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- Disclaimer
Thank you for taking the time to read this handbook. In writing the following pages, colleagues are attempting to do two things. The first is to provide you with the information you need so that your child can be given access to all of the services and facilities to which they are entitled. The second purpose is to seek and promote a genuine partnership with you as the main responsible adult in your child’s life. Without that partnership it will not be possible for your daughter or son to take maximum advantage of their education and so to fulfil their potential. Quite simply, we want the best for your child in exactly the same way you do.

My invitation to you is that should you have any doubts about your child’s progress or their entitlement to a service, then you should not hesitate to contact the school or early childhood centre. You are entitled to an explanation of anything that is of concern to you and staff will be very pleased to assist you with an answer to any question you have. All we would ask is that you do this with the courtesy that you yourself would expect.

I know your child will enjoy their time with us and they will learn and progress every day. However old your son or daughter, never be afraid to ask what they were doing today and whether they were having any difficulty or problem that we, or you, can help them with. By our working together in this way, I promise that your child will succeed and will have a great preparation for life.

Kindest regards

Graham Short
We are delighted to welcome both you and your child to Galston Early Childhood Centre.

Our aims this session are:

- To provide high quality education that takes account of the child, the context in which the learning takes place, and the knowledge and understanding which the child develops and learns.

- Together we will work to encourage a climate of positive behaviour both within and out with our centre.

- All staff aim to protect those in their care by respecting diversity and privacy and through following a strict code of confidentiality.

- To promote an ethos which communicates to each child the message that he/she is of value, is worthy and capable.

- To ensure that all cultures and believes are respected and that each child attains and achieves to the best of their ability.

- To work as a positive, highly motivated team which promotes an ethos of pride and self-esteem, in partnerships with parents, children and the wider community.

- We will continue to strengthen existing links with associated primary schools, secondary schools, early childhood centres, partner providers and other agencies.

We look forward to working in partnership with you and wish you and your child a happy time at Galston Early Childhood Centre.

Geraldine Dolan
Acting Head Teacher
Establishment ethos, vision and values

Our experienced staff team aim to provide high quality early learning and childcare for all children and their families. It is important to us that your child finds learning fun and receives lots of praise and encouragement as they encounter new challenges in their development.

Our Vision Statement for 2014/15 is:

‘To provide a natural, fun and safe environment for children to realise their full potential in learning and everyday skills. By adopting a nurturing approach, staff will ensure everyone is encouraged to develop their individual personality.’

We have high aspirations for children and will encourage and support them to develop positive attitudes to learning. We celebrate children’s achievements in their learning and development in a variety of ways, for example, through praise from staff, wall displays and during together time.

Our Early Childhood Centre aims to promote positive behaviour and relationships based upon tolerance and respect. Every child is unique in terms of their talents, interests and personality; and we seek to nurture these important areas of your child’s development in a positive manner.

We have an expectation that during their time with us children will learn to understand and follow rules and respect boundaries. Working in partnership and co-operation with parents/carers, we hope to build on the relationships and values your child has experienced at home.

Galston Early Childhood Centre promotes tolerance and respect for others by celebrating a variety of cultures and festivals. We ensure that children have access to multicultural resources which reflect diversity in society.

Galston Early Childhood Centre plays an important role within our local community. We strive to maintain close links with key agencies within the local community; and seek to develop these links wherever possible. For example;

- We actively encourage parental and community involvement
Establishment ethos, vision and values

- We provide work experience for secondary school pupils and a variety of students from Colleges and Universities.
- We have close links with Health Visitors, other Educational Establishments and community services such as the Police and Fire Service.
- We make regular visits to places in the local community throughout the year, for example, the library, Post Office, shops, residential homes and local green spaces.
- We involve ourselves in Community events, for example, the local gala.

We recently achieved our Green Flag with Galston Primary through the Eco-Schools initiative and actively promote the message ‘reduce, reuse, recycle’. Children have opportunities to take on roles of responsibility through our helpers system and the opportunity to be a member of the Eco Committee.
Establishment

Contact details
Galston Early Childhood Centre
Western Road
Galston
KA4 8BG

E –mail: geraldine.dolan@east-ayrshire.gov.uk
Telephone: 01563 820 360
Fax Number: 01560 820 360

Capacity: 70 am / 60 pm
Single Sex/Co-Educational: Co-Educational

Hours of opening
Morning Session: 8.30 am – 11.40 am
Afternoon Session: 12.30 pm – 3.40 pm

There is no wraparound care currently available at Galston Early Childhood Centre.

Snack
We provide nutritious snacks for children attending Galston Early Childhood Centre. The snack menu is available in the cloakroom and the snack area. Our snack menu takes account of the National Nutritional Guidance ‘Setting the Table’. Milk and water along with fruit and/or vegetables are available every day.

Our snacks also take into account various festivals and celebrations i.e. Robert Burns Day, Chinese New Year, Pancake Day. Children are involved in the preparation of snack every day and help staff to make our homemade bread. Snack time provides important opportunities for children to socialise, share, co-operate and help others.
Enrolment
Enrolment will take place after you have received confirmation of your child’s place at Galston Early Childhood Centre.

Enrolment will take the form of a short meeting with the Head Teacher or Senior Early Learning and Childcare Practitioner. In order for us to complete enrolment forms, it would be helpful if you bring the following information with you:-

- Details of two emergency contacts (name, address and telephone number)
- Doctor’s name and telephone number.
- The name of the person who will usually be responsible for taking your child to and from the Early Childhood Centre.
- Your child’s birth certificate.

Induction
Prior to your child starting at Galston Early Childhood Centre they will be invited to visit for a short time during a session. During the induction parents/carers will be provided with information about the Early Childhood Centre and children will be able to play in the playroom. There will also be an opportunity to meet your child’s key worker and take a tour.

Start Date
Most children will be able to access their place from the first Monday of the month after their third birthday. However it is acknowledged that staggered entry dates may be required due to the number of eligible children in any given month.

When children come for their first session parents/carers are welcome to stay and wait with their child to ensure they are settled. Settling procedures are individual to every child’s needs. Where appropriate reduced sessions can be accommodated to allow children to settle in gradually.
Facilities
Our early childhood centre comprises of a large open plan playroom and outdoor courtyard which is accessible from the early childhood centre. We have a kitchen area for staff to prepare snacks. There is also a large landscaped outdoor space at the side of the early childhood centre which contains large play equipment and a mud kitchen. We have specially designed children's toilets and disabled toilet facilities that includes personal care equipment. A parents room is connected to our playroom via a door and is used regularly by community groups.

Associated Primary Schools
- Galston Primary School, Western Road, Galston 01563 820 221
- Newmilns Primary School, 200 Loudoun Road, Newmilns 01560 320 915
- St. Sophia's Primary School, Nelville Drive, Galston 01563 820 521
- Hurlford Primary School, Union Street, Hurlford 01563 525 098

Making contact/parental complaints
Should you wish to comment on or make a complaint about any aspect of provision made by the establishment, you should contact the Head Teacher in the first instance. Our aim is to resolve as many complaints as possible at the first point of contact.

Galston Early Childhood Centre is regulated by the Care Inspectorate. You have the right to contact the Care Inspectorate if you have a complaint about our service. You can do this by:

- Completing a complaints form online via the Care Inspectorate website
- Contacting the Care Inspectorate on 0345 600 9527
- Writing to the Care Inspectorate at one of their offices
- Sending your complaint via fax to 01382 207 289

For further information please log onto:

www.careinspectorate.com
Drop Off and Pick Up

We are very aware of security at Galston Early Childhood Centre. Parents bringing their child to and from the Early Childhood Centre should use the dedicated Early Childhood Centre entrance. Outwith drop off and pick up times parents/carers should use the main primary school entrance.

All staff, students and visitors working in our Early Childhood Centre are expected to wear a name badges for identification. Visitors and students are expected to sign the visitor book at the main office.

It is expected that a responsible adult (over 16 years) will bring your child to and from the Early Childhood Centre. Parents/carers bringing and collecting children will be expected to sign their child in and out using registration sheet. Every child has their own cloakroom peg and bag for storing jackets and shoes. We would be grateful if children change their shoes before entering the playroom.

In the interest of your child's safety, you should make a point of telling a member of staff if they will be collected by someone different or unknown to staff. This is essential as children will not be allowed to leave with someone unknown to staff.

If your child is not able to attend please notify staff as soon as possible. If we do not have a reason for an absence a member of staff will contact you to find out why your child is absent.

Parking

Parents/carers are asked to use car park when leaving the car to drop off their child at Galston Early Childhood Centre. The drop off zones are for parents/carers who do not need to leave their car when dropping off their child. The disabled bays are for disabled badge holders only. In order to ensure all children are safe it is important that you do not park over road safety markings or zigzags.
Session 2014/15

TERM 1

In-service Day  
Friday 15 August 2014

Pupils return  
Monday 18 August 2014

Local Holiday  
Friday 19 September 2014

Local Holiday  
Monday 22 September 2014

School Closes  
Friday 10 October 2014

October Holiday  
Monday 13 October 2014 - Friday 17 October 2014

TERM 2

In-service Day 2  
Monday 20 October 2014

Pupils Return  
Tuesday 21 October 2014

School Closes  
Friday 19 December 2014 at 2.30pm

Christmas Holiday  
Monday 22 December 2014 - Friday 2 January 2015

TERM 3

Teachers/pupils return  
Monday 5 January 2015

Local Holiday  
Friday 6 February 2015

Holiday  
Monday 9 February 2015

In-Service Day 3  
Tuesday 10 February 2015

In-Service Day 4  
Wednesday 11 February 2015

Pupils Return  
Thursday 12 February 2015

School Closes  
Thursday 2 April 2015
Establishment calendar

Easter Holiday  
Friday 3rd April 2015 – Friday 17th April 2015

TERM 4

Pupils Return  
Monday 20th April 2015

May Day  
Monday 4 May 2015

In-Service Day 5  
Monday 25 May 2015

School Closes  
Friday 26 June 2015 at 1pm

SESSION 2015-16

TERM 1

In-Service Day 1  
Monday 17th August 2015

Pupils return  
Tuesday 18th August 2015
<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting Head Teacher</td>
<td>Geraldine Dolan</td>
</tr>
<tr>
<td>Senior Early Learning and Childcare Practitioner</td>
<td>Kathleen Rutherford</td>
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<tr>
<td>Early Learning and Childcare Practitioners</td>
<td>Catherine Gordon</td>
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<tr>
<td></td>
<td>Alison McLeod (0.5 job share)</td>
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<td></td>
<td>Vicki Scoular (0.5 job share)</td>
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<td>Evonne Robertson</td>
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<td>Pat Milligan</td>
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<td>Karen Love (0.5)</td>
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<td></td>
<td>Claire Mackie (temporary)</td>
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<td></td>
<td>Moyra Paton (0.6 non-contact cover)</td>
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<tr>
<td>Early Learning and Childcare Support Assistant</td>
<td>Louise Clark (temporary)</td>
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<tr>
<td>Clerical Assistant</td>
<td>Fiona Paterson</td>
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<tr>
<td>Janitor/Cleaner</td>
<td>Ian Hamilton</td>
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</tbody>
</table>
Establishment improvement

Our service is regulated by the Care Inspectorate, Education Scotland and Environmental Health. We strive for continuous improvement of our service through regular self-evaluation which involves children, parents/carers and staff.

You can view our most recent inspection reports online at:

www.educationscotland.gov.uk
www.scswis.com

What have we achieved during the last year?

Curriculum for Excellence

- We have changed the layout of our playroom to ensure children have a wide range of experiences to consistently develop their skills across their curriculum and pursue their own interests and take responsibility for their learning.
- We have increased the number of resources available to children to allow children to revisit their learning over time.
- Enhanced our large outdoor area to include a mud kitchen.
- Introduced a soft start to each session to allow for a smoother transition between home and the Early Childhood Centre.
- We have developed children’s assessment folders to ensure they reflect children’s individual learning journeys. Parents/carers are encouraged to contribute to their child’s folder and are involved in creating and supporting their next steps.
- We have continued to celebrate wider achievements by encouraging parents/carers to add to our ‘Celebrating Success’ wall. These successes are then added to the children’s folder.
- Pre-school children took part in woodland visits.
Establishment improvement

- Living Eggs were delivered to the Early Childhood Centre and over a period of two weeks they hatched into baby chicks.

- We have updated our snack menu to incorporate the National Nutritional Guidance ‘Setting the Table’. We have introduced daily snack helpers so that the children are given the opportunity to prepare and learn about healthy food. We have introduced homemade bread to our snack menu and bread helpers work alongside staff to make bread dough every week.

Working with Parents, Carers and our Community

- A group of parents took part in a ‘Come and Taste’ workshop run by NHS Scotland’s Community Food Workers to promote healthy eating. In addition a six week healthy eating course has been attended by Early Childhood Centre parents.

- We have provided a wide range of opportunities for parent/family learning throughout the year, including a Parent Workshop and Grandparents Open Day.

- Children, staff and parent helpers visited Eglinton Country Park for our annual summer trips.

Involvement in other events; cultural, enterprise etc.

- The children performed the Wriggly Nativity at Galston Community Centre.

- Children participated in World Book Day with a number of parents coming in to read a story to the children.

- Children participated in a Sponsored Fun Obstacle Course. They participated in Mini Kickers, to raise funds for the Early Childhood Centre towards our summer trip.

- Ante pre-school children visited Galston library to receive their Book Bug Packs.

- The children made a scarecrow that was entered into the Dean Park Harvest Festival. The East Ayrshire Council Ranger service came and planted an apple tree in our outdoor area as a prize for entering the competition.
- Children took part in a pyjama party to raise funds for BBC Children in Need.
- Children wore red, white and blue to raise money for our armed forces.
- Children took part in Red Nose Day activities to raise funds for a range of charities.

**What will we do next?**

Within our Improvement Plan for the forthcoming period our priorities include:

- Increase staff knowledge and understanding of Child Development and Nurture and begin to embed in daily practice.
- To develop outdoor learning experiences within and beyond establishment grounds.
- Increase staff knowledge and understanding of early numeracy and literacy and embed in daily practice across the playroom.
- Children are encouraged to take more responsibility for their learning.
Birth to three – supporting our youngest children

‘Birth to three- Supporting our youngest children’ provides advice and guidance for all those whose work involves caring for babies and very young children. It explains that babies and young children need to be loved, secure, happy and cared for in safe and healthy environments and it recognises that the care and wellbeing of children should be the concern of everyone.
Curriculum for Excellence is the education curriculum in Scotland and is designed for children aged 3 to 18 years.

At Galston Early Childhood Centre children are involved in planning for their learning. Staff use a range of strategies to consult with children including mind maps, discussions and annotated speech bubbles. Staff use this information to ensure that learning experiences meet the needs of individual children and stimulate their curiosity to ask questions.

Planning is shared with parents/carers through our monthly newsletters, noticeboards and our planning wall. Parents/carers are encouraged to look at their child’s folder and add comments. Wider achievements are celebrated through our ‘star’ display.

Galston Early Childhood Centre is organised with a view to providing children with the highest quality of learning experience through a wide range of activities and resources. One of the most important resource are staff themselves. Their quality interactions with your child are essential in ensuring that learning is consolidated; and that children are always encouraged and supported to take the next steps in learning.

Our daily routine includes:

- Soft Start
- Welcome/Group time
- Free Play (including energetic play both indoors and out)
- Snack time
- Story time

In addition, your child will have the opportunity to make visits to various places of interest in the local community and beyond. We also enjoy parties, entertainers, and celebrate a wide range of special events throughout the year.
Young children naturally engage in play. Our learning and teaching approaches are child centred, and based on play experiences. By planning for learning through play we seek to take forward children’s development and learning and meet their individual needs and interests. We encourage children to explore, experiment, investigate, observe, listen, talk and think creatively. At Galston Early Childhood Centre we are committed to providing children with opportunities for energetic physical play both in and outdoors throughout the session.

Whenever possible, children use our outdoor areas to learn and play. We also enjoy walks in the local area. All visits are appropriately supervised by staff and adult helpers. Outdoor play and visits encourage children to become aware of risk assessment, personal safety and road safety.

Outdoor play is included in our regular planned activities and every effort is made to encourage all children to be as active as possible. Our children enjoy the freedom of being outdoors, and we have a wide range of equipment which encourages children to run, jump, climb, balance, pedal and steer. Our purpose outdoor areas allow the possibility of accessing the whole curriculum outdoors.

As our weather can be unpredictable we provide children with appropriately clothes for outdoor play during the winter months. This includes wellies, outdoor suits, hats, gloves and scarfs. Please remember to apply sun screen to your child when it is sunny and provide a hat.

**Sexual health, relationships, parenthood and drugs awareness**

The above topics are an important part of Curriculum for Excellence and in helping children to begin to develop essential life skills. Our staff are appropriately qualified and parents/ carers should feel reassured of their skills in sensitively presenting information within the Early Level of the curriculum which is developmentally, socially and culturally appropriate to the needs and capabilities of very young children.

For example,

- We may provide play experiences which help children learn about the tasks and responsibilities involved in looking after a baby.
• We might share a story book about how positive relationships can help us to make new friends and how this helps us feel good about ourselves.
• We might discuss safety of medicines or other items in the home.
• We might use the ‘Oh Lila’ resource to discuss people we can trust.
Assessment

Staff work carefully alongside your child, in order to observe their individual processes of development and identify their next steps in learning. Staff are skilled in planning a wide range of activities and learning experiences which will be appropriate for your child's stage of development. Records of children's progress are kept, and this information is used to plan next steps in learning. The Head Teacher, in conjunction with key workers, tracks and monitors the progress of every child. Children's folders are available for parents/carers to access at any time.

Reporting to parents and carers

Informal discussions take place daily between parents/carers and staff. More formal meetings can be arranged at any time to discuss any concerns you may have about your child or the Early Childhood centre.

Twice a year your child's key worker will write a Transition Profile about your child's learning at Galston Early Childhood Centre, these are usually issued during November and May. Around the same time you will be invited to a parent appointment to discuss the contents of the Transition Profile. These appointments usually take place during the Early Childhood session.

Personal Learning Profiles

A collection of evidence of your child’s learning and development is kept in a children’s folder. This also serves as a celebration of their achievements and provides a special record of your child’s time at our Early Childhood Centre. Children and parents can access the folders at any time from the playroom. Parents/carers are encouraged to add and comment on their child’s folders. Your child’s folder will be passed onto your child’s Primary School in order to support a smooth transition to Primary 1. The folder should then be returned to you in the October following entry to Primary.
Additional support for learning

The establishment has a wide range of policies and procedures which are available for parents/carers to read. Please speak to a member of staff if you would like to see a copy.

Listed below are some of our Establishment Policies, which are in line with East Ayrshire Council policies. These policies are reviewed by all staff on a yearly basis or as necessary:

- Child Protection
- Learning, Teaching and Assessment
- Literacy
- Numeracy
- Health and Wellbeing
- Outdoor Play
- Healthy Eating
- Complaints procedure
- Additional Support for Learning
- Promoting Positive Behaviour
- Infection Prevention and Control
- Volunteers & students
- Participation Policy

Promoting Positive Behaviour

Our Early Childhood Centre aims to promote positive behaviour and relationships based upon tolerance and respect. We have an expectation that during their time with us children will learn to understand and follow rules and respect boundaries. Working in partnership and co-operation with parents/carers, we hope to build on the relationships and values your child has experienced at home.
Additional support for learning

Staff provide a positive model of behaviour for children, and use praise and encouragement to reinforce the importance of positive behaviour. Staff are skilled in their approach to managing children exhibiting challenging behaviour. Any significant incidents would always be discussed with parents/carers, in order to establish the nature of the behaviour and to work together to agree the best way forward for your child.

Golden Rules and 1, 2, 3 Magic

Our ‘Golden Rules’, are promoted by staff through daily interactions, and are displayed prominently for both children and adults.

Our Golden Rules are:

- We are kind to each other
- We listen to each other
- We share with others
- We take care of our toys
- We keep the nursery tidy
- We do not run in the playroom

Staff will talk to your child about the ‘Golden Rules’ on a regular basis in order to help children understand their responsibilities regarding their own behaviour, and their behaviour towards others.

Staff have been trained in the ‘1, 2, 3 Magic’ behaviour management strategy. This strategy ensures staff are clear, consistent and fair in managing behaviour across the establishment. Some children attending the Early Childhood Centre may require some additional support with their behaviour. Alongside the Head Teacher these children will have their own learning plan that sets out clear expectations of behaviour and will include individual strategies to help them improve their behaviour.
Additional Support for Learning

With the prior consent of parents/carers, staff may discuss the support needs of individual children with a range of professionals in order to ensure that individual learning plans (ILP) are appropriate to the specific needs of the child. In line with legislation, parents/carers and children will be fully consulted about the contents of individual learning plans.

Advice and support may be sought from other appropriate staff within the establishment and/or through consultancy with a range of professionals, for example, Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Health Visitor, Community Paediatrician, Visual Impairment Team and Audiologist.

The Educational Psychologist visits the establishment regularly to work with staff to ensure we provide the most effective support possible to children and young people who are experiencing barriers to learning. Their role is often in giving advice to the establishment and in the sharing of expertise with staff.
A smooth transition from home to the Early Childhood Centre is essential in ensuring your child feels secure and confident within this new learning environment. Through our enrolment and induction procedures we hope that parents/ carers feel well informed and families feel welcome and relaxed in building new relationships with our staff team. During the initial settling in period, staff will observe your child as they play and are involved in activities and will use this information to feedback to you on how your child is getting on.

Should your child transfer to our establishment from another centre, or vice versa, it is best practice for establishments to share assessment information gathered to ensure smooth transition and continued progress.

We work closely with staff in receiving Primary Schools, to ensure a seamless transition to Primary one for children. There are four primary schools within the local area, which the majority of our children attend. These are Galston Primary, Newmilns Primary, St Sophia’s Primary and Hurlford Primary.

We enjoy a close working relationship with Galston Primary, made possible by our joint campus. We have a number of combined activities throughout the year and through partnership working we are able to use the school on a frequent basis to familiarise children with a new learning and teaching environment.

We have transition calendars in place with St Sophia’s Primary and Galston Primary to ensure that transition activities take place throughout the academic year.

Information contained in the East Ayrshire Transition Profile will be shared with parents/ carers during the year and will be passed to the receiving Primary School, along with your child’s folder. This is important in order that your child continues to develop at their pace of learning, and to ensure their needs are met.
In accordance with East Ayrshire Council’s policies and procedures we assist in a range of ways to ensure an effective transition from our Early Childhood Centre to Primary School for children who have been identified as requiring Additional Support for Learning. Transition and support planning takes place at an early stage, involving parents/careers, key staff from the Early Childhood Centre, Primary School and professionals who may provide support to your child.

**Local Primary Schools**

Galston Primary School,
Western Road, Galston
Tel 01563 820221
Head Teacher: Mrs Shona Murphy

Newmilns Primary School
200 Loudoun Road, Newmilns
Tel 01560 320915
Head Teacher: Mrs Elizabeth Harvey

St. Sophia’s Primary School
Nelville Drive, Galston
Tel 01563 820521
Head Teacher: Ms Elizabeth Heron

Hurlford Primary School
Union Street, Hurlford
Tel 01563 525098
Head Teacher: Mrs Gillian Campbell
Parental Involvement

We want you to feel welcome in our Early Childhood Centre and be able to approach staff about any matters concerning your child on a daily basis. It is important to us that we work in partnership with you, in order to achieve the best outcomes for your child’s overall development and learning.

Contact with parents/carers will be made in a variety of ways, through newsletters, letters and parent appointments. The Transition Profile will provide parents with information on their child’s ongoing development and learning both within the Early Childhood Centre and as they move on to Primary School. Workshops, open days and special events where parents/carers are encouraged to visit our Early Childhood Centre are also arranged.

Early Learning and Childcare Practitioners (Community), Social Work and staff from Vibrant Communities are available to support establishment links with the wider community and individual families.

Reporting Absence

As previously indicated, parents/carers have a duty to inform the Early Childhood Centre of any child absence. Please notify staff as soon as possible if your child will be absent. Your co-operation regarding this important matter is greatly appreciated.
Early Childhood Network and Learning Community

Galston Early Childhood Centre is a member of the Loudoun Academy Learning Community, which brings together a wide range of services to benefit young people.

The principal purpose of the learning community is to ensure that services are better co-ordinated in order to meet the needs of young people and raise attainment. Learning Communities support the government's approach to GIRFEC (Getting it Right for Every Child). This means that if a child/young person needs support then, where possible, there will be one co-ordinated assessment and one plan for that child/young person.
Wider Community Links

Galston Early Childhood Centre plays an important role within our local community. We strive to maintain close links with key agencies within the local community; and seek to develop these links wherever possible. For example;

- We actively encourage parental and community involvement.
- We have links with local businesses such as the Factory Shop, Co-operative and Tesco.
- We provide work experience for secondary school pupils, NC/HNC Education and Childcare Students and student teachers.
- We have close links with Health Visitors, Community Police and the Fire Service.
- We work closely with receiving Primary Schools throughout the year.
- We make regular visits to places in the local community throughout the year, for example, the library, Post Office, shops and local green space.
- We involve ourselves in Community events, for example the Galston Gala.
- We advertise local information/events within our Centre, and promote events taking place in the Early Childhood Centre through the Local Press.
Contact Details

Executive Director of Educational and Social Services
Graham Short, Executive Director of Educational and Social Services
East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

Head of Education
Alan Ward, East Ayrshire Council, Educational and Social Services Department
Council Headquarters, London Road, Kilmarnock KA3 7BU

Head of Community Support
Kay Gilmour, East Ayrshire Council, Educational and Social Services Department
Council Headquarters, London Road, Kilmarnock KA3 7BU

Spokespersons for Lifelong Learning
Councillor Eoghan MacColl and Councillor Stephanie Primrose
East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

Local elected members for ward
East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

Ward 6 Irvine Valley

Councillor Alan Brown (SNP)
Councillor George Mair (SNP)
Councillor Bobby McDill (SNP)
Councillor John McFadzean (Conservative)
Disclaimer

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

- before the commencement or during the course of the school year in question
- in relation to subsequent establishment years

This document is also available, on request, in braille, large print or recorded on to tape, and can be translated into Chinese, Punjabi, Urdu, Gaelic and Polish.

Ma tha sibh airson fiosrachadh fhaighinn ann an cànan sam bith eile, cuiribh brath thugainnaig an t-seòladh a leanas.

閣下如需要這份資料的其他語言版本，請透過以下的地址與我們聯絡。

Dokument dost pny jest równie w alfabecie Braille’a, w wersji z powi kszonym drukiem lub w formie nagrania d wi kowego na kasecie. Na yczenie oferujemy tak e tłumaczenie dokumentu na wybrany j zyk.