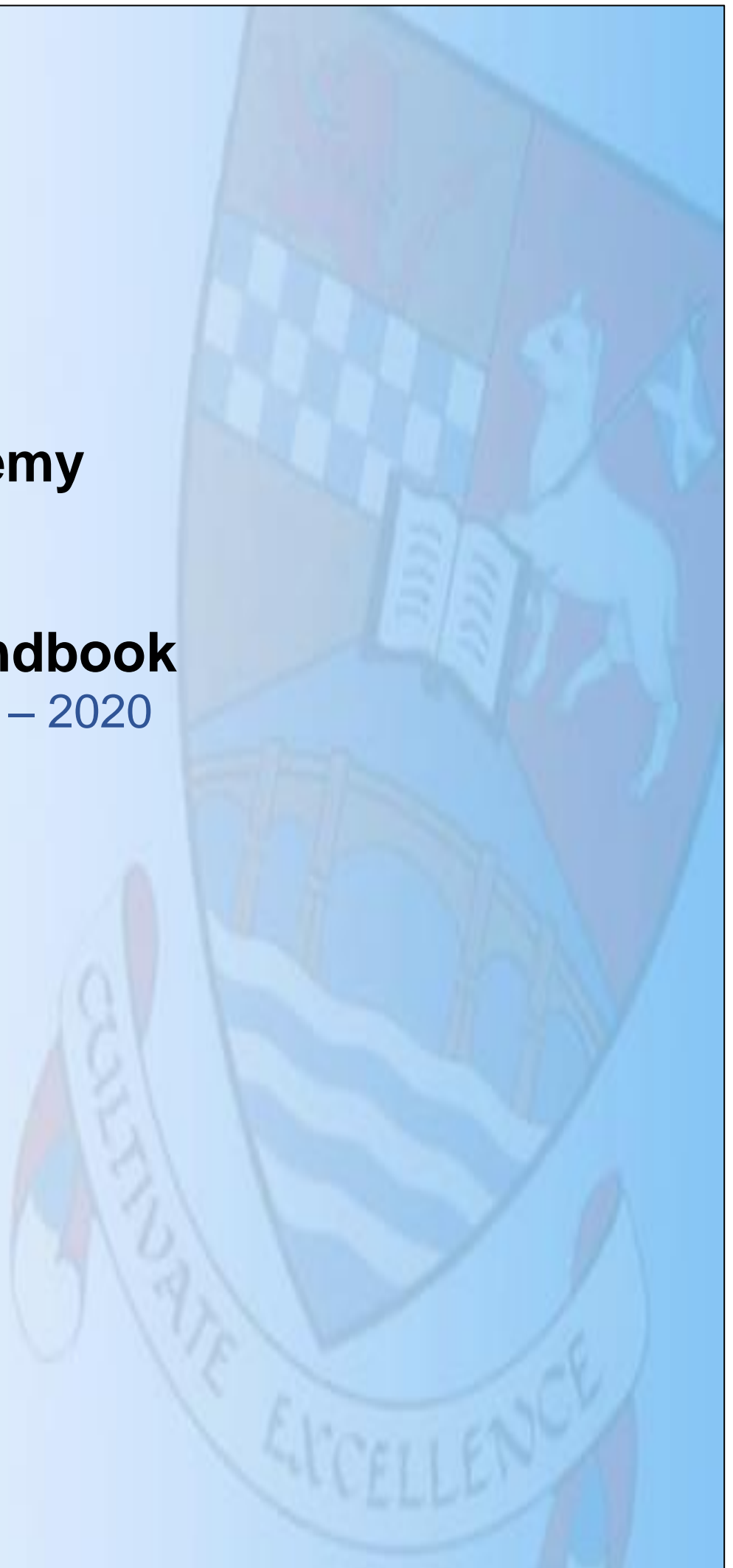


Kyle Academy

School Handbook
Session 2019 – 2020



CONTENTS

1. Welcome by Head Teacher	Page 4
2. School Information/Contact Details	Page 5
<ul style="list-style-type: none">• School Information• Kyle Academy Staff• The Senior Leadership Team• The Guidance Team• Structure of the School Day	
3. Enrolment	Page 11
4. Parental Involvement	Page 11
<ul style="list-style-type: none">• What opportunity is there for parents to be involved in their child's learning?• What is the Parent Council and how can I become involved?	
5. School Ethos	Page 13
<ul style="list-style-type: none">• What are the ethos, values and aims of the school?	
6. The Curriculum	Page 15
<ul style="list-style-type: none">• The Curriculum for Excellence• The Broad General Education – S1 to S3• The Senior Phase – S4 to S6• Religious and Moral Education• Health and Wellbeing• Promoting positive behaviour• Equal opportunities and inclusion	
7. Assessment	Page 22
8. Reporting	Page 24
<ul style="list-style-type: none">• Reporting - How will your child's progress be reported?	
9. Transitions	Page 24
<ul style="list-style-type: none">• How do we ensure that there is a smooth transition between stages?	
10. Support for Pupils	Page 25
<ul style="list-style-type: none">• Getting It Right for Every Child (GIRFEC)• How do we ensure that there is someone in school who knows your child and can support them through challenging times?• Additional support for learning	

- What are additional support needs (ASN)?
- How do we make sure we can meet the additional support needs of pupils in South Ayrshire?
- Staged Intervention
- Supports available
- How can parents help to support children and young people with additional support needs?
- What role do children and young people play?
- How can parents make requests for assessment?
- What can parents do if they don't agree with the authority?
- Where can parents get support and information relating to additional support needs?
- Psychological Service
- Child Protection

11. School Improvement

Page 33

- How has the school improved over the last twelve months?
- How has the school improved the attainment of young people?
- Key Priorities for Improvement

12. School Policies and Practical Information

Page 34

- What additional information is available to parents?
- Pupil Voice
- Choosing a School
- Attendance
- Family holiday not authorised by the school
- Extended leave with parental consent
- Routine and expected visits outwith school
- School uniform policy
- Parental complaints procedure
- School meals and free school meals information
- Footwear and clothing grant information
- Educational maintenance allowance (EMA)
- Transport guide to parents
- Seatbelt statement
- Privileged seats
- Insurance
- Valuable items
- Use of mobile phones
- Use of social media
- Health and medical information
- Health Promotion and Nutrition
- Data Protection Act
- The Freedom of Information (Scotland) Act 2002
- Helpful Addresses and Websites

1. WELCOME BY HEAD TEACHER

It is my pleasure to present the School Handbook for Kyle Academy for session 2019 -20. It contains all the information you will require about the school and how we will support your child throughout their time at Kyle Academy.

Our school community values individuals and works hard, in partnership with families, to ensure all learners fulfil their potential. We have high expectations of all our young people and strive to provide an inclusive learning environment that supports attainment and achievement for all. Our vision statement, 'Our learning, our future, our responsibility', underpins our aspirations for our school community. In Kyle Academy, we are all lifelong learners with the determination and resilience to embrace the challenges learning brings and take responsibility for our own learning and development.

While I hope the information contained in this handbook answers your questions, please do not hesitate to contact the school should you require further information. Alternatively, you can visit the school web site.

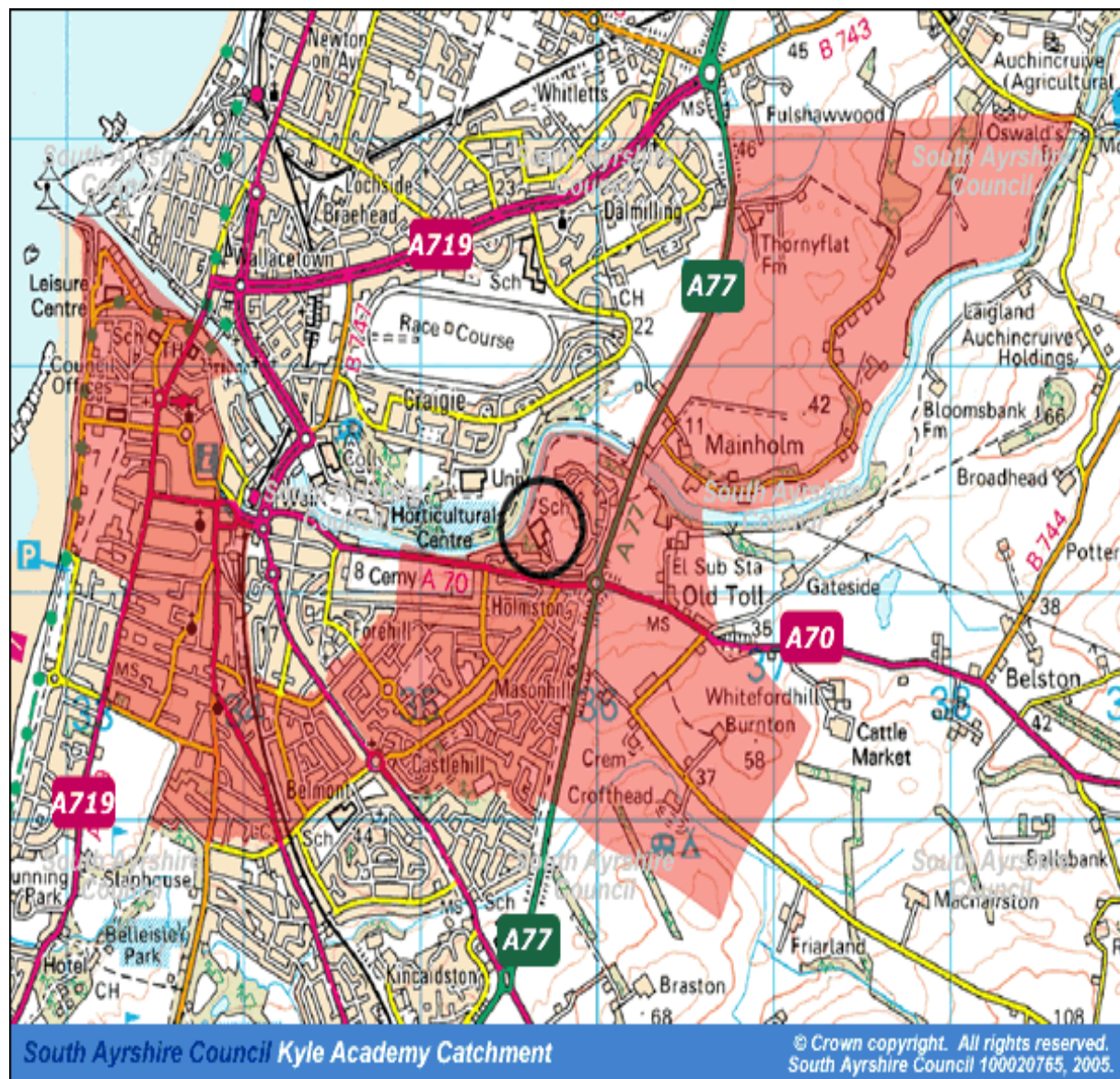
If you would like to visit the school, please contact the school office and we will arrange this. We would urge any prospective parents / carers, children and young people to visit the school. After all, the best way to evaluate the ethos of a school is to experience it first-hand. You can be assured of a warm welcome.

Mary Byrne
Head Teacher

2. SCHOOL INFORMATION AND CONTACT DETAILS

NAME	Kyle Academy												
ADDRESS	Overmills Road Ayr KA7 3LR												
TELEPHONE	01292 612338												
E-MAIL	kyle.mail@south-ayrshire.gov.uk												
WEBSITE	https://www.kyle.sayr.sch.uk												
TWITTER	@KyleAcad												
TYPE	Non-denominational, co-educational school												
GAELIC	Teaching by means of Gaelic is <u>not</u> offered												
HEAD TEACHER	Miss Mary Byrne												
ACCOMODATION	The accommodation provided for staff and pupils is of a good standard. The main teaching areas are in the three storey classroom block, with specialist provision for Science, Business Studies, Computing, Home Economics and Art. This is linked through the administration block to the Physical Education block comprising gymnasium and games hall. The dining hall / kitchen links a single storey Design and Technology / Music wing to the main classroom block. An annexe was opened in session 2007/08 housing an assembly hall, classroom and meeting room.												
CAPACITY	830 pupils												
CURRENT ROLL	<p>The school roll this session is 813 pupils.</p> <table><tr><td>S1</td><td>156</td><td>S2</td><td>129</td><td>S3</td><td>155</td></tr><tr><td>S4</td><td>145</td><td>S5</td><td>137</td><td>S6</td><td>91</td></tr></table>	S1	156	S2	129	S3	155	S4	145	S5	137	S6	91
S1	156	S2	129	S3	155								
S4	145	S5	137	S6	91								
CATCHMENT AREA	<p>The school serves some of the southern part of Ayr. Our associated Primary schools are:</p> <p>Forehill Primary, Cessnock Place, Ayr. Tel: Ayr 612461 Head Teacher, Mr David Watson</p> <p>Grammar Primary, Midton Road, Ayr. Tel: Ayr 612489 Head Teacher, Mrs Gail Gilbert</p>												

Details of the school's catchment area and street names are available for inspection at the school and parents can also access them on the Council's web site at www.south-ayrshire.gov.uk or on the school website. Catchment map and area available from the School Management Section, Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR.



Parents (*The definition of 'parent' used is the broadly framed definition set out in the 1980 Act which is as follows: 'Parent' includes guardian and any person who is liable to maintain or has parental responsibilities in relation to, or has care of a child or young person. This is a wide definition which can include, by way of example, non-resident parents who are liable to maintain or have parental responsibilities in respect of a child and others with parental responsibilities, e.g. foster carers or kinship carers*) should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

Useful links to additional information can be found in Appendix 2.

Kyle Academy Staff

TEACHING STAFF

ART

Mr S Boal, Principal Teacher
Mrs S Boal PT Guidance (0.8fte)
Mrs A Fergusson PT Guidance
Mr R Kane
Mrs S Morton (0.6fte)
Mrs R Murdoch (0.4fte)

BIOLOGY

Mrs C Gardiner, Principal Teacher
Mr C Davidson
Mrs K Mahaffy PT Guidance
Miss G Galloway
Miss N Stevenson

BUSINESS STUDIES

Mr M Kinnon, Principal Teacher
Mrs D Nicol (0.4fte)
Mrs L Wallace (NQT)

CHEMISTRY/ PHYSICS

Mrs G Standring, Principal Teacher
Mrs A Thomas (mat leave)
Mrs J Duncan (0.4fte)
Dr E Allan
Mr G Clark
Mr J Gill
Ms A Crawford (mat cover)

COMPUTING

Mr G Currie – Acting Principal Teacher
Mrs C Maguire (NQT)

DESIGN & TECHNOLOGY

Mrs C Cuthbert, Principal Teacher
Miss K Anderson
Mrs D McQueen (0.4fte)
Miss S Carballo

ENGLISH

Mrs J Stewart, Principal Teacher
Mrs D Dorrans PT Guidance
Mr A Gibson
Mrs H Gemmell (0.6 fte)
Miss D Thomson
Mrs R Gillies
Mrs D Robertson
Mrs G Hogarth (0.4 fte)

HISTORY/MODERN STUDIES

Mrs C Raleigh, Principal Teacher
Miss A Douglas
Miss E Andersson – Acting PT Guidance (0.4fte)
Mrs K Limardi

HOME ECONOMICS

Mrs J Morrison, Principal Teacher
Mrs E Sutherland (0.6fte)
Mrs A Walker (0.4fte)

MATHEMATICS

Mrs D Lake, Principal Teacher
Miss S McCormack (0.8fte)
Mrs K Cameron
Miss S Payne
Mrs J Dick
Mr H Wallace

MODERN LANGUAGES

Mrs J Donnelly, Principal Teacher (0.8fte)
Mrs F Ferrier
Mr D Alexander (0.2fte)

MUSIC

Mrs L Williamson, Principal Teacher
Miss Lawson
Miss L Fleming - NQT

Mr D O'Connell - Cello
Miss S McKail - Upper Strings
Mr G Welsh - Percussion
Mrs L Brill - Brass
Mr A Gonzales - Woodwind
Mr P Henderson - Guitar
Mr P Stevenson - Bagpipes
Mrs J Hendry - Double Bass

RELIGIOUS EDUCATION/GEOGRAPHY

Mrs S Semple, Faculty Head
Mrs L Rankin (0.6fte)
Mrs Fisher

PUPIL SUPPORT

Mrs S Quigley, Principal Teacher
Mrs V Sutherland
Mrs K Blair (Cluster Pupil Support)
Miss N Baillie (Cluster Pupil Support)

PHYSICAL EDUCATION

Mrs C Blackadder, Principal Teacher (mat leave)
Miss D Wilson
Mr A McElnea – Acting Principal Teacher
Mr C Bonnar
Miss C McAusland (mat cover)

NON-TEACHING STAFF

Mr E Main, Admin Team Leader
Mrs F Allan, Senior Clerical Assistant

Mrs M McPherson, Wellbeing Officer

Mrs C Hockey, Science Technician
Mrs J Hammond, Science Technician
Ms C Scobie, Science Technician
Mr C Peden, Technical Technician

Ms C Owens – Librarian (0.2fte)
Mrs K MacDonald – Library Assistant (0.71fte)

Mrs L Quinn, Cook-in-Charge

PC C McGill, Campus Police Officer

Mr A Holland, Janitor
Mr R Cain, Janitor
Mr S Harvey, Janitor

Miss L Reid, School Clerical Assistant
Miss S Blane, School Clerical Assistant
Mrs G Harvey, School Clerical Assistant
Miss G Mullan, School Clerical Assistant

Mrs Y Campbell, School Assistant
Miss G Hiddleston, School Assistant
Ms L Dunn, School Assistant
Ms L Taylor, School Assistant
Mrs J McCulloch* School Assistant
Mrs A Cameron, School Assistant
Mrs N Wilcox, School Assistant
Ms D Wagstaff, School Assistant
Mrs M Turnbull, School Assistant

The Senior Leadership Team

Miss M Byrne Head Teacher
Mrs E Reilly Depute Head Teacher / Pupil Support Co-ordinator- Year Head for S2 and S5
Mrs L Harper Depute Head Teacher - Year Head for S1 and S4
Mr L Gardner Depute Head Teacher - Year Head for S3 and S6

The Guidance Team

All pupils are assigned to a House Group that is linked to their register class and Guidance Teacher. The four houses in Kyle Academy are Belleisle (Blue), Craigie (Yellow), Rozelle (Red) and Wallace (Green). Your child's Guidance Teacher will remain the same throughout their time in secondary school. Our Guidance staffs have the responsibility for the pastoral needs of your child including their social and emotional wellbeing as well as having the overview of your child's curricular needs and achievements.

The person who is likely to know your child best is your child's Guidance Teacher. The Guidance teacher should also be your first point of contact when you require support or information for your child.

Mrs D Dorrans	Belleisle House
Mrs K Mahaffy	Craigie House
Mrs S Boal	Rozelle House
Mrs A Fergusson	Wallace House

What should I do if I have a concern about my son/daughter?

We encourage parents / carers to contact us as soon as possible when they have a concern about their child. We also recommend that you get to know your child's Guidance teacher and Year Head well. Close partnership between home and school is vital in ensuring that your child is happy, successful and supported in school. You can also contact our Campus Police Officer for informal advice and support about issues in school or in the community that may have a negative impact on your child's safety, security and wellbeing.

You can telephone to speak to an individual or e-mail the school to share your concern.

What will happen when I raise a concern?

The Guidance teacher, Year Head or Head Teacher will investigate your concern and report back to you as soon as possible. This will usually be the same day or the next day, depending on the seriousness of the concern, but will be within three days.

Where school and home have shared concerns about young person we convene a 'Team about the Child Meeting'. This is a meeting of the parent / carer, young person, Guidance Teacher and Year Head. Its purpose is to explore the nature of the problem and agree a plan to address that problem. The Year Head will take a minute of the meeting that will be shared with you. We find that it is important that young people are involved in any meeting to discuss their future, so that they can agree to and engage with the support strategies agreed.

Structure of the School Day

School Structure - August 2018			
Mon / Tues		Wed / Thurs / Fri	
8:45-8:55	Personal Support	8:45 -8:55	Personal Support
8:55 -9:45	Period 1	8:55 -9:45	Period 1
9:45 -10:35	Period 2	9:45 -10:35	Period 2
10:35-10:50	Interval	10:35-10:50	Interval
10:50 -11:40	Period 3	10:50 -11:40	Period 3
11:40-12:30	Period 4	11:40-12:30	Period 4
12:30 -1:20	Period 5	12:30 -1:10	Lunch
1:20-2:00	Lunch	1:10-2:00	Period 5
2:00-2:50	Period 6	2:00-2:50	Period 6
2:50 -3:40	Period 7		

3. ENROLMENT

If you would like your child to attend Kyle Academy then they would have to be enrolled in the school. If your son/daughter already attends one of our local primary schools, then you will be advised by the primary how to complete this process. Your child will automatically transfer to Kyle Academy after they complete P7.

If you are new to the local area and would like to register your child at Kyle Academy then you should contact the school office and make an appointment to meet the Head Teacher (unless you are making a placing request, see section *Choosing a School*).

At the meeting you will be asked to complete all relevant paperwork, have any questions you may have answered and agree a start date for your child. You will also be taken on a tour of the school.

If you live outwith Kyle Academy's catchment area and you would like to send your child to our school, you will need to contact South Ayrshire Council to make a placing request.

4. PARENTAL INVOLVEMENT

What opportunity is there for parents to be involved in their child's learning?

We firmly believe that close partnership between home and school is crucial if each young person is to achieve their potential. As a parent, you know your child best and it is important that we work together to enable our young people to achieve as highly as possible.

We aim to keep parents as informed as possible about the life of the school and your child's progress. We have a school website and Twitter page, which are regularly updated. We contact you by letter, text and telephone and we email information to you when appropriate.

We report to parents throughout the year and hold Parents' Evenings so that you can discuss your child's progress with their teachers. We also aim to provide support and advice to enable you to support your child's learning at home. You can attend information evenings or family learning events which you will be notified about through letter and email. At points of transition, such as when young people are choosing their courses for National Qualifications in S4, we hold information sessions and parents can attend options interviews with their child and their child's Guidance Teacher.

There are several other ways in which parents / carers can become actively involved in the life of the school. We welcome other ideas about ways in which you can get involved.

1. You can join the Parent Council to represent the views of other parents. (Please contact the Head Teacher)
2. You can attend the annual meeting of the Parent Forum, organised by the Parent Council.
3. You can join working and other groups in the school.
4. You can join the Dyslexia Inclusive School initiative if you are a parent of a child or young person with dyslexia. (Please contact Mrs Quigley, Head of Pupil Support)

5. You can help us to deliver careers education and develop the ambitions and aspirations of our young people by speaking to them about your work. (Please contact the Head Teacher)
6. You could attend short term focus groups set up on a temporary basis to seek parental views.

Parents may feel the need to contact the school at various times throughout the session to clarify any issues arising or discuss any concerns. In the first instance, you should contact your child's Guidance Teacher or Year Head.

What is the Parent Council and how can I become involved?

Parent Councils are the formal representative body for parents with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents locally. Parents are welcome to be:

- involved with their child's education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their children's school.

All parents / carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to:

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council, to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are to:

- support the school in its work with pupils;
- represent the views of parents;
- promote contact between the school, parents, pupils, providers of early years education and the community;
- report back to all the parents in the school (called the Parent Forum)
- play a role in the appointment of head teachers and depute head teachers; and
- raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the **Parentzone** website at www.parentzonescotland.gov.uk.

The Convenor of the Parent Council is Mrs M Dorward. You can contact her through the school or email her at kyle.mail@south-ayrshire.gov.uk

The Scottish Parent Teacher Council is a national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents. They can be contacted by phone on 0131 474 6199, fax 0870 706 5814 or email on sptc@sptc.info or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

National Parent forum of Scotland - enquiry@parentforumscotland.org

The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

5. SCHOOL ETHOS

What are the ethos, values and aims of the school?



Our Vision:

In Kyle Academy we are all learners. In our learning community, each of us has the determination and resilience to embrace the challenges learning brings, and take responsibility for our own learning and development – today and throughout our lives.

Our curriculum provides active and inspiring learning experiences, both within and beyond the classroom - we learn with partners in the real world. It inspires confidence, achievement and ambition, develops creative and innovative thinkers, and ensures the highest standards of attainment and personal achievement for our young people. Our curriculum develops the whole child including their health, wellbeing, confidence, character, interests, talents and aspirations.

Our learning environment is stimulating and sustainable. We learn together in a climate that includes and values everyone and is encouraging, supportive and characterised by mutual respect. We challenge complacency.

Our young people are fully equipped with the skills they need for life, learning and work. They realise their personal ambitions and have a competitive edge in the work place. They are healthy, happy and responsible – eager and able to make a positive contribution to society and build a better future.

Our Values:

- Respect
- Achievement
- Diversity
- Ambition
- Responsibility



Our Aims:

Cultivate Excellence

1. To develop the capacities of our young people to become successful learners, confident individuals, responsible citizens and effective contributors to society.
2. To work to secure that the highest standards attainment and personal achievement.
3. To provide active and engaging learning experiences in every classroom, which are appropriate to the needs of each young person, and which support and challenge them to take responsibility for their own learning and develop their thinking skills.
4. To work closely with partners to develop a dynamic and innovative curriculum, from three to eighteen years, which provides smooth progression through the various stages and transitions, raises the standards of achievement of all young people and develops the skills required for life, learning and work in a constantly changing world.
5. To develop a shared culture of ambition, achievement and confidence in our learning community, and to create a stimulating learning environment in which we all feel happy, safe and supported, and have a strong sense of belonging to that community.
6. To develop the leadership skills of pupils, staff, parents and partners to build our capacity and capability to improve.
7. To work closely with our pupils, parents, staff, and other partners, to critically reflect upon the quality of education we provide, thrive on challenge, and work together to constantly improve.
8. To ensure that all young people achieve positive and sustained destinations on leaving school.

Our school is a children's rights respecting school and we take account of young people's views and opinions in making our plans for the school.

6. THE CURRICULUM

The Curriculum for Excellence

Curriculum for Excellence has been implemented across Scotland for all 3-18 year olds – wherever they learn. It aims to transform Scottish education, **raise standards of achievement**, and provide young people with the skills, knowledge and attributes they will need for learning, life and work in the twenty first century. This is encapsulated in the aim to improve the life chances of every young person in Scotland and develop their four capacities as: successful learners, confident individuals, responsible citizens and effective contributors.

Curriculum for Excellence enables professionals to teach subjects creatively, to **work together** across the school and with other schools, to share **best practice** and explore learning together.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring that the change is smooth. They will ensure children continue to work at a pace and with challenge that is appropriate to their individual needs.

Every child is entitled to a **broad general** education, whatever their level and ability. Every single teacher and practitioner will be responsible for **literacy and numeracy** – the language and numbers skills that unlock other subjects and are vital to everyday life. All teachers are also responsible for the health and wellbeing of children and young people.

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

All pupils are entitled to personal **support** to help them fulfil their potential and make the most of their learning opportunities with **additional support** wherever that is needed.

At Kyle Academy, our curriculum is designed to meet the varying needs of individual young people: All learners currently experience progression in learning in all subjects from S1 to the senior school. In other words, learners can move through the various course levels in all subjects at a pace that meets their individual needs.

The Broad General Education – S1 to S3

The Broad General Education is the stage of education from age 3 to the end of S3 (age 3 to 15), covering a wide range of knowledge, skills and experiences that young people can draw on across their learning and lives. At Kyle Academy, learning is delivered through curriculum areas with specialist teachers for different subjects. This provides a strong foundation for choosing and specialising in subjects for National Qualifications in the Senior Phase.

The subjects that make up the Broad General Education are shown below, followed in brackets by the number of periods given to each subject per week (S1 followed by S2).

Language and Literacy	Mathematics and Numeracy	Science	Social Studies
English (5, 5)	Mathematics (5, 5)	Biology integrated Chemistry course Physics (3, 3)	Geography rotations History (3, 3) Modern Studies
French (2, 2)			
Technology	Expressive Arts	Health and Wellbeing	Religious and Moral Education
Home Economics (2, 2)	Art and Design (2, 2)	PE (2, 2)	RME (1, 1)
Design & Tech (2, 2)	Music (2, 2)	PSE (1, 1)	
Computing (1, 1)			
Business Education (1,1)			

All pupils undertake study of Religious and Moral Education (RME), Personal and Social Education (PSE) and Physical Education (PE) throughout their secondary schooling.

In S3, our young people have the opportunity to experience more depth in their learning by specialising in English, mathematics and seven other subjects of their choice. They continue with the Broad General Education by studying one subject from each curricular area but they can also make two other choices. This opportunity to specialise in fewer subjects provides more depth in their learning and prepare them for subjects that they may choose to take in S4 for SQA courses.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
S3	English				Mathematics				French/ Spanish		Social Subjects			Science			Expressive Arts		Technologies			Choice 1			Choice 2			PE		PS E	R M E	

In addition to this formal programme of study, pupils have other regular opportunities to develop their social and personal skills in S1 to S3. For example, pupils are invited to take part in trips and activities relevant to their learning. They also receive leadership training and all pupils are provided with a wide range of opportunities for achievement such as the Saltire Award for volunteering, the Elementary Food Hygiene (REHIS) award, the Heart Start Certificate and the Bronze Duke of Edinburgh's Award (S3).

More information about the Broad General Education in secondary schools can be found in this guide for parents and carers:

<https://education.gov.scot/parentzone/Documents/CfEbriefingforparents.pdf>

The Curriculum for Excellence Benchmarks set out clear statements about what learners need to know and be able to do to achieve a level across all curriculum areas. These can be found on the Education Scotland website here: <https://bit.ly/2IJTIJu>

Progress and Pathways to the Senior Phase

Progress through the levels for most children and young people is as follows:

Curriculum Level	Stage at which most will achieve each level
Early Level	Pre-school years and by the end of P1
First Level	By the end of P4
Second Level	By the end of P7
Third Level	By the end of S2 for most, by the end of S3 for almost all
Fourth Level	Most young people will achieve fourth level outcomes in certain curricular areas by the end of S3

In Kyle Academy, we anticipate that *most* young people will become secure at the third Curriculum for Excellence level by the end of S2 or the early part of S3 in some subjects. In S3, young people specialise in fewer subjects to allow them to study at the fourth level where appropriate. Fourth level learning provides strong foundations for progression to National 5 qualifications in S4.

National guidance advises that young people should have achieved the fourth level or be making good progress in fourth level learning to progress successfully to National Qualifications at National 5. This learning will take place in S3.

S3 - secure at third level  S4 - National 4 courses; 2-year pathway to National 5

S4 - secure at fourth level  S4 - National 5 courses

The Senior Phase – S4 to S6

Pupils began to narrow down their curriculum in S3 but it is in the Senior Phase that they specialise in subjects that they take on to formal qualifications. The Senior Phase is a three-year experience. At Kyle, we plan what a young person will achieve over the 3 years and are aspirational about what they will leave with. The Senior Phase is not just about qualifications. Today, competition for courses and jobs is tough and our aim is that young people leave school with a portfolio of qualifications and awards (such as SQA Higher Leadership, the Duke of Edinburgh's Award or the Saltire award). They will also develop important skills and qualities through work experience, volunteering, acting as prefects, sports leaders and members of school committees, groups or clubs.

Young people in S4 to S6 are timetabled together as one group. Pupils choose a maximum of six subjects in fourth, fifth and sixth year. By studying fewer subjects in S4, and having more time to study each subject in depth, young people develop a deeper understanding of that subject and so achieve better grades. They also have time to move beyond the knowledge and skills required to pass National 5 for example, and begin to progressively develop the skills required for Higher while in S4.

The level of National Qualification your child will study in S4 will depend on their prior attainment and achievement the year before. The following table provides a general guide to how three different young people may progress. It is likely that some young people will progress in different ways in different subjects depending on their interest and motivation.

	Learner's achievement	Pupil 1	Pupil 2	Pupil 3	
	By the end of S6	National 5	Higher	Advanced Higher	
	By the end of S5	National 4	National 5	Higher	
	By the end of S4	National 3	National 4	National 5	
	By the end of S3	CfE level 2/3	CfE level 3 / 4	Fourth CfE level	

More information about SQA National Qualifications can be found here.

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement/qualifications/What%20are%20National%20Qualifications>

Our curriculum model allows young people to personalise their own curriculum to **meet their individual needs**. For example, a few young people may opt to take a sixth Higher in fifth year. Many young people may choose to return to a subject that they enjoyed in the Broad General Education (S1 to S3) but had to drop because of their chosen learning. Young people may also wish to have a more vocational slant to their learning in the Senior Phase by undertaking a wider range of vocational courses at college in S4, S5 and S6. Others may find it useful to undertake work experience during school time in preparation for the world of work or further study.

Employers, colleges and universities increasingly value well rounded young people who not only have a range of good academic qualifications, but who also have **wider skills for learning, life and work** necessary to succeed in the twenty-first century. It is no longer enough just to have academic qualifications. As a result, we plan learning pathways for young people over three years in the Senior Phase to include qualifications and opportunities for wider personal achievements and accredited awards. Some already take part in learning activities outside the classroom, such as the Duke of Edinburgh's Award, or other activities in their own community. Others may wish to develop their leadership skills by taking Higher Leadership or the Platinum Youth Achievement Award in sixth year.

Our young people are well supported into **pathways beyond school**. Our Guidance team work closely with Skills Development Scotland and our Careers Advisor, Sarah Gifford, to plan next steps with our young people and their families. We offer support to apply to university through the national UCAS system. For those applying to college, appropriate college courses are identified and applications completed with the support of staff. We also regularly alert pupils and parents to apprenticeship and employment opportunities. There is a focus on employability skills and career options in our personal and social education course (PSE). This begins in S1 so that young people are fully informed about the opportunities open to them.

Opportunities for Wider Achievement

As described above, Kyle Academy offers a wide range of opportunities for wider achievement. These include planned opportunities both within and outwith the classroom. Examples include:

- Saltire Challenge Award for volunteering (S1/2)
- SQA ICT Core Skills (S1)
- Heart Start Certificate (S2)
- Elementary Food Hygiene Award (S2)
- Food and Health Certificate (S3)
- SQA Religion, Beliefs and Values Award (S3)
- Duke of Edinburgh's Award Bronze (S3)
- Duke of Edinburgh's Award - Silver and Gold (S4/5/6)
- SQA Wellbeing Award (S4)
- S5/6 Saltire Award for volunteering
- Scottish Youth Achievement Platinum Award – Peer Alcohol
- Sports Coaching accreditation (S5/6)
- SQA Higher Leadership Award (S6)
- Open University YASS courses (S6)
- Work experience
- Sports Leaders, Music Ambassadors, Language Ambassadors

It is this broad range of opportunities for achievement that give our young people the competitive edge – the skills, attributes and personal qualities they develop such as leadership, resilience, confidence, creativity all support them to go on to lead fulfilled and positive lives in the future.

Religious and Moral Education

In the Curriculum for Excellence, Religious and Moral Education make an important contribution to the development of our young people allowing them to consider, reflect upon, and respond to important questions about the meaning and purpose of existence, the range and depth of human experience and what is ultimately worthwhile and valuable in life. It increases young people's awareness of the spiritual dimension of human life through exploring the world's major religions and views, including those which are independent of religious belief, and considering the challenges posed by those beliefs and values. It supports young people in developing and reflecting upon their own values and making their own decisions about what they believe to be true about human living. Through increasing awareness and appreciation of the value of individuals within a diverse society, children and young people can develop responsible attitudes to other people. It is intended that this awareness and understanding will assist in counteracting prejudice and intolerance as children and young people consider issues such as sectarianism and discrimination more broadly.

In line with national guidance, all pupils from S1 to S3 will have one period of RME per week. In the Senior Phase, a number of inserts will be planned to provide Religious and Moral Education for pupils as it continues to be their entitlement to have this taught in a meaningful and progressive way. Pupils can specialise in the study of RME in S4 in National 4 and 5

courses. In S5 and S6, courses are available in Religious and Moral Education at Higher and Advanced Higher levels.

All pupils attend one year group assembly for fifty minutes in each calendar month. The assembly is for the purpose of Religious Observance, and will normally be taken by one of our school chaplaincy team which is made up of local ministers. This will be followed by items of information / education /events led by the Year Head, Head Teacher or other staff and pupils.

Parents have the right to withdraw their children from Religious Observance if attendance is contrary to their religious beliefs. Parents wishing to exercise such a right should contact the Head Teacher.

Parents with different faiths or beliefs other than Christianity 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 three occasions (days) in any one school session and the pupil noted as an authorised absentee in the register.

More information on religious education can be found in the Scottish Government Circular dated 21 February 2011, 'Curriculum for Excellence – Provision of Religious Observance in Schools'. <https://www.gov.scot/publications/curriculum-for-excellence-religious-and-moral-education/>

Guidance on the statutory basis for local authorities to provide religious education and religious observance in Scottish schools can be found here:
<https://www.gov.scot/publications/curriculum-for-excellence-religious-observance/>

Health and Wellbeing

Learning about Health and Wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they may need for mental, emotional, social and physical wellbeing now and in the future. Learning in this curriculum area take place in a range of contexts. Physical health and wellbeing through physical activity and sport in Physical Education; awareness of the impact of positive health and nutrition in Health and Food Technology; and strategies to support social and emotional wellbeing through Personal and Social Education (see below). Other contexts for learning provided through the life and ethos of the school such as planned activities at assembly, Mental Health Week, House Challenges and participation in groups like the Sports Council, Rights Respecting Schools Group and the Dyslexia Friendly School Committee also provide rich learning experiences about Health and Wellbeing.

Personal and Social Education Courses

Pupils in S1 to S3 experience one period of Personal and Social Education (PSE) per week. Learning focuses on a variety of topics designed to encourage self-awareness; to promote the development of responsible attitudes; support informed choices about future careers; and provide them with strategies to support positive mental and emotional wellbeing. In S4 to S6,

learning in these areas continues and is delivered through inserts or planned learning events / visiting speakers.

Promoting Positive Behaviour

Young people have the right to feel happy, safe, respected and included in the school environment and all staff in the school are pro-active in promoting positive behaviour in the classroom, playground and the wider school community.

Our emphasis in Kyle Academy is on creating a positive ethos through positive relationships, engaging learning experiences and by motivating and supporting young people to behave and learn well. Pupils and staff are currently reviewing the school's positive relationship policy. It is intended to provide very clear expectations for all. It relates closely to our school values which underpin all that we do.

We respect one another, our school and our community, celebrating the diversity of our school community. This is demonstrated in the way we treat one another, try our best at all times and the way we conduct ourselves in and out of school. We want our young people to be ambitious for themselves and for what they are capable of in their futures. This makes achievement, another of our values, not only necessary for success but possible for all. Our final value, responsibility refers to our responsibility to ourselves to do our best, and to others to contribute to our community and society.

We value close working relationships with parents to support our aims and promote positive behaviour. It is through partnership with parents that we support our young people best and ensure that learning takes place and young people fulfil their potential.

Equal opportunities and inclusion

In terms of the United Nations Convention on the Rights of the Child (UNCRC) and national law and policy, our school is committed to respecting children's rights to have equal opportunities and to be included.

The national legislation around equal opportunities and social inclusion includes:

- Children and Young People (Scotland) Act 2014;
- Education (Additional Support for Learning)(Scotland) Act 2004 (as amended 2009) 'the ASN Act';
- Equality Act 2010;
- Disability Discrimination Act 2005;
- Human Rights Act 1998;
- Children (Scotland) Act 1995.

South Ayrshire puts this into practice through the following core beliefs:

- **Presumption of mainstream:** All children and young people have the right to an education within a mainstream school (Standards in Scotland's School Act 2000);
- **Most inclusive option:** Wherever possible, children and young people will be provided with an education within their own community and/or within their own catchment school (the ASL Act);

- **Staged intervention:** If there are concerns about how a child or young person is coping within a mainstream placement, the model of staged intervention will be followed and this may include Team Around the Child meetings to assess and plan with available resources (the ASL Act). There is a particular focus in gathering the views of children, young people and their parents relating to the support required to minimise barriers to learning;
- **Links to community:** If it is agreed that a placement outwith a child's community is appropriate to meet their needs, it is important to consider ways in which a child can maintain links and relationships with peers from their own community (the ASL Act);
- **Involvement of child and parent/carer:** It is vital that the child, young person and parents/ carers are involved in all of these processes, and that the child or young person's views are taken account of in any decisions made. (UNCRC) (the ASL Act) and the Children (Scotland) Act 1995);
- **ASN legislation:** all processes and meetings will comply with the timescales of the ASN legislation.

Each school has a Pupil Support Co-ordinator who, along with the Named Person (if this is not the same individual), has responsibility to ensure each child's needs are met. They will work alongside Pupil Support staff within their own school and also centrally. Central staff include Inclusion Co-ordinators, ASN teams, Psychological Services and Quality Improvement Officers.

If you need further information on any of the above, contact our Pupil Support Co-ordinator, Mrs E Reilly, Depute Head Teacher.

Kyle Academy is committed to the promotion of inclusion, equality for all and the celebration of social and cultural diversity within our school community. The aims of our policy on equality, diversity and inclusion are as follows:

1. To ensure that all learners have equal access to a curriculum which meets their needs, and enables them to achieve their potential
2. To eliminate prejudice, discrimination and harassment of any kind, and work collaboratively with relevant partners to remove barriers to participation and learning.
3. To promote, value and celebrate social and cultural diversity.
4. To ensure that all learners, parents, staff and other partners feel welcome, valued and respected in our school.

Should you require more information or advice, please contact the school.

7. ASSESSMENT

How is Learning in the Broad General Education Assessed?

Assessment is a central part of everyday learning and teaching for children and young people. Teachers gather evidence on an ongoing and informal basis through asking questions, observing children working together and making comments on their work. Children may assess their own work or that of their classmates. Some assessment is more formal, such as projects, investigations, case studies and tests. The assessment of children's progress throughout primary school and in secondary S1 to S3 is based partly on teachers' views: their "professional judgement". In making these judgements, teachers draw on their professional

knowledge and understanding of the child using a very wide range of assessment information including standardised assessments.

The professional assessment judgements of teachers are expressed in terms of a child or young person's progress within and through levels. Most children are expected to have achieved the early level by the end of P1, first level by the end of P4, second level by the end of P7 and third level by the end of S3. Many will achieve fourth level by the end of S3.

All schools in South Ayrshire Council have been using standardised assessments, along with a range of other assessment information for several years, to monitor the progress of individual learners and support their learning. From August 2017, new national standardised assessments (SNSA) were introduced in all schools in Scotland. These assessments will provide an additional source of nationally consistent evidence for teachers to use when assessing children's progress.

National Standardised Assessments

Every child in P1, P4, P7 and S3 will undertake national standardised assessments covering some aspects of reading, writing and working with numbers. Assessments will be completed online and will be automatically marked by the online system, giving teachers immediate feedback to help children progress. The assessments will be used to help teachers understand how well your child is progressing with his or her learning and to plan next steps. There will be no pass or fail.

The exercises in the tests are adaptive to your child's response and offer an evaluation of your child's skills in these key areas. In other words, the system is designed so that if a child is struggling with the questions they will get easier, and if a child is doing well the questions will become more challenging.

A time limit of 50 minutes for each assessment has been set. This is an absolute maximum, to ensure that no child feels an unnecessary time pressure when undertaking the assessments. Your child will not be expected to take assessments covering reading, writing and working with numbers in one sitting. In South Ayrshire, national standardised assessments take place when the teacher feels it is appropriate. The assessments will, as far as possible, accommodate the needs of children who require additional support.

How is Learning in the Senior Phase Assessed?

Learning in the Senior Phase is assessed using procedures and processes agreed by the Scottish Qualifications Authority or other awarding bodies.

Tracking and Monitoring Progress

A variety of methods are currently used to record the progress of individual pupils. Evidence of progress and achievement comes from a variety of sources including:

- observing day-to-day learning within the classroom;
- coursework, including tests;
- learning conversations; and
- planned periodic assessments that look across a breadth of learning.

The school tracks and monitors the progress of individual learners by recording their progress at both department level and whole school level. This allows all staff to monitor the progress of individuals and groups at key stages during the session and intervene where we see that a young person is not making the anticipated progress for any reason.

8. REPORTING

Reporting - How will your child's progress be reported?

To ensure parents have adequate information to understand the progress their child is making and what they need to do to improve, each year group will have two written reports per year. Where the comments are written by class teachers, they will focus on the progress made, how effectively pupils have applied subject skills and their next steps for improvement.

S1	Sept: Settling In report (Pupil-led/Guidance Teacher) May: Report to capture summary of progress and next steps
S2	Nov: Report to capture progress and comment to inform subject choice April: Pupils create report/S2 Profile outlining progress
S3	Dec: Report to inform subject choice with comments on progress and next steps May: Pupils create report/S3 Profile celebrating achievements in BGE
S4/5/6	Oct: Report with comments about progress/target areas/strategies to support improvement Feb: Report with comments to reflect assessment diet/ targeted course areas/strategies to support improvement

These reports are timed to support processes like options choices. Full details of the calendar for reports and parents' evenings can be found on the school website.

Please note that parents / carers are invited to contact the school at any time during the session to request information on their child's progress, particularly where any concerns may arise. In this case Guidance staff will request individual reports from subject teachers in all subjects and will also provide more general information on the child's social and emotional wellbeing and progress in other areas.

The Curriculum for Excellence assessment data and the data relating to pupils performance in SQA examinations in the Senior Phase (S4 to S6) for South Ayrshire schools is reported to members of the public in the annual performance report, which is published in February each year.

9. TRANSITIONS

How do we ensure that there is a smooth transition between stages?

Before joining their first year class at Kyle Academy, pupils in our associated primary schools become aware of various aspects of secondary school life through a structured transition programme.

At Kyle Academy, we work closely with our associated primary schools to ensure that all children and young people have a progressive learning experience from 3 to 18 years which builds on learning in previous years. To this effect we have developed a consistent approach to the development of the skills of literacy, numeracy and health and wellbeing across all schools in the Kyle Cluster. Links are being developed in a range of other subjects including French, Social Subjects, Science and Technology.

Kyle Academy subject specialists visit the primary schools and work with P7 pupils on a series of topics. Guidance staff and Pupil Support staff also visit to outline how the secondary school operates and to meet with, and get to know P7 pupils. The primary pupils visit Kyle Academy for various events and learning experiences during the session, and also have a two-day induction where they will follow their S1 timetable in June, meet new teachers and sample new subjects.

We provide two information evenings (November and May) for parents to keep them informed about the transition process and share the life and work of the school with them.

Pupils are normally transferred between the ages of 11.5 and 12.5 to ensure that they have the opportunity to complete at least four years of secondary education. Parents will be informed of the transfer arrangements no later than December of the year preceding the date of transfer.

10. SUPPORT FOR PUPILS

Getting It Right for Every Child (GIRFEC)

The Children and Young People (Scotland) Act 2014 introduces an approach for all children's services to work together to meet every child's needs. The '**Getting It Right for Every Child**' (known as "GIRFEC") Practice Model is an assessment and planning framework which centres on the individual and specific needs of each child. Every child under the age of 18 is entitled to have a **Named Person** who should be available to help and support the child and do whatever is necessary to promote, the child's 'wellbeing'.

All children have rights in terms of the UNCRC to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included, (sometimes referred to as 'SHANARRI indicators'). All assessments of 'wellbeing' needs or what support and help is needed for a child will take account of these SHANARRI indicators.

If a child needs help or support, the Named Person along with parents/carers and the Team Around the Child (TAC) will assess the child's wellbeing. If the child is receiving additional support or assistance in school, or from other services, (for example from social work; health services or third sector or charity partners) then in consultation with parents/carers the Team Around the Child will assess whether there are any wellbeing needs and if necessary, review the **Child's Plan**.

How do we ensure that there is someone in school who knows your child and can support them through challenging times?

We have a number of people and structures in school which provide support for our learners to ensure that they feel happy, safe, successful and supported in school. All young people start the day with ten minutes of **Daily Personal Support** when they meet with one teacher who knows them well. They will stay with that teacher throughout their time at Kyle Academy.

Our Daily Personal Support time provides space in the day to focus on our young people's health and wellbeing. It ensures all young people have daily contact with a key adult who knows them well and can monitor their attendance and wellbeing. Our aim is that all our young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. This daily contact time provides the first line in guidance and personal support. Daily Personal Support teachers are affiliated with a House and a PT Guidance ensuring that any wellbeing concerns are promptly referred and monitored daily.

Mrs Reilly, Depute Head Teacher, is responsible for coordinating all aspects of support for learners in her role as Pupil Support Co-ordinator. This includes a team of Guidance staff who provide support for all pupils, and a Pupil Support Department who provide specialist support for children and young people with Additional Support Needs and / or those who experience short or long term barriers to learning. If you wish to find out more information about how pupils' additional support needs will be identified and addressed you should contact the school to speak to Mrs Reilly, Pupil Support Co-ordinator.

The person who is likely to know your child best is your child's Guidance teacher. The Guidance teacher should also be your first point of contact if you have any concerns about the progress of your child or if a parent / carer thinks that their child needs additional support. The guidance teachers for each of the four houses are as follows:

Belleisle	Mrs D Dorrans	Craigie	Mrs K Mahaffy
Rozelle	Mrs S Boal	Wallace	Mrs A Fergusson

Your child's Year Head is also a point of contact if you have any concerns.

Mrs Reilly	Year Head for S2 and S5
Mr Gardner	Year Head for S3 and S6
Mrs Harper	Year Head for S1 and S4

Additional support for learning

South Ayrshire Council has duties outlined in the Standards in Scotland's Schools etc Act (2000), and the Education (Additional Support for Learning) (Scotland) Act 2004 (As amended). These include the production of a policy for additional support needs; authority arrangements for identification and assessment of additional support needs; preparation of plans (including a CSP where appropriate); maintain and review additional support needs on an ongoing basis. South Ayrshire Council is committed to a policy of inclusion to carry out these duties of support. The authority is also committed to maintaining a range of specialist establishments and services to support the whole continuum of needs.

What are additional support needs (ASN)?

Some children and young people need extra help in school to make progress. It is the duty of the education authority to support all children and young people with additional support needs. Children and young people may need help with their reading or writing; to make sure they can get into and around the school; or to support their learning through difficult family circumstances. Additional support needs can last for any length of time. Further examples of situations where additional support may be needed for a child or young person who:

- has a learning difficulty;
- is highly able;
- has emotional or social difficulties;
- is bereaved;
- is deaf or blind;
- is being bullied;
- is not attending school regularly;
- is 'looked after' by the local authority.

How do we make sure we can meet the additional support needs of pupils in South Ayrshire?

All children and young people may need additional support at some point to help them make the most of their education. Most children are supported through their own class teacher and appropriate class-based strategies and supports.

If a pupil needs more help than the class teacher can provide, then a process of providing the right support begins. We call this **staged intervention**. Staged intervention is our way of assessing, identifying and then providing the necessary additional support and/ or strategies for a child or young person.

Staged intervention

Staged intervention can be broken down into the following stages:

Stage 1 (a) - In class support

Where additional supports can be delivered through the use of class based strategies/interventions.

Stage 1(b) – In school support

Where a child's additional support needs require intervention from a specialist teacher (e.g. Additional Support for Learning staff) or targeted support from a School Assistant they will be deemed to be supported at Stage 1(b). An action plan should be created and reviewed.

Stage 2 - Additional support from a service that is universally available

Where support for a child's Additional Support Need cannot be met solely through school based interventions, the school and family may seek support from other universal services.

The Named Person will contact the appropriate service/agency to discuss/identify what supports are universally available to meet the identified wellbeing need. Consent from parents and child (12+) will be sought prior to a request being made. An Action plan will be created and formally reviewed.

Stage 3 - Specialist help from a multi-agency team

At this stage a **wellbeing assessment** will be completed. The Named Person will contact the appropriate multi-agency team, and work in partnership with parents and learners to discuss/identify what targeted supports are required to minimise the barriers to learning. A team around the child meeting (TAC) will be convened to determine how agencies can provide support. All children at Stage 3 will benefit from **at least one targeted support**. Further universal supports may also be part of the support provided to children at this level.

Coordinated Support Plan (CSP)

For a small number of children or young people, a Coordinated Support Plan (CSP) may be needed. This is prepared when there is 'significant' involvement from professionals from one or more agencies outwith education that will last for longer than 1 year. For further information see www.enquire.org

Supports available

Educational Services have developed a range of enhanced services to help meet the identified needs of children and young people. These services assist establishments in responding to the additional supports required. These can be accessed throughout the staged intervention process. These supports include:

- Psychological Services;
- Peripatetic Services e.g. Visual Impairment and Hearing Impairment;
- Home Link Team;
- Looked After and Accommodated Service;
- Learning and Inclusion Team;
- School Support Assistants;
- Additional Support for Learning Teachers;
- Home Tutoring;
- Outreach services from Specialist Centres.

Educational Services will also access support, where appropriate, from colleagues within the Health and Social Care Partnership in order to address a range of concerns. Where necessary, establishments can access advice and direct support from e.g. Speech and Language Therapy, Occupational Therapy and Physiotherapy.

How can parents help to support children and young people with additional support needs?

As parents/carers, you will be fully involved in both the assessment of your child's needs and the plan of any outcomes detailed on your Child's Plan. Parents' and children's views should be taken into account and recorded through the Child's Assessment and Plan. Opportunities

are also given by South Ayrshire Council to parents/carers to contribute to policy and procedure development including the Additional Support for Learning Parents Forum, engagement during improvement visits and consultation on the Children's Service Plan.

Parents should be fully aware of and be involved in the arrangements to support their children. They can bring supporters or advocates to any meeting at school to discuss their child.

What role do children and young people play?

All children and young people will have the opportunity to make their views known about decisions that affect them. Children and young people's views should be taken into account and recorded through the Child's Plan. They will be encouraged to take part in any meeting where people are discussing them. They will help to set their own targets and to review these.

How can parents make requests for assessment?

Assessment is a process of gathering information to inform and direct strategy and intervention to support a child's additional support needs. It should take account of a child's strengths and areas of difficulty. Assessment can take the form of observations, samples of work, specific assessment tools, discussions with staff involved with children, discussion with the child and parents, etc.

As a parent or carer you will be fully consulted and kept informed at all stages of the assessment process by the Pupil Support Co-ordinator or Named Person.

The Education (Additional Support for Learning) (Scotland) Act (2004) makes sure that parents or young people can ask an education authority to arrange for an assessment or examination. The request can be for an educational, psychological or medical assessment or examination. Requests for assessment must be in writing or some other permanent form which can be referred to in the future. The request should contain the reasons for the request and the education authority must meet this request unless it is unreasonable. Parents can expect a response to such requests within four weeks and will be notified of the person in the authority who is dealing with the request. These requests should be sent to the Inclusion Co-ordinator.

What can parents do if they don't agree with the authority?

Initially parents should discuss their concerns with the head teacher of their child's school. If this is not possible, parents can also speak to the Quality Improvement Officer for their child's school.

Parents can also use 'Listening to You'. This is an online service which allows you to log concerns and complaints. See www.south-ayrshire.gov.uk/listeningtoyou/

If the above has been exhausted there are more formal avenues to resolve concerns and disputes including mediation, appeals and tribunal processes. Information on these will be available in schools and also from the education authority.

Where can parents get support and information relating to additional support needs?

If parents and young people are still unhappy at the decision, then they should be assisted to know their rights to seek alternative methods of resolving the matter, through mediation, for example or to make a reference to the Additional Supports Needs Tribunal for Scotland. Telephone numbers and webpages are listed below.

Quality Improvement Manager

County Buildings
Wellington Square
AYR
KA7 1DR
Tel: 01292 612504

Principal Educational Psychologist

Queen Margaret Academy
Dalmellington Road
Ayr
KA7 3TL
Tel: 01292 612819

Co-ordinator (Inclusion)

Educational Services
County Buildings
Wellington Square
Ayr
KA7 1DR
Tel: 01292 612426 or 612292

Enquire

Scottish Enquire helpline: 0845 123 2303
Textphone: 0131 22 22 439
Email: info@enquire.org.uk
Enquire, the Scottish advice service for Additional Support for Learning provides free, independent and impartial advice through its helpline.

Scottish Child Law Centre

54 East Cross Causeway
Edinburgh
Midlothian
EH8 9HD
Tel: 0131 667 6333
Email: enquiries@sclc.org.uk

The Scottish Child Law Centre provides free legal advice and information for and about children and young people.

Resolve

Children in Scotland
5 Shandwick Place

Edinburgh, EH2 4RG
Tel: 0131 222 2456

Advocacy Service

John Pollock Centre
Mainholm Road
Ayr, KA8 0QD
Tel: 01292 285372

Psychological Service

Educational Psychologists have five key elements to their service delivery including:

- Consultation and advice;
- Assessment;
- Intervention;
- Research and training;
- Policy development.

This can be delivered at different levels, from that of the child to the school or to the local authority. For example, the Educational Psychologist can work with school staff and parents/carers to assess a child's strengths and difficulties as well as work directly with a child/young person to provide support. They can also work with school staff to support them to develop policies and supports that will benefit all of the children in a school such as behaviour policies, playground supports, etc.

The Educational Psychologist will work collaboratively with many different people to improve the educational outcomes for children and young people. Much of their work involves consulting and working through others, especially those who see the child/ young person on a regular basis such as school staff and parents/ carers.

The Psychological Service works within South Ayrshire's staged approach to supporting young people with additional support needs. The first stage of the process involves support at the classroom level by class teachers and other support staff based within the school. If a school wish to consult or chat to the Educational Psychologist regarding a child, school staff will always ask parental permission first. Once this is provided, the school or psychologist will keep the parent or carer up to date with discussions although it is likely that the parent will be involved in discussions.

If a parent wishes to request the involvement of an Educational Psychologist, they should discuss this initially with staff at their child's school. This could be their child's class teacher or the school's Pupil Support Coordinator. The school can then consider what preliminary assessments and interventions may be required to support your child. If further advice or intervention is required schools can arrange a consultation with the school's educational psychologist. See the service's website for further details on what a parent can expect from a consultation with an educational psychologist.

If a parent has particular concerns they wish to discuss further with their school's educational psychologist they can contact the Psychological Service to discuss any concerns. All

psychologists are based in Queen Margaret Academy and can be contacted on 01292 612819.

Educational Psychologists maintain consultation notes for children who have been discussed but only open Psychological Service case files if there is to be direct work with a child or family or there is a high frequency of consultations required. Again parental permission is sought prior to opening a Psychological Services case file.

Each educational establishment in South Ayrshire has an allocated educational psychologist and the details of this can be found on their website: www.eps.south-ayrshire.gov.uk as can other information on South Ayrshire's Psychological Service.

Information Sharing

In South Ayrshire educational establishments /schools we work closely with partner services including health, social work, police, Children's Reporter, third sector organisations and charities to ensure that children and families receive the help and support they need as quickly as possible. To improve the quality of the services we all provide, we may wish to share information about your child. You may therefore be asked for your agreement to share this information with relevant services. You have a choice about whether or not your child's information is shared and have the right to refuse to give your consent, in most cases.

In exceptional cases, where we consider that any child is at risk of harm, we may share information, without consent to protect them. All members of staff working in South Ayrshire educational establishments /schools are trained to follow child protection procedures.

If you would like further information please refer to:

- **The Ayrshire GIRFEC website** <http://www.girfecayrshire.co.uk/home/>
- **The Guide to information Sharing for parents/carers in Ayrshire and Arran** <http://www.girfec-ayrshire.co.uk/wp-content/uploads/2014/08/GIRFEC-Parents-and-Carers-e-guidanceJune-2017.pdf>

Child Protection

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

- helping them learn about their personal safety, including internet safety;
- being a trusted adult who children and young people may turn to for help, and who will take them seriously;
- identifying when children and young people may need help; and
- understanding the steps that must be taken when there are concerns for children's and young people's safety.

The school has a Child Protection Co-ordinator who will co-ordinate the school's response to concerns for children's and young people's safety and where they may be at risk of significant harm. The Authority has a designated officer for Child Protection who will ensure schools work effectively to keep children safe and well. **If you have any concerns about the safety**

and wellbeing of a child or young person, including a 'gut feeling', talk about this to the school's Child Protection Co-ordinator or another member of staff.

Our Child Protection Co-ordinator at Kyle Academy is Mrs E Reilly, Depute Head Teacher.

11. SCHOOL IMPROVEMENT

How has the school improved over the last twelve months?

The annual Standards and Quality Report, latest version produced in June 2019, can be accessed on the school website at www.kyle.sayr.sch.uk in the 'Our School' section.

This report evaluates the work of Kyle Academy for session 2018-19. It highlights the achievements of the school, details the progress the school has made towards its improvement targets and also summarises our priorities for continued improvement.

How has the school improved the attainment of young people?

The attainment of our young people is very good. We work hard to ensure that our pupils leave with the highest possible levels of attainment. The attainment of young people leaving Kyle Academy is consistently higher than students of similar needs and backgrounds from across Scotland (VC in figure 1 below) and consistently better than South Ayrshire averages.

In literacy and numeracy in S1 to S3, young people make very good progress from prior levels of attainment. Almost all young people leave school with qualifications in both literacy and numeracy at SCQF level 4 or above. Most leave with awards at SCQF level 5 or above. This is significantly higher than young people of similar needs and backgrounds across Scotland.

By the end of S3, almost all young people achieve the third Curriculum for Excellence level and most are working well at the fourth level in the subjects they are studying. Attainment in the Senior Phase continues to be strong and is above local and national comparators. A majority of our young people leave school with 5 or more qualifications at National 5 and just under half leave with 5 or more Highers. This is notably higher than other young people with similar needs and backgrounds across Scotland.

Performance Measure	2016	2017	2018	VC 2018
Literacy at SCQF level 5	84	93	86	80
Numeracy at SCQF level 5	80	88	79	70
At least 5 National 4s	93	96	87	85
At least 5 National 5s	65	77	70	58
At least 1 Higher	69	72	69	64
At least 3 Highers	57	60	52	46
At least 5 Highers	44	43	41	32

FIGURE 1

Almost all go on to a positive destination after leaving school with just under half going on to further learning at university.

More information about the school's performance in National Qualifications can be found in the Standards and Quality report on the school website.

Key Priorities for Improvement

Our key priorities for improvement for session 2019 – 2020 are as follows.

1. Improve young people's health and wellbeing and ensure all young people feel included, engaged and involved in the life of the school.
2. Improve the consistency of high quality learning, teaching and assessment across the school to ensure all young people are appropriately challenged and achieve as highly as possible.
3. Continue to develop the curriculum to meet the needs and aspirations of all young people.

More details on each of these priorities can be found in our **School Improvement Plan** for session 2019 - 20 which can be found on our website.

12. SCHOOL POLICIES AND PRACTICAL INFORMATION

What additional information is available to parents?

Our school website contains up-to-date information about the school including Kyle Academy school policies. www.kyle.sayr.sch.uk

Please contact the school office if you cannot find what you are looking for on the website.

Pupil Voice

Consultation with pupils about their views on their school environment and their learning is important and valuable to our school. We recognise that giving young people a "voice" as partners in the process of school improvement, leads to more effective learning organisations.

Pupil Councils are one means of ensuring that young people develop positive attitudes and an opportunity to take part in "real life" decision-making within their own school setting.

Choosing a School

Under the placing request arrangements parents have the right to choose a school other than the catchment denominational or non-denominational school for their area. This is known as a placing request and application forms can be obtained from the school office or Educational Services, County Buildings, Wellington Square, AYR KA7 1DR, telephone 01292 612465. Unfortunately, it is not possible to guarantee that a placing request will be successful but parents will have the right of appeal should it be unsuccessful. Full details of the placing request arrangements are contained in the application form or on the Council website:

<http://www.south-ayrshire.gov.uk/schools/placing-requests.aspx>

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

Attendance

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

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

Family holiday not authorised by the school

Family holidays taken during term time will be categorised as unauthorised absence. Only in exceptional and very limited circumstances will schools authorise a family holiday during term time. Such circumstances may include:

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

Where parents are in the emergency services and routinely take holidays outwith the school holidays when the option is available of taking leave during the school holiday, the absence will be considered unauthorised.

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

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

Extended leave with parental consent

Almost all family holidays will be recorded as unauthorised absence. Extended leave with parental consent will not be considered the same as a family holiday. Extended leave with parental consent will be recorded separately outside the figures for attendance and absence, and include circumstances such as:

- extended overseas educational trips not organised by the school;
- short-term parental placement abroad;
- family returning to its country of origin (to care for a relative, or for cultural reasons);
- leave in relation to the children of travelling families.

Advice to parents

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

Routine and expected visits outwith school

Kyle Academy recognises the need for young people to be regularly involved in outdoor activities and learning which will involve visits outwith the school. These visits will be routine and are an expected part of Curriculum for Excellence. Routine and expected visits will be to local venues, involve easily managed activities, happen on a regular basis and be completed within regular school times.

Parents/carers will be advised about the general plans for routine and expected visits. However, you will not necessarily be informed every time your child goes outwith the school. Parental consent for these visits is given via the annual parental consent which is issued to parents at the beginning of each new session

School uniform policy

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

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

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

Kyle Academy's School Uniform Policy

At Kyle Academy, we have a very strong commitment to actively promoting school uniform and have the strong commitment and active support of the Parent Council and the wider parent body to ensure that all young people are appropriately dressed for school every day. This has had a very positive impact on the ethos of the school and, we believe, on the attainment and achievement of our children and young people.

We believe that by encouraging all pupils to wear uniform we:

- Create an orderly and controlled learning environment for our children and young people.
- Create a positive image of the school and its pupils in the eyes of the wider community.
- Encourage pride in personal appearance, and in the school and in our collective achievements.
- Improve security by making intruders more clearly identifiable.
- Improve safety on school outings/excursions by making pupils more easily identifiable.

Our school uniform consists of:

- White shirt
- School tie
- Black or grey skirts, trousers, jumpers (V neck), cardigans and jackets
- Blazers
- Black shoes rather than trainers

We strongly encourage the wearing of school blazers. We do however appreciate the costs associated with buying blazers and we run a blazer recycling scheme. There is no charge for recycled blazers but we request that they are cleaned and returned when the young person has outgrown the blazer or left school. Information on the blazer recycling scheme is available from the school office.

School dress is monitored on a daily basis as young people arrive in school. Parents are contacted where issues arise. We remain strongly committed to promoting the highest standards of pupil dress.

Parental complaints procedure

At Kyle Academy, we regard complaints as a valuable source of information about the quality of our provision and an important part of our self-evaluation procedures. We make every effort to listen to complaints, and to respond positively and sympathetically.

A complaint is an expression of dissatisfaction by one or more members of the public about the Council's action or lack of action, or about the standard of service provided by or on behalf of the Council.

If you have any comments or complaints please approach your child's Guidance Teacher or Year Head in the first instance. If they do not resolve your issue, please approach the Head Teacher. If the Head Teacher does not resolve the issue to your satisfaction, you should:

- Visit one of South Ayrshire Council's Customer Service Centres, or any local office.
- Phone South Ayrshire Council Customer Services Team on 0300 123 0900
- E-mail: listeningtoyou@south-ayrshire.gov.uk
- Write to: Customer Services, South Ayrshire Council, Freepost NAT 7733, Ayr, KA7 1DR

Anyone can make a complaint to us, including the representative of someone who is dissatisfied with our service.

Public Private Partnership (PPP) Programme

Work on our additional PPP building was completed in November 2007. The building, which is separate from, but adjacent to the school, provides a dedicated assembly hall for the school. The new assembly hall is circular and has retractable tiered seating. This gives us the flexibility to use the space throughout the school day for a variety of active learning activities including dance, drama, and PE. This building is now managed under a 30 year contractual arrangements with Education 4 Ayrshire Limited (E4A), which includes ongoing repairs.

School Meals and Free School Meal Information

Meals are prepared on our premises and are very popular with staff and pupils. Pupils may choose from individually priced items including a variety of main courses, salads, soups and sweets. Hot and cold snacks, home baking and flavoured milk drinks are also available. A snack bar serving home baking, soft drinks, hot snacks and is available at the morning interval. Our menus are planned to ensure that they are nutritionally balanced.

We are always pleased to arrange special diets. Where these are required, the parents should provide the Head Teacher with a letter from the child's doctor. A pre-order for packed lunch is also available. Space is provided in the Dining Hall for those with packed lunches.

A cashless payment system operates in the school. All pupils are issued with a personal swipe card, which enables money paid by cheque to the office, or into machines located on the premises to be credited to their account. For pupils entitled to free meals, this is done automatically.

The current criteria for entitlement to free school meals are included below, however this is reviewed annually in April and updated information will be available on the Council website <http://www.south-ayrshire.gov.uk/schools/meals/freeschool-meals.aspx>

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than **£16105**), Child Tax Credit and Working Tax Credit (where income is less than **£6420**) **Universal Credit** where earned income is £610 or less per month, income related element of Employment and Support Allowance and support under part V1 of the Immigration and Asylum Act 1999 are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools,

customer service centres and from Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR , Telephone 01292 612465.

Footwear and clothing grant information

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than **£16105**), Child Tax Credit and Working Tax Credit (where income is less than **£16105**, **Universal Credit where earned income is £610 or less per month**). Income related element of Employment and Support Allowance, Council Tax reduction or Housing Benefit and support under part VI of the Immigration and Asylum Act 1999 are entitled to a footwear and clothing grant. Information and application forms for footwear and clothing grants may be obtained from schools, customer service centres and from Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR Telephone 01292 612465.

Educational maintenance allowance (EMA)

Pupils who stay on at secondary school after the statutory leaving age may be eligible for an Education Maintenance Allowance. The allowance is subject to a learning agreement between the pupil and the school.

Information and application forms may be obtained from schools, from Educational Services, County Buildings, Wellington Square, AYR KA7 1DR Telephone 01292 612232 and www.southayrshire.gov.uk/schools.

Transport guide to parents

South Ayrshire Council has a policy of providing free transport to all secondary pupils whose main address is more than three miles and primary pupils whose main address is more than two miles from their catchment school by the recognised shortest suitable walking route. Parents who consider they are eligible for free school transport should obtain an application form from the school, Educational Services, County Buildings, Wellington Square, AYR KA7 1DR Tel – 01292 612284 and www.south-ayrshire.gov.uk/schools. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

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

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

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

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limit (see above paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure their child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicles. Misbehaviour could result in your child losing the right to free transport. The education authority does not provide transport for those pupils in receipt of a placing request.

Seatbelt statement

All dedicated home to school transport services operating within South Ayrshire and all transport used to provide educational off-site visits must be fitted with seatbelts. All children and young people are expected to use the seatbelt provided and remain seated with their seatbelt fastened for the duration of the journey.

Strathclyde Partnership for Transport will monitor compliance with these requirements on all dedicated home to school transport services through roadside inspections. School staff will monitor compliance with these requirements on vehicles used to provide educational off-site visits.

Signage will be prominently displayed in vehicles or an announcement will be made by drivers to remind children and young people that seatbelts are provided on the vehicle.

South Ayrshire Council, transport contractors and school staff will work in partnership to promote the wearing of seatbelts across the Authority. Parents should also encourage their children to wear the seatbelts provided.

Privileged seats

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

Insurance

South Ayrshire Council holds Public Liability, Employers' Liability and Officials Indemnity Insurance. In addition, South Ayrshire Council has an on-site and off-site activities insurance policy. Further information regarding insurance and an appropriate claim form can be obtained from the school or Educational Services, County Buildings, Wellington Square, AYR KA7 1DR, telephone 01292 612294.

Valuable items

The Council is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that

valuable items and unnecessary expensive items of clothing are not brought to school. Parents should note that the Council does not carry insurance to cover loss of such items and any claims submitted are likely to be met only where the Council can be shown to have been negligent.

Use of Mobile Phones

School Policy On The Use Of Mobile Phones

1. We appreciate that many parents provide mobile phones to their children as a means of ensuring the personal safety of their child. However there are a number of problems associated with the use of mobile phones in schools:
 - Bullying: Pupils can receive inappropriate texts or calls, which are threatening or intimidating.
 - Photographs and Video Filming: The use of cameras and image messaging can also be a significant source of bullying. These functions can be used inappropriately, such as within a changing room, recording fights or assaults and breaching an individual's safety and privacy.
 - Theft: Pupils can easily become the victim of theft in school and out with school. The school is not insured to meet the costs of such thefts.
 - Pupil Progress: Should a pupil text, call someone or play games on mobile telephones during lessons, assemblies this will clearly prevent them from accessing effective learning and teaching which will have negative impact on their attainment and achievement. Phones can also be very disruptive to the learning and teaching of other pupils in the class.
 - Examinations: Pupils bringing mobile phones into SQA examinations, even if switched off, will automatically fail the exam and may indeed fail all exams. The school will also follow this policy with respect to school based examinations and assessments.
2. There may be occasions where young people will be able to use a mobile phone to support their learning in school and so they can do so when they have a teacher's permission.
3. Pupils may leave mobile phones at the school office during the school day if required.
4. Pupils found having a mobile phone out in class or using the phone in school will have their telephone confiscated by the class teacher who will deliver it to the school office. It will be available to be collected by the pupil from the School Office at the end of the school day.
5. A warning will apply in the first instance unless the phone has been used to bully others or take photographs / videos of others without their permission. In this case appropriate sanctions will apply depending upon the use being made of the phone. Parents will be informed.
6. Pupils will receive a punishment exercise and a letter to parents if there is a second breach of school rules.
7. Repeated breaches of school rules will result in parents being invited to collect the phone personally from school. They will be requested not to allow the pupil to bring the phone to school again, or to store the phone in the school office during the school day.
8. Pupils will be allowed to take mobile phones on school trips or excursions for personal safety. However staff on any trip take details of emergency parental contact numbers as

well as information relating to relevant health or personal issues so that parents can be contacted in an emergency.

The school policy on use of mobile phones is in line with South Ayrshire Council Management Guidelines on The Use of Mobile Devices in Educational Establishments.

Use of Social Media

Online social media tools can be excellent for supporting teaching and learning, providing exciting opportunities for schools to engage, communicate and collaborate with pupils and the wider community. Their use is carefully considered by the school to ensure the safety of the school community. The benefits of using social media tools should significantly outweigh any concerns and schools should be able to demonstrate the steps they have taken to reduce any identified risks.

In South Ayrshire we want to support collaboration amongst teachers and pupils and therefore we promote and support the use of the common platform, **Glow**. If pupils are using online communities where they self-register the school will encourage them to read and follow the terms and conditions of the site and ensure they are aware of how to stay safe online.

When using any form of social media to communicate with pupils (including Glow) staff will ensure that they:

- only share information that they would be willing to share in school or a school-related setting;
- maintain a formal, courteous and professional tone when communicating with pupils;
- maintain professional boundaries;
- do not exchange personal information such as phone numbers and personal e-mail addresses;
- do not discuss their private and personal relationships with pupils;
- take care to avoid becoming personally involved in pupils' personal affairs;
- decline pupil-initiated 'friend' requests;
- manage their privacy settings and keep them under review;
- report any inappropriate use of social media by a pupil or concerning a pupil to their Head Teacher or line manager.

The school has a clear and documented process in place for the reporting and recording or inappropriate use of social media.

Health and Medical Information

Parents are asked to inform the school if their child has any particular medical requirement or condition which could affect his/her education or well-being.

When a pupil becomes ill in school or has an accident, a member of staff will send him or her to the office for attention. If something serious is suspected, a member of staff qualified in First Aid is consulted. The child may then be kept in the medical room or sent home provided there is someone at home to receive him/her. If we can contact parents or the pupil's emergency contact person we will ask that they uplift the child. If the child requires immediate

medical attention from a doctor or at the local hospital, we will make the necessary arrangements and contact the parents/guardians to inform them of this action and other relevant details. All parents are asked to provide at least two emergency contact telephone numbers.

Pupils who require to take medication throughout the day should leave this in the school office where they can gain access to it at the appropriate times. Parents of pupils who require emergency medication, e.g. for asthma, should ensure that spare inhalers etc are kept in the office.

Parents of pupils who need to self-medicate should complete the appropriate form (available from the office). Pupils who require additional support from a volunteer within the school with medication will require a Health Care Plan to be drawn up and co-ordinated by the School Medical Officer. Appropriate documentation should be completed.

Health Promotion and Nutrition

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

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

The focus is on getting the balance right and helping pupils make informed choices. A wide range of appealing healthy food and drinks are promoted through marketing, education and active encouragement. We educate and encourage children and young people to opt for healthier choices, not only in school but also outside school. Further guidance can be found at: www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf

Data Protection Act

When you enrol your child at school or early years centre you are required to provide some personal information about yourself and your child in order to access services provided by Educational Services.

How we will use the information about your and your child

All personal data is processed by Educational Services staff. We will only collect personal data from you that we need in order to provide educational services and oversee the provision of these services to your child. We will use your personal data to contact you; if the school requires to discuss your child's education, in an emergency and to keep you fully involved in your child's educational journey.

Who we share your information with

Your child's personal information will only be shared where it is appropriate to do so in order to ensure full access to services such as national assessments, health promotion, transport, school meals, careers and online services.

In addition the Council has a duty to protect public funds and to this end, we may check the information you have given with other information we hold, share your information with other Council Services and share your information with other local authorities, for the purpose of protecting public funds and to prevent or detect fraud or crime.

What are my rights?

You have various rights in relation to the personal data that the Council holds about you. This includes the right to ask us to provide you with access to your personal information and to rectify any inaccuracies contained within the personal information.

For more information about these rights please see the full privacy notice.

If you have a complaint

If you are unhappy with the way the Council has dealt with your personal data, you can complain to the Council's Data Protection Officer:

Data Protection Officer, Information Governance Team, Legal & Democratic Services,
County Buildings, Wellington Square, Ayr KA7 1DR

Email: DataProtection@south-ayrshire.gov.uk | Telephone: 01292 612223

If you remain dissatisfied, you have the right to complain to the Information Commissioner :

Information Commissioner's Office, 45 Melville Street, Edinburgh, EH3 7HL

Email: scotland@ico.org.uk. | Telephone: 0131 244 9001 | (<https://ico.org.uk/for-the-public/>)

If you have no Internet Access

Please contact us at the above postal address or telephone number if you wish a copy of any of the above information and you do not have access to the internet. We will provide you with a hard copy of the information.

How to access our full Privacy Notice

The Educational Services full privacy notice is available from the school website or please ask staff in the school office and they will provide you with a hard copy.

Education Statistics Privacy Notice Transferring Educational Data about Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) 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; and
- enhance the quality of research to improve the lives of young people in Scotland.

The full Education Statistics Privacy Notice can be found at the undernote link or by requesting a copy from the school office.

<https://www.gov.scot/topics/statistics/scotxed/schooleducation/ESPrivacyNotices>

Your Rights and Further information

Parents have the right to request access to their child's education record under the Pupils' Educational Records (Scotland) Regulations 2003.

The Freedom of Information (Scotland) Act 2002

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

Public Authorities have to allow access to the following information:

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

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

Helpful Addresses and Websites

Educational Services, County Buildings, Wellington Square, AYR, KA7 1DR

www.south-ayrshire.gov.uk

www.education.gov.scot/parentzone/

<https://education.gov.scot/>

Our local councillors are:

Mr Chris Cullen Mrs Mary Kilpatrick Mr Brian McGinley	County Buildings, Wellington Square, AYR, KA7 1DR
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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.

National policies, information and guidance can be accessed through the following sites:

<http://www.scotland.gov.uk/Topics/Education> <http://www.scotland.gov.uk/Topics/Health>
<http://www.scotland.gov.uk/Topics/People/Young-People>

Children (Scotland) Act 1995 <http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000
<http://www.legislation.gov.uk/asp/2000/6/contents>

Education Scotland's Communication Toolkit for engaging with parents
<http://www.educationscotland.gov.uk/learningteachingandassessment/partnerships/engagingparents/toolkit/index.asp>

The Scottish Government guide Principles of Inclusive Communications - provides information on communications and a self-assessment tool for public authorities
<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system
<http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school
<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

PARENTAL INVOLVEMENT

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others
<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils
<http://www.educationscotland.gov.uk/parentzone/index.asp>

SCHOOL ETHOS

Supporting Learners - guidance on the identification, planning and provision of support
<http://www.educationscotland.gov.uk/supportinglearners/>

Journey to Excellence - provides guidance and advice about culture and ethos
<http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

Health and wellbeing guidance on healthy living for local authorities and schools
<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence Through Positive Behaviour and Relationships - outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support <http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

CURRICULUM

Information about how the curriculum is structured and curriculum planning
<http://www.educationscotland.gov.uk/thecurriculum/>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas
<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing
<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

Broad General Education in the Secondary School – A Guide for Parents and Carers
http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64

Information on the Senior Phase
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp>

Information on Skills for learning, life and work
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>

Information around the Scottish Government's 'Opportunities for All' programme

<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services

<http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skillsframework.aspx>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning <http://www.skillsdevelopmentscotland.co.uk/>

ASSESSMENT AND REPORTING

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework

http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf

Information about Curriculum for Excellence levels and how progress is assessed

<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Curriculum for Excellence factfile - Assessment and qualifications

http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp

Information on recognising achievement, reporting and profiling

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

TRANSITIONS

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond

http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement - provides guidance on career information, advice and guidance strategy

<http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Enquire is the Scottish advice service for additional support for learning

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

Parenting Across Scotland offers support to children and families in Scotland
<http://www.parentingacrossscotland.org/>

SUPPORT FOR PUPILS

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

SCHOOL IMPROVEMENT

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports
<http://www.educationscotland.gov.uk/scottishschoolsonline/>

Education Scotland's Inspection and review page provides information on the inspection process <http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy
<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish Credit and Qualifications Framework (SCQF) <http://www.scqf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications <http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland
<http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education
<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

Text only versions of this publication are available in Polish, Chinese and Urdu.

For further Information please contact:

0300 123 0900

Dostępna jest wersja tej publikacji w języku polskim, zawierająca wyłącznie tekst.

Aby uzyskać więcej informacji, proszę skontaktować się z:

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本出版物還有純文字中文版。

有關更多資訊，請聯絡：

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مزید جانکاری کے لیے براہ کرم درج ذیل پر رابطہ قائم کریں:

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If you do and you think that they would like a larger print version or an audio cassette version of the text contact Council staff on:

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