

Section B - Teaching & Learning

1. 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 the change is smooth and builds on what they have learned at each stage. They will ensure that children continue to work at a pace that is appropriate for them but which also challenges and supports them to achieve their very best.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy and numeracy - the language and number skills that unlock other subjects and are vital to everyday life. 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's needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing - to ensure that the school is a place where children feel safe and secure.



2. The Core Curriculum

The curriculum can be described as all experiences which school provides for each pupil.

We strive to provide a curriculum for excellence that ensures:

Challenge and enjoyment for pupils

Breadth

Progression

Depth

Personalisation and choice

Coherence

Learning related to real life

and enables our young people to become:

Successful learners

Confident individuals

Responsible citizens and

The primary curriculum is presently divided into these broad areas

- Literacy and English -including French P6-7

- Mathematics

- Health and Wellbeing including PE

- Science

- Social Studies

- Expressive Arts

- Religious and Moral Education

- Technologies

The school has a key focus on improving attainment in literacy and Numeracy whilst ensuring the wellbeing of all our children. These are the main drivers of our curriculum. Most of the other subjects are taught as part of the Broad General education through IDL topics such as Solar System, Vikings, People who Help us. Through these contexts we can look at a range of knowledge and skills where children can make connections in their learning. Even in these areas Literacy and Numeracy will be a fundamental part of learning.



We are an accredited Rights Respecting School and this ethos permeates through our whole curriculum.

Literacy



We continue to implement across the whole school the North Lanarkshire Active Literacy programme. This involves the development of Literacy strategies consistently from P1 to P7, in Reading, Writing, Listening and Talking. It builds in children the capacity to be independent and well informed readers. It also provides a consistent and progressive approach to pupils learning journey and enables each pupil to work at their own pace. It is developed in conjunction with our Dyslexia Friendly School Project which is available to support all pupils with any Literacy barrier. In writing we develop 6 main genres though this extends in P6/7. Children are encouraged to write daily to fully develop their skills.

Phonics and spelling are taught daily and pupils have opportunity to explore this key aspect in an active and engaging way. The key focus of this approach to Literacy is modelling and teachers are expected to model good practice that children can then apply independently. The pupils are also involved in reciprocal teaching where they often take on the role of the teacher and this is an excellent method for ensuring pupils have

developed core skills. We also focus on developing literacy across the curriculum and give pupils the opportunity to develop skills in other areas of work and also show they can apply new approaches in different aspects of their learning. We are also promoting reading for enjoyment and building a culture as a reading school. We encourage children to read out of class and at home and provide opportunities to share their books and suggest books to each other. This session we have been reading for gold and have set up lunchtime book clubs. Reading is being promoted through the First Minister's reading challenge and pupils recognised with the presentation of wristbands.

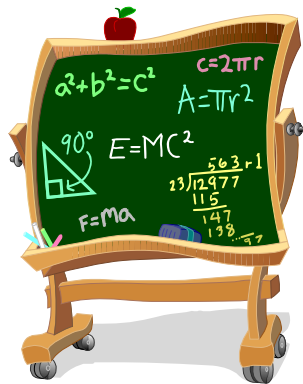




1+2 Languages.

We teach French at all stages with more focused teaching in P6 and P7. The core resource is Access Studio, which is continued during the first year at Marr College. All Cluster schools use this resource to support transition. We also teach Scot's Language in January across all stages and will be looking to develop a 3rd language next session which we plan to be Spanish.

Learning and Teaching methods which encourage interactive approaches and the use of ICT, have been designed by one of our teaching staff and have been recognized as good practice



Numeracy/Mathematic

This is another key focus of our school improvement plan. Numeracy and maths comprise of NUMBER MONEY and MEASURE. INFORMATION HANDLING and SHAPE POSITION and MOVEMENT. In all of these areas pupils have the opportunity to develop PROBLEM SOLVING and ENQUIRY SKILLS.

In Struthers the approach to the teaching of mathematics is aimed at making children think for themselves and encouraging the ability to problem solve. Independent, co-operative and interactive peer learning, with appropriate support, is encouraged. The key is not always about getting the answer, but the steps taken to get there.

Counting, addition, subtraction, multiplication and division are taught to establish a quick recall of number facts. We use Number Talks strategies to support this. Daily active maths games encourage the children's mental agility and ensures the most up to date concepts in educational thinking are apparent in all classroom programmes of mental maths activities. This is complemented with our new Hein Active Maths, Active start and Big Maths approach. We have been concentrating this session on applying their maths skills in word problems.

The use of ICT is evident throughout the maths programme, especially iPads.

Social Studies

Social studies consists of learning about people, past events and societies, people, place and environment and people, society, economy and business (roughly what used to be called history, geography, modern studies, economics and global studies). This area of the curriculum is often taught in the context of a topic or Interdisciplinary Learning. Some of these may be in-depth studies lasting 5 weeks, others a short series of lessons

Through social studies children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they grow older they will learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues.

Skills developed through social studies include observing, describing and recording, comparing and contrasting to draw conclusions, development of curiosity and problem solving skills and capacity to take initiative and developing the ability for critical thinking. We have a whole school overview which supports a breadth and depth of learning and this is monitored by SMT. Pupil views are also sought to encourage them to lead their own learning through accessing, analysing and using information from a wide variety of sources.

Children are encouraged to develop a variety of inquiry and investigative skills through experimenting and carrying out practical scientific investigations. They will also use research to solve problems and challenges. The main approaches we will use to science enquiry are: observing and exploring; classifying; fair testing and finding an association. This is also linked to other curricular areas such as literacy and numeracy to teach in context. Interdisciplinary learning is explored through the contexts of social studies but also with a focus on other curricular areas especially Literacy and Numeracy. This is often delivered through whole school context such as Finance Fortnight, Step Back in Time. This offers children opportunities to immerse themselves in topics, see the relevance and take lead roles in their learning.

Expressive Arts

Expressive Arts include ART and DESIGN, MUSIC and DRAMA. The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and their artistic skills. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture, locally, nationally and globally.

Each year many of the children's art exhibits are displayed in the Maclaurin art gallery in Ayr.



P5 pupils benefit from the skills of a vocal coach who has helped the children present many fabulous projects in the local community over the years



including various musicals, a pantomime, and P7 end-of-session leaving services - a very emotional and unforgettable experience for parents, grandparents and friends. Children in P1-2 present a Christmas musical or nativity each year which is strongly supported by our parent body. The children have a ball and all these



presentations are hugely popular - with pupils, parents and the wider community. Our school shows are always hugely anticipated and showcases the excellent talent we have!

Music instruction begins at P4 for children who are interested and have an aptitude for playing.



These lessons are taken by Mrs Hendrie and Ms McLeod and numbers are limited. During the current session instruction is given for Struthers' pupils for viola, cello and double bass.

3. Opportunities for Wider Achievement

Struthers Strings, our school 'orchestra' play during special assemblies and end of term services. We are lucky in Struthers that so many people give their time to ensure the children enjoy extra activities.



Throughout the year these include netball, football girls and boys, gymnastics, cycling proficiency, athletics, Scripture Union, volleyball, rugby, hockey and clubs run by our older pupils as part of their Award for ambition or Junior Leaders Award. There are after school clubs on every night. We also have lunchtime dance, Choir and SU available. This year as we promote Literacy we also have Book Clubs where children read a nominated book with staff. If you have a skill or talent you would share with children or you would simply enjoy being involved please do get in touch with us. We'd love to have your help to extend our extra-curricular programme. Get in touch!



4. Composite Classes

Composite classes

Primary schools have pupils at seven year stages, Primary 1 to Primary 7. A year stage is defined as a group of pupils entering primary education at a common date. Composite classes are those where children of more than one-year stage are grouped together to form a class.

Schools are staffed to agreed standards based on the total number of pupils within the school regardless of the numbers of pupils at each year stage. This means that the head teachers are required to take management decisions to organize classes to make best use of available staff, resources and space. Balancing up the various factors involves both educational and organisational considerations. Head Teachers take into account a number of considerations when organizing their class structures.



In allocating children to composite classes, Head Teachers bear in mind the progress children have made in their learning. For example, a group of children of similar ability, or working at broadly the same pace - particularly in mathematics/numeracy and/or language/literacy - may be allocated to the same class. Parents should be reassured that, by using information about how pupils are progressing to inform groupings for composite classes, no child is being disadvantaged by being 'kept back' or 'pushed on'.

Normally such classes will be formed before the start of a new school year so that all involved know that class structures exist for the new school session. In certain circumstances, class restructuring may have to take place during the summer break or after a school session has started. However such cases will be very exceptional. Parents will be informed at the earliest opportunity of likely re-classification of classes to allow appropriate discussions to take place. Further information is available at the school.

5. Religious and Moral Education

At Struthers we focus on Christianity but also explore Jewish and Islamic faiths. Every fortnight we have an assembly and our Chaplains, Mr Tom Montgomery, Mr Derek Peat and Mr Richard Woods visit us. We hold a Scripture Union Club every Thursday lunchtime. We adhere to SOIED circular 6/9 the EDSCot Act 1980 and Scottish Govt Circular dated Feb 2011. 'Curriculum for Excellence - Provision of Religious Observance in Schools'. Parents may choose for their child(ren) to opt out of religious observance. Parents from religions 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.

6. Health & Wellbeing

Learning in 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.

Children and young people should 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.

At Struthers Primary we have a HWB approach called *Creating Confident Kids* and this is a whole school approach to supporting the wellbeing of our pupils. We also have Shanarri wheels in all classes which let children discuss the wellbeing indicators. The school also has buddy systems, Bully busters and a Conflict Resolution approach.

Personal and Social Education covers all areas of the curriculum and contributes to the Personal and Social development of the pupils. We have a new Rights based behavior policy called 'Right Path Reminders'.

It is part of our school's value system and is a significant contributor to the school's ethos. Struthers values are decided by staff and pupils at the beginning of each session. We firmly believe in promoting positive behaviour. To encourage pupils to adopt a sense of responsibility, Our House Captains run an incentive system where each child can earn a series of rewards for both him/herself and their class. Commendations are awarded for good behaviour,



good manners, showing consideration for others, effort and a personal high standard of work. Totals for each class are counted weekly and the winning house is 'rewarded'. The winning house receives an end of year trip celebration. Consistent demonstration of these qualities can result in children securing class dojos, house points or the class Right path badge. We also have Twitter account. We have recently worked with all staff, pupils and parent and cluster staff to create our new Anti-Bullying policy in light of new guidelines.

We also have a Breakfast Club that opens every morning at 8.15am. We can only achieve high standards of behaviour if we work in partnership with home and it is vital we approach this aspect consistently.

PE is taught for 2 hours each week and covers aspects of games, dance and gymnastics with focus on analyzing performance. It can often be outside and we ask that pupils have indoor and outdoor kit.

7. Equal Opportunities and Inclusions

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. Struthers has achieved its Level 2 RRS award.

The national legislation around equal opportunities and social inclusion includes:

- Children and Young People (Scotland) Act 2014;
- ASN Legislation;
- Equality Act;
- United Nations - Rights of the Child;
- Disability Discrimination Act;

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 (Additional Support for Learning Act 2004) (Amended 2009);

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 multi-agency meetings to assess and plan with all available resources (Additional Support For Learning Act 2004) (Amended 2009);

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 (Additional Support For Learning Act 2004) (Amended 2009);

Involvement of child and parent/carer: It is vital that the child and young person and parents/carers are involved in all of these processes (Additional Support for Learning Act 2004) (Amended 2009) 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 Coordinator who 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 includes ASN teams, Psychological Services and Quality Improvement Officers.

If you need further information on any of the above teams, contact your school Pupil Support Co-ordinator, Miss McBean.

We ensure that the philosophy of Equal opportunities for all permeates every area taught in our curriculum.

Struthers aim to promote equality of opportunity and justice for all in our school.

The school curriculum offers equal rights to all regardless of gender, colour, race, ethnicity, age, ability, religious affiliation or socio-economic status whilst avoiding stereotypical preconceptions.

We aim to ensure that the hidden curriculum mirrors the previous statement.

The school actively promotes genuine partnership with several community projects and local organisations e.g. JAM, Ayrshire College.

Poppy Scotland	RNLI
Hansel Village	Local Police
Parent Helpers	MacMillan Nurses
Fundraiser Group	St Meddans Church
CHAS	Rotary Club
Children 1st (Scotland)	OIR
Round Table	SSPCA
Age Concern	UNICEF
Local Foodbanks	

8. Assessment & Reporting

Assessment : How will your child's progress be assessed?

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-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 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 will usually take place at the end of a year in the summer term. The assessments will, as far as possible, accommodate the needs of children who require additional support.

Our focus as a school is to ensure pupils progress is closely monitored through their appropriate and well-paced learning journey. To support this assessment at the core we have newly developed assessment and tracking procedures which-

- ▶ Provide quality feedback to learners: This is achieved through teacher, peer or self-evaluation shared with learners in jotters, orally or through group discussion. For each aspect of learning children are given very clear Learning Intentions accompanied by Success Criteria to provide expectations on which feedback will be built.
- ▶ Monitor and track progress in learning: Staff constantly monitor pupil progress through informal and formal assessments. This is recorded in planning and on CFE grids. Staff meet with SMT 3 times a year for formal tracking meetings to share each individual child's progress. Targets are then set to challenge or support individuals.
- ▶ Provide information to those outside the school on learners' progress and achievements



This ensures we can support pupils through-

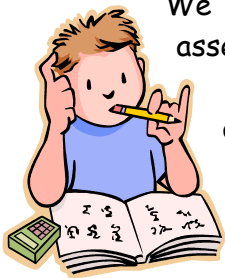
- ▶ greater breadth and depth of learning
- ▶ greater focus on the secure development of skills and knowledge
- ▶ progress across a breadth of learning
- ▶ application of learning in different and unfamiliar contexts
- ▶ effective planning and tracking progress
- ▶ summary of achievements
- ▶ effective preparation children and young people for the next stage in learning

Parents are invited to come into school in early September when we hold a parents' curricular evening. This gives parents the opportunity to find out more about the experiences their children will have during the session. There is also an opportunity to ask general questions. Individual children are not discussed during this evening. We usually have a parent workshop during this evening to familiarize parents with new school initiatives. Our first formal Parent's meetings are November but prior to those jotters will be sent home to allow you access to your child's progress. There is another formal parents evening usually in March where pupils progress is discussed in depth and any areas for action addressed. Parents receive a written report. We also track pupil achievements in their profiles and this is celebrated at assemblies led by our Pupil Achievement committee. We would also identify any pupils not offered such opportunities and provide school based activities to support this. Activities like the Award of Ambition and John Muir Award support this.

Assessment is a continuous process that includes:

Formative Assessment -

- ▶ Day to day activities staff use to check on pupils' progress
- ▶ Ensuring pupils are clear about what is to be learned and how they will know if they are successful
- ▶ Involving pupils in their learning by encouraging the use of peer and self-assessment
- ▶ Ensuring pupils are given timely feedback about the quality of their work and how to make it better
- ▶ Involving children in the planning of their work
- ▶ Encouraging pupils to set their own learning goals



We have developed a structured approach to formative assessment and active learning. Staff have received a wide range of training opportunities and formative assessment strategies are used throughout the school. Teachers ensure pupils are clear about the purposes of their lessons and promote effective use of self and peer evaluation.

Assessments for Excellence (AFE)

It is important that you know how your child is getting on at school. Your child's teacher will use a range of ways to assess your child and to tell you how they are progressing. Your child will be given compute-based exercises in reading and mathematics. The exercises are adaptive to your child's response and offer an evaluation of your child's skills in these key areas. This adds to the other information gathered by your child's teacher in different ways throughout the year to build a picture of how well your child is doing.

Primary 1 children are assessed when they enter Primary 1 and then again just before they move on to Primary 2. The AFE Primary 1 assessment is completed by working with your child one one-one basis and takes about 20 minutes. If necessary the assessment can be stopped part way through and completed at another time. This is useful if your child has difficulty concentrating for long periods.

The AFE Primary 1 assessments designed to allow as many children as possible to use them. They can be used for children with hearing impairments and for children whom English is an additional language. If your child cannot use the AFE Primary 1 assessment the school will use a range of different assessments that will provide information about your child's developmental needs.

S2 Curriculum-based Assessments are used to assess pupils' performance in Maths, Reading and Science at the end of S2. The assessments are curriculum-based and administered over three periods towards the end of S2. The results helps build up a comprehensive profile of what your child knows and can do, highlighting areas of strength and development needs.

Reporting and how your child's progress will be reported.

We have a Homework policy to ensure all pupils are consistently sharing their learning with you and what their expectations are. These are also on the school website for you to access. We have 2 formal parents meetings and regular review meetings for pupils requiring additional support. A formal written report is sent home in March giving a full account of pupil progress and achievements. We also send pupil jotters and profiles home each term for you to see how your child is progressing. Jotters and profiles will contain guidance on what they have achieved and their next steps and our

parental guidance sheets on the website help you see what this learning journey should look like.

The Curriculum for Excellence and CEM data for South Ayrshire are reported to members of the public in the annual performance report which is published in February each year. These are detailed in the school Standard and Quality report. Our new National Standardised Assessments will now be included.

9. Transition

We have a very well established transition policy across Early Level. This involves teachers undertaking joint planning to ensure they can see where children are coming from in terms of experiences and what their next steps are to help prepare them for this. Children get the chance to visit the school, have come and try sessions and we offer information sessions and workshops for parents supported by all the Early Level staff across all the establishments the children are coming from. Across the school we have curriculum frameworks for learning which set out a clear progression of skills to ensure staff understand the stages in their learning journey. Staff engage in 3 tracking meetings in levels and this also supports their understanding of not only the progress their children are making but what they have already experienced and preparing them for what they will be doing next. We then have a clear transition policy for pupils moving to Secondary. This starts in P6 with enhanced transition for pupils who require additional support. For all other pupils this process involves early visits to the Secondary they will be attending, opportunities to participate in social events, sporting activities and quizzes to allow children the chance to get to know their new peers. We also have transition Literacy and Numeracy projects. For Literacy this is a critical literacy skills

project built around the novel Skellig and in Numeracy the development of Number Talks. Pupils generally transfer to Marr College, Dundonald Road, Troon. KA10 7AB 01292 690022.

Pupils are normally transferred between the ages of 11 $\frac{1}{2}$ and 12 $\frac{1}{2}$ years to ensure that they will 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. Additional Support for Learning

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 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 3rd 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.

Our school Pupil Support coordinator is Miss McBean and she will be available to meet with you to discuss any concerns you may have about your child's needs and how they can be supported. We do not have any specialist provision at Struthers but are an inclusive school and will put in place appropriate learning or emotional supports we can access. We also have a Pupil Support Teacher 1 day a week, Miss Nelson. Our Support Assistants are fully timetabled in classes and follow a detailed programme for supporting pupils in class. We are Dyslexia friendly school and also use many ICT programs to assist learners. Please also refer to our Homework policy.

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 care policy of inclusion to carry out these duties



of support. The authority is also committed to maintain a range of specialist establishments and services to support the whole continuum of needs.

What are additional support needs?



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 particularly able or talented
- has emotional or social difficulties
- is bereaved
- is deaf or blind
- is being bullied
- is not attending school regularly

These are just some examples.

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 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:

- o Psychological Services;
- o Peripatetic Services e.g. Visual Impairment and Hearing Impairment;
- o Home Link Team;
- o Looked After and Accommodated Service;
- o Learning and Inclusion Team;
- o School Support Assistants;
- o Additional Support for Learning Teachers;
- o Home Tutoring;
- o 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. Parent's 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 612201

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 612406, 612292 or 612504

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

11. Psychological Services

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 wishes 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 in health, social work, police, Children's Reporter, 3rd sectors 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.girfec-ayrshire.co.uk/home/> and 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-guidance-June-2017.pdf>

12. 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:

- o helping them learn about their personal safety, including internet safety;
- o being a trusted adult who children and young people may turn to for help, and who will take them seriously;
- o identifying when children and young people may need help; and
- o 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.

The school or education authority can give you more information if you want it. If a CSP is being prepared for a child or young person, the authority must take account of the views of parents. This should be when deciding to prepare CSP and when reviewing the CSP. In addition the views of parents on any aspects of the CSP should be written into the plan.

about any concerns you may have. For more information you can contact the following officers:

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

Pupil Committees 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. At Struthers every pupil from P3-7 is part of a committee which is focused on School Improvement and they select which committee they wish to be part of.

13. School Improvement



Struthers Primary School is ambitious in terms of outcomes for all our pupils. Through constant reflection of our practice, our data and audits of views this self-evaluation has shown us that we have made significant improvements in our service. This is all detailed in our Standard and Quality report which is available on our School website. Our growing population and feedback for stakeholders give us huge momentum to continue to build on our good practice and look at where we can still improve.

Our focus this year is around developing Literacy especially attainment in reading and looking to make Struthers a Reading School. We are also developing pupil maths applications in word problems. We are keeping abreast of all new procedures in keeping our children safe and achieving. A copy of our SIP is on the school website and this is validated by the recent HMIe report.

www.educationscotland.gov.uk and follow through inspection on our website.

Our achievements have been to secure two Eco Green Flag, raise money for many local and global charities such as UNICEF, SSPCA, CLAPA, Children in Need and Troon Lifeboat and our annual very successful MacMillan Coffee Morning. We have achieved the Rights Respecting Level 2 award and we have Dyslexia friendly School Gold status. We also have participated in Ayrshire Musical Festival, K'nex Challenge and participated in Netball and Football championships successfully.

All P7 pupils successfully achieved their Award of Ambition and pupils achieved their Junior Leaders awards and then coached younger pupils in lunchtime school sports clubs. Please visit our website to read the Standard and Quality report which gives a detailed overview of all our achievements.

Our achievement data is discussed annually with our Parent Council and monitored termly by SMT to ensure pupils are working to reach their full potential. We offer both Lunchtime Clubs and After School Clubs. These include Choir, Scripture Union, Football, Dance, Homework, Athletics, Ball Games and Drama. Some of these are supported by Active Schools.

14. Pupil Committees



Pupil Committees play a vital role in school improvement and at Struthers all P3-7 pupils participate in school committees. They meet every fortnight and look at how we need to improve our school. This is then displayed on our SIP wall.

Our committees are:

- Health & Wellbeing
- House Captains
- Eco
- Rights Respecting Schools
- Literacy
- Numeracy



We also welcome Parents to join us on these committees to ensure we get all views