

Enderbank Primary School, Early Years and Supported Learning



Handbook 2016 - 2017

www.enderbankprimaryandearlyyears.btck.co.uk

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North Ayrshire Council



What We Want To Achieve – Education and Youth Employment Statement

Our 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.

Our Values

- ❖ Seeking continuous improvement in our services.
- ❖ Managing our resources efficiently and effectively.
- ❖ Working with community partners and external agencies.
- ❖ Promoting respect, fairness, inclusion and equality.
- ❖ Being a good employer.
- ❖ Engaging with stakeholders.

Our Priorities

- ❖ Increasing Educational attainment and achievement.
- ❖ Developing confident individuals, responsible citizens, effective contributors and successful learners.
- ❖ Developing skills for work.
- ❖ Promoting better health and more physical activity.
- ❖ Reducing disadvantage and promoting equality.
- ❖ Delivering cultural and learning opportunities to all sectors of the community.
- ❖ Supporting the professional development of staff.
- ❖ Providing high quality facilities and resources.



Head Teacher's message

Elderbank Primary School, Early Years and Supported Learning which includes an inclusive Hearing Impairment Provision



We hope that you and your child will find a warm welcome at **Elderbank Primary School, Early Years and Supported Learning**. We look forward to meeting you and your child, and to providing a welcoming, safe and secure learning environment wherein your child may develop to his / her full potential through a well balanced, structured curriculum and in an ethos of achievement and attainment.

At **Elderbank Primary School, Early Years and Supported Learning** we believe in nurturing a can do approach to learning which embraces the school motto of 'Dare to be Excellent'.

Yours sincerely,



Jacqueline. G. Robertson
Head Teacher



Dare to Be Excellent



Background Information

Elderbank Primary School is a non-denominational school which opened to pupils on the 19th August 2014. Elderbank serves the communities of Broomlands and Bourtreehill through the amalgamation of Broomlands, Elderbank and Towerlands Primary Schools and Early Years provision.

The school roll is 475 pupils who are taught in 23 class bases. The leadership team comprises of the Head Teacher, Miss Robertson, two Depute Head Teachers, Mr Bleakley and Mrs White and three Principal Teachers. The school also has an Early Years provision of 50 morning and 50 afternoon places, with one Senior Early Years Practitioner and four Early Years Practitioners. In addition to the mainstream provision, there is a Supported Learning Resource which caters for young people with moderate learning difficulties. Young people are integrated in the life and work of the school. Elderbank also caters for pupils with a Hearing Impairment in an Ayrshire-wide Hearing Impairment Base with integration into mainstream classes. Within the enhanced provision at the heart of the school there is also a sensory room, small group room and a physiotherapy room.

The school is a two storey building which promotes and supports a broad well balanced curriculum for the 21st Century learner. Elderbank is equipped with state of the art facilities which include a school library, ICT Suite, Audio Visual Room, Games Hall, Gym Hall, Visiting Services meeting rooms and Parent Group Areas. Each class base is equipped with an interactive whiteboard. The Supported Learning Base, Games Hall and two class bases in each teaching area are equipped with soundfield systems. In addition there are soundboards in each area to minimise background noise and vibrations



Establishment Information

SCHOOL NAME: Elderbank Primary School & Early Years
 ADDRESS: St Kilda Bank, Irvine KA11 1LA

TELEPHONE: 01294-218632
 FAX NUMBER: 01294-211380

PRESENT ROLL: 474

PLANNING CAPACITY: 550

* Please note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which classes are organised.

DENOMINATIONAL STATUS: Non-denominational
 Co-educational

The school caters for both girls and boys

Stages Covered	Current Roll
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Early Years a.m.	47
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Early Years p.m.	40
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P1	57
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P2	77
----	----

P3	74
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P4	60
----	----

P5	75
----	----

P6	67
----	----

P7	63
----	----

Supported Learning

P1	3
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P2	6
----	---

P3	5
----	---

P4	2
----	---

P7	1
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Hearing Impaired - Teacher of the Deaf Input

P1	1
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P2	1
----	---

P3	3
----	---

P4	1
----	---

P5	4
----	---

P6	3
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School Hours

School Starts	9:00a.m.
Morning Break	10:30-10:45a.m.

Lunch	
P1 - P2	12:20-1:05p.m.
P3 - P5/4	12:30-1:15p.m.
P5 - P7	12:10-12:55p.m.

School Closes	3:00p.m.
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Early Years' Sessions:

Morning	08:30 – 11:45
Afternoon	12:30 – 15:45

In the Early Years a 'soft start' operates from 8.30a.m. – 9:00a.m. to provide flexibility for parents. Toast will be on offer for all children.

In the afternoon a 'soft finish' operates from 3.15p.m. – 3:45p.m. to provide flexibility for parents.



Staff List

Head Teacher:	Miss Jacqueline Robertson	
Depute Head Teachers:	Mrs Marion White Mr Paul Bleakley	
Principal Teachers:	Mr Stuart Strang Mrs Lynsey MacFarlane	
Acting Principal Teachers:	Mrs Ailsa Bigham Miss Morag Fish Mrs Carol McRae	
Class Teachers:	Mrs Morrison Miss MacMillan Mrs Jarrott Mrs Mudge Miss Sneddon Mrs McHarg Mrs McMillan Mrs Stewart Mrs Gourley	Mrs Cook Mrs Symonds Mrs Watson Miss Neil Mrs Spence Mrs McAree Mrs Kaye Mrs Boyd Mr Hobson
Supported Learning Teachers:	Miss Ashleigh Malone Miss Justine Stark	Mrs Gwyneth Quinn Mrs Morag Walker
Supported Learning- Early Years Practitioner	Mrs Lynn Angus	
H.I. Teachers:	Mrs Douglas Mrs Montgomery.	
Early Years Practitioners:	Mrs Gillian Carruthers (Snr Practitioner) Mrs Nicola Tyler Miss Ann Siobhan Macnamara Mrs Lynda Paterson Mrs Elspeth Bush (0.6FTE) Ms Lee Ann McCluskey Ms Louise McPhee	
Classroom Assistants:	Mrs Jill Hale Mrs Pamela Blades Mrs Maureen McLarnon Mrs Christine Jamieson Miss Camilla McNaught Miss Chenise Miller	Mrs Pauline Berry Mrs Carolyn Murphy Mrs Carol Ann Barr Mrs Janet Norris Mrs Maxine Jones Ms Keri Anderson



**Classroom Assistants –
BSL Signing Support**

Mrs Angela Reid
Mrs Linda McMillan

Clerical Assistants:

Mrs Mary Howson (Snr)
Mrs Andrea McAllister
Mrs Sharon Reilly
Mrs Sara MacDougall

Janitors:

Mr Scott McGlinchey
Mr Martin Sneddon

P.E. Specialist:

Mrs Hazel MacKenzie

Home Link Workers:

Mrs Karen McKay
Mr Robbie Sanderson

Catering Manager:

Mr Graeme Campbell

School Chaplain:

Rev. Andrew Black

Doctor:

Dr Crichton

Nurse:

Ms Elaine Richardson

Educational Psychologists:

Mrs Xanthe Wylie (Mainstream)
Dr Marcella Taylor (Supported Learning Resource)

Music Instructors:

Mrs Considine
Mr Sharp



School Calendar

Term One

Teachers return 1	Monday 17 th August 2015
Pupils return	Tuesday 18 th August 2015
In-service Day 2	Monday 21 st September 2015
Close	Friday 9 th October 2015



Term Two

In-service day 3	Monday 19 th October 2015
Open	Tuesday 20 th October 2015
Local Holiday	Friday 13 th November 2015
Local Holiday	Monday 16 th November 2015
Close	Wednesday 23 rd December 2015
Re-Opens	Thursday 7 th January 2016
Closes	Thursday 11 th February 2016

Term Three

Mid-term	
Local Holiday	Friday 12 th February 2016
Local Holiday	Monday 15 th February 2016
In-service Day 4	Tuesday 16 th February 2016
Pupil return	Wednesday 17 th February 2016
Close	Thursday 24 th March 2016
Re-open	Tuesday 29 th March 2016
Close	Friday 1 st April 2016

Term 4

Re-opens	Monday 18 th April 2016
May Day	Monday 2 nd May 2016
In-service Day 5	Friday 27 th May 2016
Local Holiday	Monday 30 th May 2016
Close	Wednesday 29 th June 2016
School Re-opens	Pupils return Wed 17 th August 2016





Making Contact

The school reception can be contacted by telephone between 8.30am and 4.00pm each day on 01294-218632.

Out with these times and at busy periods the school has an answering machine. All messages will be actioned timeously.

If a parent or carer has a matter they wish to discuss with the class teacher, they should contact the Head Teacher or Depute Head Teacher initially who will make the necessary arrangements.

Attendance and Absence

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 is recorded as authorised, unauthorised or temporarily excluded.

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

If a child does not arrive and there has been no explanation, a text message will be sent and parents and carers should contact the school immediately.

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduce learning time. Parents and carers should inform the school by letter before going on holiday, giving 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 destination, the duration and the provision that will be made for their continuing education will be granted. Such extended absence will be recorded separately from the normal attendance and absence information.



The school welfare officer investigates unexplained absence and the authority has the power to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.



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, suggestion 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 then 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 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 Education and Youth Employment 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 or 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.





Enrolment

Enrolment for Primary One takes place annually in January when details are given in the local press. Prospective parents are welcome to visit the school, prior to this. Children who reach the age of 5 years before 1st March of the following year are eligible for enrolment for the primary class beginning in August each year.

Children who live in the catchment area of a particular school are required to enrol at that school where they will be informed of their right to make a placing request to another school of their choice and will be informed of the conditions pertaining to this.

Enrolment for Early Years takes place annually in January/February of each year or anytime throughout the year if a child is eligible for Early Education. Elderbank offers a 50 morning and 50 afternoon place Early Years provision.

If you have any enquiries about the Early Years please contact the Main Office on 01294-218632 and someone will be happy to assist. If a parent or carer wishes to visit the Early Years a tour can be a mutual arrangement.

Home/ School Links

The school strives to maintain a close relationship with parents and carers. At the start of each new term the teacher plans the work that the class will undertake that term. Careful regard has to be taken of A Curriculum for Excellence to ensure that all aspects are covered at the appropriate stage and with regard to the various abilities within the class.

When this has been completed a Home/School Information Sheet is sent home with your child outlining the work to be tackled for the term. Please read this carefully, discuss it with your child and if you require further clarification please contact the school.

Dates to remember:

Term 1	September	Open Evening
Term 2	November	Sharing the Learning
Term 3	February	Parents' Meetings
Term 4	May	Formal Reports
		<i>Appointments by prior arrangement</i>



Parents can expect an Elderbank Newsletter on or around the first of the month. Emergency appointments can always be made to speak to a member of staff at any time via the appropriate Depute Head Teacher or the Head Teacher.



Parents are invited to participate in parental workshops which outline how they can support their child's learning. The school has an online literacy resource, Bug Club, which parents can access at home with their child.

Parents are encouraged to express their views through formal questionnaires and responsive questionnaires relating to specific situations. The information gathered will be fed back to parents and a school action plan will reflect the key messages. Parents are issued with a yearly programme with opportunities to join their children in their learning within the classroom or wider school setting.

Elderbank welcomes parents and carers and will endeavour to respond to any contact within 24 hours. Mrs Howson and the Office Staff will be happy to assist if you contact them at the Main Reception.

Every child has a homework diary which can be used to exchange information between home and school.

Within the Early Years parents are invited to be involved in Stay and Play events, workshops and to have an informal exchange of information on a daily basis at drop-off and pick-up times. The Early Years has a dedicated Parent Craft Room and parents and carers are encouraged to stay for coffee and build relationships with other parents and carers. Fiona Gartland is our Parental Development Worker and is based in Elderbank. Fiona will advertise groups and arrange groups and courses to meet the needs of parents and carers. We encourage all parents to get involved in these events.



School Ethos

Elderbank Values

Respect Inclusion Equality Excellence

Elderbank Vision

Elderbank will provide a stimulating, supportive, secure learning environment which enables **all** learners to reach their full potential through quality learning and teaching, while nurturing and supporting the school community to participate actively in the life and work of the whole school, which will equip learners to thrive in an ever changing and challenging world.

Aims

- To provide all learners with a consistent framework for positive interactions while promoting self-esteem, positive behaviour, pride and self-discipline;
- To build a curriculum framework based on breadth, balance, challenge, progression, cohesion, personalisation and choice, and recognises, supports and meets the needs of every child through appropriate, quality active learning opportunities;
- To provide a fully inclusive, safe, welcoming and nurturing learning environment which encourages learners to take responsibility for their learning;
- To effectively encourage and support leadership at all levels.

Ethos

At Elderbank Primary School there is a positive ethos which is built around the schools vision values and aims. Every member of the school community brings their individual talents and expertise which strengthens the team spirit. The children are polite and courteous and a high standard of behaviour is expected from every child. Each child is treated fairly and the relationships between pupils and staff are built on mutual trust and respect. There is an effective Promoting Positive Behaviour Programme in place which is based on the principles of 1,2,3, Magic! The School Chaplain is Rev. Andrew Black from Bourtreehill Parish Church. The school benefits from his input to support the curriculum and to lead school assemblies to celebrate Christian Festivals. Parents can exercise their right to extract their child from any religious observance. This should be arranged by contacting the Head Teacher.



Uniform

The school and early years uniform was chosen through a consultative process during the amalgamation involving the parents, pupils, staff and the collective working group. It is the policy of North Ayrshire Council to support the introduction of a reasonable and flexible dress code in its area.

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

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

Types of clothing which will not be allowed include:-

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

The Council will support schools taking disciplinary procedures against pupils in serious or persistent cases.

Our school policy is to encourage and help, if necessary, all pupils to stick to our dress code. Small stud earrings are acceptable. No hooped earrings please. Order forms for sweatshirts are available at the office.

Elderbank School Uniform

White Shirt or Polo-shirt
School Tie
Royal Blue Sweatshirt
Black trousers or skirt

Early Years

White polo shirt
Red Sweatshirt



Uniform items with the Elderbank Logo can be purchased from the school office. We appreciate parents and carers can be anxious if items of clothing are lost or misplaced. To help reduce lost property please ensure all of your child's clothing including shoes are clearly marked with their name and class.

School Security

The protection of all children within Elderbank is of paramount importance. All visitors must sign in at the Main Reception where they will be issued with a Visitor's Badge. Visitors will be escorted in the premises. Entry to the school is controlled by a fob entry system. Internal fobs restrict movement within the Supported Learning and the Early Years as added control measures for some of our most vulnerable young people.

All children are supervised in the playground area by Classroom Assistants and Janitors. The main playground area is at the rear of the school and is enclosed with a fence. There is also a Multi Games Area fenced in at the front of the school.

School Meals



Midday meals are provided daily in the dining hall. The meals are cooked on the premises and served cafeteria style. There is an excellent choice of main course and salad meals including puddings, fruit and soup. The cost of the meal is £1.90. Special diets can be catered for. Please send in a medical certificate or a letter from your G.P.

Elderbank operates a cashless cafeteria system, where pupils add money to their accounts using the revaluation machines on the ground floor or by parents loading their accounts via the North Ayrshire Council online payment facility. Packed lunches are accommodated within the main hall and weather permitting on the picnic benches outside the dining hall. Fizzy drinks in cans and bottles should not be brought to school as these could cause an accident e.g. cuts from cans or broken glass. Please send packed lunches in a named container so that it can be placed in the classroom trolley.

Children of parents receiving job seeker's allowance / income support are entitled to a free midday meal. Information and application forms for free meals can be obtained from schools, or from the **Customer Contact Centre on 01294 310000**.

No pupil is allowed to leave the school without permission during school hours: this includes "packed lunches" as well as "school meals" pupils, who must remain in school during the entire lunch break.



Lunch time should be a pleasant time for everyone. Rules are explained and pupils are expected to obey them.

Elderbank is a health-promoting school. If you are giving your child a snack, please restrict what you give him/her to one item. A small snack, e.g. a piece of fruit, packet of crisps is all that is required. A healthy breakfast is far more important. All pupils are encouraged to bring their own water bottle with a sports cap. The children have access to chilled, filtered water and are able to refill from the water coolers which are sited in each open area and the main foyer.

Child Protection



Education and Youth Employment 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 Social services and Health 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 North Ayrshire Children" provides guidance for policy and practice within all educational establishments. The Council is one of the key partners in North Ayrshire. The Child Protection Committee is 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 community.

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 and procedures. At Elderbank Miss Robertson is the Child Protection Co-ordinator.

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. Pupils will deposit phones, switched off in a container within their classroom and will collect them at 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 whilst in school may be treated as a breach of school discipline or a serious incident which could be referred to the police.

School / Community

The school is an important feature of the local community and we have endeavoured to foster good relationships amongst the members of this community.

Children, as part of their work, will be involved in exploring their environment and we are always keen for people in the community to offer their expertise to enrich this work. Members of the community, whether parent or not, are welcome to visit the school to view the work that is going on.

The children are encouraged to get involved in the community by taking part in projects involving the community.

At Elderbank the children have already established an Eco-Committee and are committed to promoting Health and Wellbeing across the establishment.



Social Media

No photographs taken within the school grounds should be uploaded onto any social media sites under any circumstance.

Curriculum 3-18

At Elderbank Primary School and Nursery Class our curriculum structure has been agreed in consultation with all stakeholders. Every child has access to a broad balanced general education from Primary 1 – Primary 7. This includes Literacy, Numeracy, Health & Wellbeing, Social Subjects, Technologies, Religious Education and Expressive Arts. These can be taught in discreet subjects, but are more commonly taught as part of inter-disciplinary studies. There is no set pattern to the school year in terms of subjects taught, but the balance across the curriculum is monitored closely by the Senior Management Team. In Primary 7 all pupils are offered the opportunity to participate in a Residential Visit. In 2014 this was to the Arran Outdoor Education Centre in Lamlash.

All pupils are encouraged to develop key skills for learning life and work. This is encouraged through enterprising activities. In Primary 7, pupils have the opportunity to participate in a Careers Event where local employees and business in partnership with the college's present information and workshops related to their workplace or learning institution. All pupils are given the opportunity to take their learning and development into the community. This includes visits and performances. Pupils are encouraged to choose aspects of what they learn through pre-topic assessments and the setting of individual targets. Pupils work with their peers and class teacher to



venues and dates of off site visits, in order that pupils come adequately prepared. However it is the parents' responsibility to inform the school if emergency contacts or medical conditions change or they don't wish their child to participate in a visit.

Broad General Education

At Elderbank Primary School every child is offered a broad, balanced progressive curriculum in all curricular areas. There is depth to the learning while incorporating personalisation and choice.

Literacy

In Literacy the school supports the teaching and learning through novel studies, Bug Club and Wordsmith. Every pupil is given the opportunity to expand and develop their skills in reading, writing talking and listening. The Writing Programme is based on the Big Writing approach where the children focus on vocabulary, connectives, openers and punctuation and they learn to improve their writing by up levelling. This is a consistent approach across the school.

Numeracy

In Numeracy the teaching and learning is supported through the use of Heinemann Active Mathematics, Scottish Heinemann and EdPax interactive software. The pupils are also learning through real life situations and challenges.

Inter-Disciplinary Learning

Inter-disciplinary learning is embedded at every stage across the school. There is an outline programme for Social Subjects which can be adapted to meet the needs of classes or individuals.

Science

The school has a well developed Science programme and this is taught from Early Years to Primary 7. This programme encourages pupils to be inquisitive and explore the many different aspects of Science education. There is also a focus on developing discreet science learning and teaching sessions.

Expressive Arts

Elderbank Primary School and Early Years prides itself on the quality productions that incorporate all expressive arts disciplines. To encourage the basic skills the teaching and learning is supported through the use of ABC Music, Drama and Dance and a multi-media approach to art and design.



Physical Education

Physical education is a very important part of the curriculum. Every child is timetabled for at least two hours physical activity per week. The school gym hall is a state of the art facility which encourages different sports in full size courts. All children should have a change of appropriate gym shoes, shorts and a t-shirt for P.E. lessons. The children have access to fully equipped changing facilities. Information relating to the timetabled sessions for each class is issued in August and January.

All jewellery must be removed for PE. If a child has their ears pierced during a school session, then for the first six weeks it is a parent's responsibility to tape over the earrings. After the six weeks, all earrings must be removed. School staff will not remove jewellery or tape over it. They are available to assist the children.

Health and Wellbeing

Health and wellbeing is a significant aspect of the teaching and learning at Elderbank. We firmly believe that Health and Wellbeing over arches all aspects of school life and is the umbrella for curriculum structure and development. We endeavour to ensure that all pupils have their needs met, physically, socially and emotionally to equip them for life in an ever changing and challenging world.

Spiritual, Social, Moral and Cultural Values

At Elderbank Primary School we respect the development of a pupil's spiritual, moral and cultural values. As part of the curriculum the children participate in religious education, which endeavours to provide them with information relating to Christianity and Other World Religions to allow the children to make informed choices. The School Chaplain visits the school approximately 6 times a year to lead whole school assemblies. At any time parents can exercise their right to withdraw their child from these activities. This can be arranged by contacting the Head Teacher.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than 3 occasions in any one school session and the pupil noted as an authorised absentee in the register.

Assessment and Reporting

Throughout the pupils' career in school, teachers are continually assessing their understanding and performance. This monitoring is designed to indicate both the pupils' progress and the effectiveness of the teaching methods. The teachers will use these assessments to modify their teaching for the benefit of the pupils and to allow a meaningful discussion with parents. Formative Assessment is carried out in

many ways from P.1 to P.7. Teachers employ many skills in this area - observation, assessment through forward planning, record-keeping, simple marking strategies, individual work folders, and unit tests. Full use is made of assessment materials allied to language and mathematics programmes. All pupils are encouraged to assess their own work in all areas of the curriculum.

Teachers are constantly monitoring children's progress as they go about their day to day work. There is now more emphasis on self assessment and peer assessment with pupils being encouraged to set targets for their work.

Children who may have additional support needs, or who require a Co-ordinated Support plan will be assessed in a way suitable to their individual requirements. Further information is available from the Head Teacher or Additional Support Needs Co-ordinator (DHT).

Reports to parents are sent out on a yearly basis in May. Opportunity will be given to all parents to discuss these reports fully with the class teacher, and Head teacher, if so desired. This we do through an appointments system. Copies of all reports are retained in the school for eventual transfer to Secondary school.

The Annual Report outlines your child's progress in all curricular areas and the development of the key skills in the four capacities of A Curriculum for Excellence.

Transfer from Primary to Secondary School

Pupils are normally transferred between the ages of 11½ and 12½ so that they will have the opportunity to complete at least 4 years of secondary education.

The children of Elderbank Primary normally transfer to:



Greenwood Academy
Dreghorn
Irvine
KA11 1HL
Tel: 01294 213124



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

In January / February class visits are made to P7 classes by staff and former pupils and parents are invited to a meeting to discuss what happens when their child transfers to Greenwood. These arrangements ensure as smooth a transition as possible for the children and that their education will be a continuous process from

primary into secondary. Children with additional support needs have their needs met through the extensive liaison process with the relevant staff and departments at Greenwood Academy. Parents will be informed of transfer arrangements no later than December of the year preceding the date of transfer at the start of the new session.

Transfer from Early Years to Primary School

Elderbank will provide a coherent transition programme which includes opportunities for the children to visit the school and work alongside the children in Primary 1 from February of the year they are starting school.

In May and June of each year there will also be information and workshop sessions for parents of children entering Primary 1 led by Mrs White and Miss Robertson. The workshops provide key school information, curriculum background information and ways to support your child's learning.

Inclusion

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 Education (Additional Support for Learning (Scotland) Act 2004 commenced in November 2005. This replaces previous law relating to Special Educational Needs. Schools will continue to make arrangements to identify children and young people additional support, and will address and keep under review the provision made for them. Staged Intervention is the process for children's learning needs to be identified, supported and monitored in North Ayrshire Schools.



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 wellbeing;

Responsible – Taking an active role within the school;

Included – Receiving help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn;

And above all, to be **safe**, protected from abuse, neglect or harm.



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

Additional Support Needs

Some children may progress at a slower/faster rate than others and these children will be catered for in the normal classroom environment by differentiating work at a level best suited to the child's needs from within the class programme. Our classroom assistants work with groups in the classes, and we also have a learning support teacher three days per week who, in consultation with the class teacher, supports children, where possible, with any difficulties they may be experiencing. Where a child is finding it difficult to make progress we would, in consultation with the parents, ask the Educational Psychologist to investigate the difficulties and offer advice on the best plan of work to follow. This is in accordance with the council's Staged Intervention Process.

Additional support may also include children who:

Have motor/sensory impairments, are being bullied, are able or talented, experience bereavement, are looked after, are living with parents with mental health problems or abusing substances, have English as a second language, not attending school, have emotional/social difficulties, are on the child protection register or are young carers.

Personal Programmes

Children on individual programmes may have a Personal Action Plan (PAP) to determine their learning programme. Some children may need Personal Learning Programme (PLP) setting long/short term targets for them. Where a child requires additional external support essential to their educational development then a coordinated support plan (CSP) may be required. Regular reviews, in addition to parent meetings, will be arranged for such pupils. A Parent /child can request educational assessments by writing to the Head of Service.

Further guidance on Additional Support Needs is available from the school.

Supported Learning at Elderbank

Elderbank also has a Supported Learning Facility, comprising of 18 children, 3.0 FTE teachers an Early Years Practitioner and 3.0 FTE Classroom Assistants. Our aim is to include all children in mainstream classes, wherever possible. The children are taught in small groups in three class bases and are integrated at appropriate opportunities and supported by staff. There are currently two Teachers of the Deaf who provide direct teaching and support for deaf and Hearing Impaired pupils. In



addition there are classroom assistants providing signed support throughout the school.

Access to the Hearing Impairment Resource and the Supported Learning provision is through the Council Assessment Process E19.

Psychological Service

What is the Psychological Service?

The Psychological Service in North Ayrshire contributes to the aims of Education and Youth Employment by improving outcomes for children and young people. Educational Psychologists work together with teachers, parents and other professionals to help children and young people make the most of their lives, particularly in educational settings.

When does an educational psychologist become involved?

Your child's school already has a system in place for identifying, monitoring and reviewing the progress of all children and young people. As part of this wider system of support, each school has a link educational psychologist who visits on a regular basis. When concerns arise about a particular pupil the school takes action to address these concerns. If the concerns continue, school staff may have an informal discussion with the educational psychologist. However, if the educational psychologist is to become more involved this will be discussed with you beforehand by school staff and a joint meeting arranged.

Through this process the educational psychologist can contribute to the ongoing support for your child:

- On a termly basis via review meetings /parent nights involving Supported Learning staff, Primary Staff, child (where appropriate) and parents/ carers;
- Greater professional autonomy and responsibility for Educational Professionals in order to meet the needs of all children;
- A better quality of learning and teaching. From the outset it is envisaged that pupils will be placed in a class appropriate to their age and stage. However it is recognised that pupils may require a range of teaching strategies, methodologies and support appropriate to their individual needs. This may include tutorial sessions, allowing children to develop and practise social and communication skills specific to their needs supported by a partnership of school and Speech and Language Therapy staff;
- Through these approaches the school will strive to facilitate inclusion.



School Improvement

Key areas for improvement at Elderbank are:

- Amalgamation and Opening of Elderbank Primary, Early Years and Supported Learning;
- Transition within Curriculum for Excellence;
- Religious Education 3-18;
- Numeracy 3-18;
- Forward Planning and Assessment Profiles.

All information can be found on the school website:

www.elderbankprimaryandearlyyears.btck.co.uk

Homework

Homework is seen as a vital link between the home and school. It gives parents the opportunity to see what is being taught and to build on the skills learned in the classroom. Parents are asked to listen to their child read and discuss the text with them. This should only take 10-15 minutes for the infants and as children go through the primary stages this time can extend to approximately 25-30 minutes at P7 stages. A range of curricular activities to support the work of the classroom is also offered. It is not the policy of the school to give homework to children who go on holiday during term time, but it can be given to support children after a term of illness or during convalescence. Upon return from family holidays catch up work can be requested. Other children may be given extra work home to practice a skill or process they are unsure of. There is an opportunity for parents to write comments on the child's homework diary, which can help both teacher and parent. Your support is crucial for your child's success at school.

Extra-Curricular Activities

Throughout the school year visits to the theatre and places of interest are arranged which are appropriate to the age of the children and where possible to the theme they are following within the classroom situation. All the children from Primary 1 to Primary 7 are involved in these activities which we hope will enrich the work being done in school.

Presentations and concerts take place at different times in the school year. Other activities may be offered throughout the session dependent on interest of pupils and the availability of staff or through the willingness of parents to offer support. Currently at Elderbank in the session 2014-2015 there are After School Clubs on offer every evening and range from Film Club to Handball to Eco to Badminton.



After school clubs rely on community volunteers, Sports Leaders from Greenwood Academy and staff volunteers.

Parental Involvement

We very much value the support given to the school by parents and would seek to further encourage this partnership. We appreciate the many ways in which parents help us throughout the year; in voluntary supervision on outings and visits; supporting special events; coaching our sporting enthusiasts and generally supporting all our ventures both inside and outside the school.

In order that parents can support the work of the school we run an induction programme and workshops for P1. Each session the Parent Council will plan a series of events designed to involve parents.

Parent Forum and Parent Council

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

The main aims of the Act are to:

- ❖ Help parents become more involved with their child's education and learning.
- ❖ Welcome parents as active participants in the life of the school.

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

The objectives of the Parent Council are:

- ❖ To work in partnership with staff to create a welcoming school which is inclusive for all parents.
- ❖ To promote partnership between the school, its pupils and all its parents.
- ❖ To develop and engage in activities which support the education and welfare of the pupils.
- ❖ To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of pupils.
- ❖ To be involved in the recruitment process for appointing the Head Teacher and Depute Head Teacher.

Elderbank Primary School and Early Years benefits from a very supportive and active Parent Council who meet on the final Wednesday of each month.

Office Bearers:

Chairperson:	Mrs Heather Wilson
Vice-Chair:	Mrs Lorna Kerr
Secretary:	Mrs Ferguson
Treasurer:	Mrs Lusk





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.

Parents should notify the school of any medical requirements or allergies that their child may have. If medication is required it is better if this can be provided out with the school day but, in cases where it is necessary during the child's time in school, parents should contact the school to make appropriate arrangements for this. Staff are not obliged to administer medicine.

Minor accidents will be dealt with by the school's qualified First Aider. If a pupil takes ill or has an accident at school which requires that the child is sent home or for treatment, First Aid will be provided and parents or carers contacted. 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. This information should be updated as required.

Children will not be sent home from school unaccompanied. 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 notified immediately.

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 shall keep you 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 radio.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SEED and education authorities and other partners such as the SQA and Careers Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better exam 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.

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 message can only give a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website. (www.scotxed.net)

SEED works with a range of partners including HM Inspectorate of Education and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of SEED, which will ensure that no individual level data will be made public as a result to 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 colleagues within and outwit SEED.

Concerns

If you have any concerns about the ScotXed data collection you can e-mail the Senior Statistician, Peter Whitehouse, at Peter.Whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Want more information?

Further details about ScotXed data exchanges are available on the ScotXed website, www.scotxed.net, which contains a section on 'frequently asked questions'.



USEFUL ADDRESSES

John Butcher,
Executive Director, Education and Youth Employment
North Ayrshire Council,
Cunninghame House,
Irvine
KA12 8EE

Steven Quinn,
Head of Service (Schools),
North Ayrshire Council,
Cunninghame House
Irvine
KA12 8EE

Care Inspectorate
1st Floor
Rivergate House,
Rivergate,
Irvine
KA12 8EH

Caroline Amos
Head of Service (Inclusion)
North Ayrshire Council,
Cunninghame House
Irvine
KA12 8EE

Disclaimer

Although this information is correct at the 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 year in question.
- b. in relation to subsequent years.