect.



Getting it right for every child (GIRFEC)

Getting it right for every child (GIRFEC) is an approach from the Scottish Government that sets out how schools and other services should work with children and their families. GIRFEC is all about ensuring that children get the help they need when they need it - the right help at the right time. For you and your child, GIRFEC means that you are the expert on your child and what you think matters. Getting it right for every child means that the School will always seek to involve you, to listen to your opinions and take them seriously.

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 in each of the areas listed below:

- Healthy - Experiencing the highest standards of physical and mental health, and supported to make healthy safe choices.
- Achieving - Receiving support and guidance in their learning
- Nurtured - Having a nurturing and stimulating place to learn
- Active - Offering opportunities to take part in a wide range of activities
- Respected - To be given a voice and involved in the decisions that affect their well-being
- Responsible - Taking an active role within the school
- Included - Receiving help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn
- And above all, to be safe ... protected from abuse, neglect or harm

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

Home / Early Years Class Links

Lamlash Early Years Class keeps regular contact with parents by sharing information or concerns as they arise face to face, by email, website, phone, letter, newsletters and home school diaries. The Early Years Class encourages close liaison with parents and welcomes approaches from parents with ideas as to how this might be promoted. In line with North Ayrshire Policy we are keen to maximise on parental involvement (<http://www.north-ayrshire.gov.uk/council/strategies-plans-and-policies/parental-involvement-strategy.aspx>). We welcome your views and comments, informally in the passing and formally through surveys, questionnaires and the suggestion box. If you have a complaint we will deal with the issue as quickly as possible to work towards a speedy resolution together.

Parents are invited to join in monthly 'Stay and Play' sessions in addition to a range of topic showcases, special events and fundraising activities. Parents are encouraged to participate in the reading scheme and to contribute to their child's portfolio. In addition to the full annual report parents will have the opportunity to meet formally with staff to discuss progress. Parents are also welcome to discuss progress at any stage throughout the academic session. Support staff such as pre-Five services, Speech and Language Therapist and Educational Psychologist will also provide regular progress reports.

We see home and school as being in partnership to provide the best education possible for our children. The Senior Early Years Practitioner (Mrs Heidi MacFarlane) or the Depute Head Teacher responsible for the Early Years (Mrs Sharon Gregg) will be happy to speak to you in the first instance, if you seek advice or wish to discuss a matter which concerns you. It would be appreciated if an appointment is arranged but in an emergency please do not hesitate to phone or call at the school.

We are extremely fortunate that parents give their full support to the Early Years Class whenever it is required and hope that this will continue.

School Improvement

We encourage parental participation in seeking to improve our Early Years Class. All comments are warmly welcomed. Our school improvement plan is available on the school website. We will let you know how we are progressing with our targets throughout the course of the year.

School Policies

These are available on request; some of our policies are published on our school website.

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 / Early Years Class you can do this by writing, telephoning or making an appointment to see someone. All feedback is welcome and helps us to 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 / Early Years Class 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 Depute Head of the Early Years Class. Failing resolution, concerns may be taken the Head of the Early Years Class. This makes sure that the school / Early Years Class 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 when arranging your appointment to discuss the matter. We will however get back to you within five working days to update you on our progress. Complaints requiring investigation may take up to twenty working days to complete.
- If you are not satisfied with our response then you still have the right to take up the matter further with the Head of Education Services 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.

- Parent Councils have an important role in developing links between the school and the wider parent body and can often be helpful in dealing with issues of general concern. However, parents are advised that individual, more personal complaints are not appropriate for raising via school council due to the need for appropriate confidentiality.

Under the terms of the Regulation of Care (Scotland) Act 2001 we are required to be registered with the Care Inspectorate, Social Care and Social Work Improvement, Scotland. Should your concerns not be addressed by the above procedures please contact them at the address below.

Care Inspectorate,
1st Floor Rivergate House
Rivergate,
Irvine
KA12 8EH
Tel: 01294 323920



Attendance at Early Years Class

If your child is unable to attend Early Years Class for any reason, please make sure you notify staff. A telephone call or a message passed on by another parent is sufficient. Please also let the Early Years Class staff know when we can expect your child back at Early Years Class.

Regular attendance is important for the following reasons:

- The curriculum of the Early Years Class is carefully planned to ensure continuity and progression for your child
- Patterns of regular attendance need to be established for children as this will be important throughout their education.

Early Years Class Clothing

Sweatshirts and t-shirts with the Early Years Class logo can be ordered through the school office. We appreciate that children have the best fun when they are doing messy work and we will always try to make sure that they are wearing aprons for this. It is also helpful to Early Years Class staff to have items of clothing clearly labelled with the child's name.

The school discourages the wearing of jewellery on the grounds of health and safety. Soft shoes for indoors are required.

Please also make sure that your child has suitable outdoor clothing in case outdoor play or a trip is planned. North Ayrshire Council has a dress code policy, which states that children in educational establishments should not wear team colours.

It is appreciated that parents and pupils are distressed over the occasional loss of children's clothing and / or personal belongings. Parents are asked to assist in this area by ensuring that all items of clothing have the child's name on them and those valuable items of clothing or personal belongings are not brought to Early Years Class. Parents should note that the authority does not carry insurance to cover the loss of such items.

Snacks and the promotion of Healthy Eating

Snack money is £2.00 per week, payable on a Monday to the Early Years Class Staff. At Lamlash Early Years Class we encourage the children to eat together around the table at snack and meal times. Cutlery is used where it is appropriate to do so. We try and encourage healthy eating and snack food consists of fruit, yoghurt, vegetables and treats. Please ensure staff are advised of any food intolerances or allergies.

Snack money can be paid monthly or termly in advance. Should you wish to do this, please contact the school office.

Fruit is available at every session of the Early Years Class. Children in the Early Years Class are also entitled to free milk.

Children who attend under option one or two lunch eat lunch together either in the High School canteen or in the Early Years Class. Children may have a school lunch (£1.90 paid directly to the canteen) or a packed lunch. Packed lunches should be in a sealed container which will be placed in the fridge until lunch time.

Children attending full day sessions will have the opportunity for 'rest time' if required. Blankets are provided; appropriate storage and cleaning rotas are in place to ensure there is no cross-contamination.

All children participate in the Childsmile tooth brushing scheme.



Transport

Transport is not normally provided for children attending Early Years Class. The Council may, however, provide transport to and from Early Years Class for children with special needs who travel some distance to take up their Early Years Class place. All such arrangements are subject to regular review.

Health Care

If your child suffers from asthma you must tell the Senior Early Years Practitioner if there are any activities or specific circumstances, which are likely to bring on an attack. If your child suffers from epileptic attacks you must tell Senior Early Years Practitioner the emergency treatment to give. If your child suffers from any form of allergic reaction, it is imperative that you tell the Senior Early Years Practitioner of the specific circumstances, which are likely to bring about this reaction, and also of what treatment is appropriate when a reaction occurs so that all staff can be informed.

Illness

The school would appreciate a telephone call if your child is not able to attend Early Years Class on a particular day.

If your child is suffering from a childhood illness, e.g. measles, mumps etc. it is helpful to other parents if you notify us. The office staff will also give you guidance as to how long your child should be absent, referring to Community Health Guidelines.

If your child is suffering from sickness or diarrhoea please ensure that they are kept from Early Years Class until they have had a clear 48 hours. This prevents other children in the Early Years Class from infection.

Head Lice

Anyone can get head lice - children and adults alike. Head lice are very small insects which like to live on clean healthy hair. They can only move if a warm clean head is close by. They cannot jump, fly or hop and are not spread by hats or combs. Should you suspect your child has head lice please tell the school as well as treating infestation with insecticide which can be bought in any chemist shop. Any parents approaching the school may do so knowing the matter will be attended to with total confidentiality. If you would like further information on the subject, please contact the Depute Head Teacher.

If a child takes ill at school, the parent is informed by telephone and arrangements are made for either the child to be collected or taken home. If a child has an accident in school, the accident is dealt with by a qualified First Aider. A form is filled in and sent home. This form gives details of accident and first aid treatment carried out on a child. The form has a tear-off slip which we ask parents to sign acknowledging treatment carried out on their child.

For this reason, it is important that the Early Years Class has contact details for parents / carers and an additional contact person in case parents/ carers cannot be reached. This information should be updated as required.

The Early Years Class is extremely fortunate in that it can access the local Medical Centre or Hospital should a major accident occur.

Administration of Medicines

If your child requires medication during Early Years Class hours you must inform the Head of the Establishment, staff will follow North Ayrshire Council Procedures regarding the Administration of Medicines as contained in Educational Services Health and Safety File No.14. You will be required to complete a form termly for each course of medication authorising appropriate staff to administer medication to your child. The administration of prescribed medicines and other medicines is a matter within the discretion of the Head of Establishment; it is therefore important to note staff volunteer to administer medicines, they are not required to do so according to their job description; therefore parents may also be encouraged to visit the Early Years Class during the day to administer medication in person, particularly in complex cases.

A form requires to be completed termly for each course of medication. Medicines should be handed in to the Early Years Class in their original containers. Medicines will be secured in a locked cupboard and will be reviewed termly to check use by dates. A daily record will be kept of medicines administered.



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, 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 in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on West FM.

If the line is busy it may be that we are trying to contact parents regarding closures. We ask for patience and understanding at these times.

Child Protection

It's everyone's job to make sure children are safe and well looked after. Every child has a right to live a life that is happy, healthy and free from harm. For some of our children this unfortunately does not occur. Children who are being harmed rely on adults to notice when something might be wrong and to do something about it. You can help to ensure the safety and wellbeing of children by sharing any concerns that you may have with us.

If you have a concern that a child is suffering from, or at risk from, any harm you should contact:

- your nearest [social services area office](#) during working hours
- our out of hours social work service on 0800 328 7758 outwith these times
- if the child is in immediate danger then you should call the police in Irvine 01294 404400, Saltcoats 01294 404500 or on 999 in an emergency .

If a member of staff has a concern they will report this to the Child Protection Officer (in our case the Depute Headteacher) who will take appropriate action by referring concerns to Social Services.

Religious Observance

In Lamlash Early Years Class there is no routine religious observance, but children do participate in special events alongside the primary such as Christmas activities which may include a nativity play, attendance at the Christmas or Easter church service.



Withdrawal

Under the terms of the Education (Scotland) Act 1980, parents have the right to ask for their child to be withdrawn from religious observance. The school will deal with such requests with sensitivity and understanding. The head teacher will offer to meet with any parent wishing to withdraw their child to ensure that they are clear about the school policy on religious observance.

In particular, parents should be reassured that the religious observance planned by the school adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families.

Where a child is withdrawn from religious observance, suitable arrangements will be made for the pupil to participate in a worthwhile alternative activity.

Parent Forum and Parent Council

The Scottish Parliament has passed a new law called the Scottish Schools (Parental Involvement) Act 2006 to encourage and support more parents to become involved in their children's education.

The main aims of the Act are to:

- Help parents become more involved in their child's education and learning.
- Welcome parents as active participants in the life of the school.
- Provide easier ways for parents to express their views and wishes.

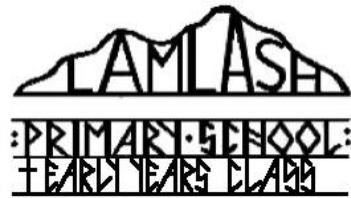
To help achieve these aims, all parents will automatically be members of the Parent Forum at their child's school and will be entitled to have a say in what happens at the school. As a member of the Parent Forum parents will have a say in selecting the Parent Council (the representative body) to work on behalf of all parents of the school.

The role of the Parent Council is to:

- Support the school in its work with pupils
- Represent the views of all parents
- Encourage links between the school, parents, pupils, pre-school groups and the wider community.
- Report back to the Parent Forum



Parent Council Membership



LAMLASH PRIMARY SCHOOL & EARLY YEARS CLASS PARENT COUNCIL MEMBERSHIP SESSION 2014 / 2015

Name	Position		Tel. No.	Email	Date Joined
Mara Gosman	Member				
Ann Gray	Member				08 2007
Mairi Inglis	Member				08 2007
Carol Johnson	Member				08 2010
Jane Macbeth	Secretary	Arran High School			09 2012
Ann Mackay	Chair	Shorelands, Shore Rd Lamlash	600944	fivemackay235@btinternet.com	08 2007
Judith Ross	Member				08 2010
Ann Reid	Member				08 2012
Sarah-Jane Young	Treasurer				08 2008

Updated November 2014



Important Addresses

Corporate Director (Educational Services)
North Ayrshire Council
Cunninghame House
Irvine
KA12 8EE
Tel: 01294 324400 (Switchboard)
Website: www.north-ayrshire.gov.uk
E-mail: education@north-ayrshire.gov.uk

Social Care and Social Work Improvement Scotland
Compass House
11 Riverside Drive
Dundee
DD1 4NY
Tel: 0845 6009527
Website: www.scswis.com
E-mail: enquiries@scswis.com

Care Inspectorate,
1st Floor Rivergate House
Rivergate
Irvine
KA12 8EH
Tel: 01294 323920

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

- (a) before the commencement or during the course of the school year in question.*
- (b) in relation to subsequent school years.*