



**East Ayrshire Support Team
2019-20**

EAST Manager's welcome message



Catherine Rodger

I am pleased to present to you the East Ayrshire Support Team (EAST) Handbook for 2019-20. The purpose of this handbook is to provide an insight into the aims, the organisation and the general ethos of East Ayrshire Support Team.

EAST is made up of

- Core Support Team (Core Learning and Social, Emotional and/or Behavioural Needs)
- Communication Outreach Team (COT)
- Early Language Centre (ELC)
- English as an additional language (EAL) Team
- Hospital Education Service (HES)
- Visual Impairment (VI) Team

The team consists of teachers and classroom assistants and is led by myself, the EAST Manager, with the support of Principal Teachers.

EAST works collaboratively with learners, parents/carers, establishments, Education Groups and other agencies to contribute to the provision of effective support for learners with additional support needs to help them achieve their individual targets and reach their full potential. It supports the development and implementation of whole school approaches to effective teaching and learning and offers specialist support where this is required. The team contributes to East Ayrshire's support policies and procedures, develops new materials and approaches as well as supporting the implementation of relevant support strategies and initiatives. It also supports Professional Learning (CLPL) of colleagues by raising awareness of a range of additional support needs and their impact on learners as well as providing advisory support on appropriate strategies. In addition, EAST hosts an annual Forum to share its services with parents/carers and interested colleagues including all

probationer teachers.

One of the factors which is crucial to the success of any learner's school life/career is positive and productive partnership working. Working together we aim to provide an appropriate and motivating curriculum and create an ethos of the highest quality that will help learners overcome barriers to become successful learners, confident individuals, responsible citizens and effective contributors.

I look forward to meeting and working with our new and existing children/young people, parents/carers and schools over the coming months and years. Please do not hesitate to contact me if you wish further details about any aspect of EAST.

Yours sincerely,

Catherine Rodger

EAST Manager

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//twitter.com/eac_east

Or @eac_east

Stages of Education provided for:

- Core Support Team (Core Learning and Social, Emotional and/or Behavioural Needs)
 - 5-18
- Communication Outreach Team (COT)
 - 2-18
- Early Language Centre (ELC)
 - 3-8
- English as an additional language (EAL) Team
 - 2-18
- Hospital Education Service (HES)
 - 5-18
- Visual Impairment (VI) Team
 - 0-18

Current Roll – N/A

Denominational Status – N/A

We do not provide teaching by means of Gaelic language

Section 1

What we do

East Ayrshire Support Team recognises the importance of positive co-operative working and aims to build positive working relationships with all partners to ensure that our children/young people are supported appropriately and timeously on their lifelong learning journey.

EAST is committed to provide a nurturing and inclusive environment that supports all children/young people in order to help them become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors and reach their potential. EAST endeavours to work with colleagues to deliver an inclusive support provision where everyone is treated equally and achieves the following aims:

- To provide an integrated, high quality and sustainable service that supports the growth and development of children and young people who have additional support needs, supporting them towards their full potential by providing the most effective support at the earliest point
- To work collaboratively with schools, parents/carers, partners and children and young people to reduce barriers to learning and develop an inclusive approach to meeting additional support needs, at a local level where possible
- To support and contribute to East Ayrshire systems and strategic developments linked to additional support needs, taking account of national and local priorities in the delivery and development of the service
- To help narrow the attainment gap by raising attainment and increasing achievement of children and young people who require additional support
- To improve educational and life outcomes for children and young people with additional support needs by working collaboratively within the service and in partnership with stakeholders to share knowledge, practice, innovation and resources
- To facilitate access to an appropriate curriculum using a range of teaching and learning strategies and resources and monitor progress, attainment and achievement through effective planning and tracking
- To ensure that the aims of the service support children and young people and their families across the full spectrum of ASN

Building Positive Relationships

Staff within EAST strive to create an environment where all children/young people can learn in an atmosphere in which they feel safe and ready to learn. When working within establishments we follow East Ayrshire's Relationship Framework which incorporates East Ayrshire's Respect Me Policy. We work together with colleagues to implement these effectively to meet all children/young people's needs.

A recognition that all behaviour is communication and that the role of staff is to help the child communicate in an appropriate way and help support any change in behaviour that is causing a barrier to their development.

Effective learning and teaching only comes through building positive relationships that are built on a foundation of mutual respect. Staff aim to build these relationships through Nurture principles, Restorative Approaches, GIRFEC and Solution Oriented Approaches.

Additional Support for Learning

EAST plays a central role in supporting the spectrum of ASN through SC76. The team works collaboratively with Education Groups, schools and Early Childhood Centres to provide effective support for children and young people (aged 3-18 years) with additional support needs. We aim to help them achieve their individual outcome based targets, reach their full potential and ensure they are safe, healthy, active, nurtured, achieving, respected, responsible and included.

EAST supports the development and implementation of whole school approaches to effective teaching and learning and offers specialist support where this is required. The team contributes to East Ayrshire's support policies and procedures, develops new materials and approaches as well as supporting the implementation of relevant support strategies and initiatives. It also supports the continuous professional development of colleagues, raising awareness of a range of additional support needs and their impact on children and young people as well as providing advisory support on appropriate strategies.

The role of the EAST Teacher

The role of EAST staff is to support children/young people using the GIRFEC vehicle to remove barriers to learning, enabling children/young people to access rich relevant learning experiences. Ways this is achieved include:

- Teaching co-operatively with class teachers
- Direct teaching of individuals, groups or classes for a planned support purpose (this does not include absence cover unless in emergency situations)
- Completing and regularly updating and reviewing of team paperwork
- Working with school staff in the preparation of Action Plans/ Individual Learning Plans / Co-ordinated Support Plans
- Advising teachers in the selection of appropriate methodologies, approaches and resources
- Staff development
- Planning and developing differentiated materials and resources
- Liaising with outside agencies
- Activities to ensure progress and attainment for identified children/young people

Team information

Core Support

The Core Support Team supports effective provision for children/young people through:

- Supporting early identification and assessment of children/young people
- Joint planning with colleagues to provide access to an appropriate curriculum using a range of teaching and learning strategies
- Targeted teaching for specific purposes
- Monitoring and reviewing progress of children/young people with school staff and other agencies
- Providing specialist support and assessment
- Curriculum development
- Staff development

The Core Support Team comprises five main elements:

- Core allocation to schools
- Flexible support
- Intensive support
- Campus support
- Re-integration support

Core allocation to schools

The team provides a core allocation to each school in the authority to help support their provision for children and young people with additional support needs. EAST staff have access to a range of resources and specialised equipment which they use to provide targeted support to identified children/young people. Joint planning and liaison regularly take place with class teachers.

Support may take the form of direct teaching, either in a co-op setting or through extraction. Staff can also provide support with assessment and offer advisory support on a wide range of resources and approaches.

Flexible Support

To help address need in a timely manner, EAST has a small allocation of flexible support which is accessible to all establishments in the authority. This flexible support includes:

Closing the Literacy Gap

Trained staff offer targeted literacy support to identified children/young people in Primary 2 and upper primary. Currently P2 children are selected through a referral process and upper primary children through screening processes.

Literacy outreach

Some children and young people who have literacy difficulties are able to access targeted, specialist support determined by need and available resources.

Intensive Support

EAST staff work in collaboration with the school to help young people through any difficult periods they may be experiencing in their school life. Support will always focus on the needs of the young person and can range from targeted individual work to training for the whole school staff.

Communication Outreach Team

The Communication Outreach team offers support to establishments who are working with children or young people from 2 to 18 years who have a significant Social Communication Difficulty (SCD) including Autism Spectrum Disorder (ASD).

The service provided by the team is designed to support schools that require this specific additional input, as part of the staged intervention model. The team operates alongside other existing support networks e.g. Speech and Language Therapy (SALT) with the aim to support relevant staff in schools to develop skills and implement appropriate strategies to meet the needs of identified learners.

The Communication Outreach Team is made up of teachers and classroom assistants who work in establishments across East Ayrshire on a peripatetic basis. A Principal Teacher has first line responsibility for the Communication Outreach Team.

Staff within the Communication Outreach Team undertake additional personal study to remain abreast of current best practice regarding learners with a Social communication difficulty.

What the service does:

The service offers a range of support packages for staff and learners including:

- Provides advisory support on implementing ASD/SCD specific strategies such as social stories, visual supports etc.
- Advice on target setting in Child's Plans
- Staff training e.g. ASD awareness, strategy training, individual or whole staff, classroom assistant support
- Supporting transitions e.g. through social stories, learner passports, supported visits to new establishments, preparing learners for change
- Development of Personal Communication Passports alongside key school staff
- Awareness Raising for class groups in primary schools about Additional Support Needs, specifically ASD/SCD. Behavioural strategies, for example emotional awareness, social skills etc.

- Consultancy with key staff, for example, on creating an ASD/SCD friendly environment

For further information contact:

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EAL (English as an additional language)

Over 20 languages are spoken in East Ayrshire, including Polish, Russian, Tagalog, Arabic, Latvian, Chinese and Urdu. EAL children/young people are supported in over 20 establishments.

Children/young people are valued as individuals and as members of their particular ethnic or cultural group. They are encouraged to recognise and acknowledge their bilingualism as a positive attribute.

The EAL team provides support for children and young people in East Ayrshire who:

- have little or no English
- have limited English
- appear fluent in English but are not achieving their full potential

The EAL team is made up of teachers and bilingual support assistants (BSA) who work in schools and Early Childhood Centre's (ECC) across the authority on a peripatetic basis. They provide support within the child/young person's mainstream establishment. A Principal Teacher has first line responsibility for the EAL team.

What the service does:

- The EAL team works with children and young people and their families across East Ayrshire, who come from varied cultural and linguistic backgrounds.
- The EAL team supports learning and teaching at all levels for children/young people in East Ayrshire whose first language is not English. It works closely with the children/young people's class and subject teachers to provide support in all curricular areas
- The team are able to carry out initial assessments as well as offer support with further assessment as required. EAL staff take part in multi-disciplinary planning and review meetings where appropriate
- Team members undertake additional training and are able to support ECC's and schools in creating a supportive environment for children and young people whose first language is not English. The team is also able to provide advice and information on alternative courses and examinations for secondary children/young people.

- Close links with parents and carers are established through informal visits and discussions, open days and parents' evenings. In addition, a range of materials and supports in community languages have been developed to increase support to children/young people as well as to increase parental support and involvement
- The EAL team provides CLPL about strategies, advice and information regarding the learning needs of EAL children/young people

For further information contact:

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Principal Teacher

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(ELC) Early Language Centre

The Early Language Centre (ELC) is staffed by personnel from both Education and NHS Ayrshire & Arran Primary Healthcare Trust. The Early Years Language Centre Team consists of a teacher and a Senior Speech and Language Therapist. The team is supported by an Educational Psychologist.

Support is provided both within the Centre at Crosshouse Campus, and by staff visiting schools and ECCs to work with the children.

What the service does:

- Holds a multi-agency admissions panel in collaboration with Psychological Services
- Assesses a child's language difficulties using formal assessments and by observation within the resource or ECC
- Devises a personalised language programme based on the individual needs of the child to be delivered on a one to one basis or in small groups
- Delivers outreach support to children/young people who have left the facility, on either an individual or small group basis in the primary school
- Reviews child/young person's progress at regular intervals
- Provides transition information on transfer to primary school
- Holds regular discussions with class teachers to ensure that the child's learning needs are being met within the framework of a Curriculum for Excellence
- Contributes to school staff continuous professional development in areas related to specific language or communication disorders

Parents and other professionals are encouraged to visit the establishment to see the programme in operation.

The Early Language Centre is a provision which caters for the needs of children with a severe, specific language delay or disorder from their pre-school year until the end of Primary 3 adopting a multi-disciplinary approach to supporting children and staff in mainstream schools and ECCs.

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(HES) Hospital Education Service

During his/her school life, a young person may need to spend some time in hospital, due to illness, accident or for treatment of a particular medical condition. These admissions to hospital may be for an extended period, or for some young people, may involve frequent re-admissions. The Hospital Education Service exists to offer education to young people in such circumstances and provide support emotionally as well as educationally. The service consists of one teacher, based in the Paediatric Ward of Crosshouse Hospital.

What the Service does

- Provides a class base where children/young people, not confined to bed, can be engaged in educational and recreational activities
- For those children/young people unable to attend the classroom, teaching takes place at the bedside where appropriate; a few other children/young people may join the teacher to allow discussion and social interaction for the child confined to bed
- Communication with parents is maintained regarding the educational progress of their children while they are in hospital
- Links with the base school are maintained to ensure continuity and progression of education, and consistency of approach and material used
- The hospital teacher works as part of a multi-disciplinary team and collaborates with colleagues from other services and agencies, including medical staff
- The service can keep the young person in contact with the familiar world of school, minimise the isolating effect of illness and ease the eventual process of return to school

For further information about HES contact:

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Visual Impairment Team

The Visual Impairment Team consists of an educational support base in Grange Academy, which has the facilities to cater for partially sighted and blind children/young people of secondary age, and a peripatetic service which supports children/young people with visual impairment within their own ECC, mainstream establishment or special school. It also offers a service to pre-3 children and their families. The service works closely with Social Work and the Community Paediatrician and has the support of an Educational Psychologist with a specific remit for V.I.

What the service does:

- Offers specialised assessment of children and young people with visual impairment
- Assists school staff and educational establishments who are making provision for a visually impaired young person in their understanding and management of the visual difficulty
- Advises on adaptations to materials, specialist resources or strategies necessary to support children/young people
- Prepares or assists in the preparation of teaching materials for children/young people, including Brailled text
- Provides advice and training on the use of appropriate technology to support children/young people
- Provides a teaching or monitoring input as appropriate
- Participates in multi-disciplinary meetings for planning and review
- Works collaboratively with other agencies to provide coherent support for children and young people
- Arranges mobility training within the school environment and within the local community, organised in partnership with the Social Work Department
- Provides information and support to parents of the children and young people
- Involves the children/young people in decision making
- Supports the continuous professional development of staff in educational establishments

The Visual Impairment Team provides support to children and young people with visual impairment in pre-school, primary and secondary educational establishments. It also makes home visits where appropriate.

The Service assists schools, parents and colleagues in the assessment and management of children and young people who have visual difficulties.

Referrals to the Service usually come from the Community Paediatrician or via the educational Prescat system. Educational establishments can also make referrals to the service, with parental permission.

For further information contact:

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Parental Involvement

Each academic session EAST facilitates a Forum with a varying focus/theme. This occurs in October and the venue changes annually to allow access as many parents of children/young people with ASN as possible. Over the last few years, the focuses has included 'An Introduction to East Ayrshire Support Team', 'Dyslexia Friendly Schools' and '1-2-3 Magic©'.

A range of displays, resources and staff from different areas of the team are available for interested parents/carers. These stalls vary each year and examples include:

- CLG (Closing the Literacy Gap)
- EAL (English as an Additional Language)
- Highly Able
- ILP's
- Massage in Schools
- Motor skills / JiM
- Solution Oriented Approaches
- DFS (Dyslexia Friendly Schools)
- Early Language Centre (ELC)
- Hospital Education Service (HES)
- ICT Resources
- Maths Recovery
- Restorative practices
- VI (Visual Impairment Service)

Section 2

Transition

EAST supports the Scottish Government's approach to GIRFEC (Getting it Right for Every Child). This means that if a child/young person needs support, there will be one co-ordinated assessment and one plan for that child/young person.

When a child/young person spends time within the Campus class, HES or the ELC, EAST staff will work closely with the child/young person's base school/ECC to ensure as smooth a transition as possible between educational establishments.

Open lines of communication between children/young people, parents and staff will be a priority to ensure the children/young people's needs are effectively met and a continuity of support is maintained.

Transition from primary to secondary school is a crucial time for all children/young people, not least those with additional support needs. EAST staff, in conjunction with the children/young people's base establishment, will endeavour to ensure all relevant information is passed on to the relevant secondary establishment and aid as smooth a transition as possible for children/young people.

For children/young people with SEBN and in receipt of outreach support, EAST can offer an intensive outreach support package for the initial few weeks of secondary school where required. In order to help settle the young person into their new environment and ensure all staff are aware of how best to support these young people in order to help them reach their potential and maintain their mainstream educational placement.

Section 3

Campus Class Support

Occasionally the needs of a child or young person cannot be met within the mainstream school environment and a move to an EAST Campus class is agreed as the most appropriate option. This type of placement is accessed through the Authority Screening Group (ASG) when all other supports at the school's disposal have been exhausted. It is generally for a time limited assessment period, typically up to six weeks.

Primary children attend the EAST Nurture Class in Altonhill Campus, Kilmarnock. Secondary Children in S1-4 attend the EAST Campus class in Altonhill Campus, Kilmarnock.

Nurturing principles underpin the ethos in all EAST Campus classes.

Within EAST Campus, we have achieved our Gold Dyslexia Friendly School Award and are committed to continuing on this journey to help meet the needs of all learners by putting the learner at the centre of the curriculum and ensuring that barriers are removed to enable them to:

- Participate and learn to the best of their ability.
- Gain as much as possible from the opportunities which Curriculum for Excellence can provide
- Move into a positive and sustained destination.

While children/young people are attending a campus class, they remain on their school roll and all curricular resources are supplied by their school. Liaison between EAST staff working with the child or young person and the school takes place on a regular basis. Ideally, this is done face to face and enables the uplift of curricular resources to take place, thus ensuring the child/young person keeps up to date with core class work. On occasion, the liaison may be done by telephone or e-mail.

The purpose of the assessment period is agreed before the child or young person starts attending the relevant Campus class. Appropriate assessments are carried out as and when required. This is then reviewed at the end of the agreed assessment period and next steps identified and taken forward.

Campus contact info:

EAST Altonhill Campus, Auchencar Drive, Kilmarnock. KA3 1QD

Tel: 01563 572715/538951

Parents and other professionals are encouraged to visit this establishment.

Re-integration Support

On occasion some children/young people benefit from a short period of time away from school in one of the EAST support campus classes. When children/young people are ready to return to their home school, they can be supported by a member of EAST staff to promote a smooth transition back into school.

Working with you

We pride ourselves on an excellent working relationship with parents, valuing the important role you have in school life. The Altonhill Campus is open to you at any time from special events such as DFS open days, charity coffee mornings and parental participation in the Massage in Schools Programme.

We'd also encourage you to come along and work with children during activities or outdoor education, but please note that all adults working with children need to be Disclosure Scotland checked and we can arrange this if necessary.

We also may give your child information to take home in their school bag - please encourage them to pass these on and check their bags regularly.

Supported Learning

We work with you and your child to offer a tailor made educational programme. The campus provides a truly nurturing environment, to give your child every opportunity to succeed with the individualised support required.

Your child's needs will be identified and assessed at the earliest opportunity and, working with you, we'll set out a plan aimed at helping them achieve their full potential.

Working with you, your child's school, our partners and other agencies, we can offer your child a wide range of specialised support and teaching strategies, targeting our teaching to your child's strengths, as well as helping to identify areas for further development.

Progress will be reviewed regularly and we'll keep you fully informed as your child moves through the school and their learning continues.

Learner activities

Learners attending the campus are involved in a wide range of activities:- outdoor learning incorporating various activities, massage in schools, All About Me and More About Me, sport, music, cycling, art and more.

We'll also let you know in writing about sensitive areas of learning such as sexual health and relationships, parenthood and drugs awareness and please contact us to discuss any aspect of these subjects with us.

Campus and Community

As our campus is an integral part of the local community, your child will be taught the importance of treating the community - and those who live in it - with respect.

We enjoy supporting and taking part in events, local fairs, fund-raising for charity and so on and our aim is to build goodwill between all members and organisations in the local area and the school.

Spiritual, social, moral and cultural values

This forms an important part of education, assisting learners towards developing consistent values, attitudes and practices from their experience.

Religious Education encourages your child to become aware of different interpretations of religion and, through personal experience, to appreciate dangers of prejudice.

Parents from ethnic minorities can ask for their child to be absent from school for specific religious occasions – please contact us if this is something you would like to discuss.

If you do not wish your child to take part in religious activities, please notify campus staff who will make any necessary arrangements.

Homework

Children can be given homework activities to help reinforce classroom learning and also develop skills outside the classroom.

Homework also offers opportunities for you and your child to work together on challenging and motivating tasks and we'd ask you to play an active part in assisting your child in their homework, helping you to have a better idea of what is - and is not - understood.

Parents also tell us that homework has a positive impact on their child's learning.

The type of tasks undertaken as homework is up to the individual teacher, but is likely to include subjects such as:

- Spelling
- Literacy
- Mathematics
- Social Subjects/Community projects
- Enterprise
- Research/Investigations

Attendance and absence from EAST Campus

We take attendance at school seriously. If your child is going to be absent from the Campus, please let us know by 9.15am on the first day of their absence, explaining the reason.

More information on how attendance and absence is recorded is available in the Council Schools Handbook.

Anti-bullying policy

While we believe bullying is not a serious issue in the school, we all have a major role to play in promoting a school which is 'bully-proof.'

We work hard to develop a caring culture where children/young people are encouraged to report all instances of bullying, regardless of the form it may take. The topic is addressed at assemblies, in Skills Development classes and in other areas of the curriculum.

If you are concerned about bullying please contact us. We'll work with you to focus on the actions to be taken and how your child can be supported.

Dress Code

Within the Campus there is no uniform however learners are encouraged to wear their school uniform if they are attending as part of a split placement.

Campus security

Security is an absolute priority for us and, during school hours, our doors will be locked. We welcome visitors to our campuses and if you do come to see us, please use the main entrance and report to reception.

We'll ask you to sign on and, if you've come by car, we may record the registration number.

We'll also ask you to wear an identification badge or sticker at all times and, when you leave, please sign out.

If your child arrives late for school, or returning after an appointment they should report to reception before going back to class.

School Canteen Facilities

There are no onsite school canteen facilities within Altomhill. If your child is entitled to a free school meal, a packed lunch will be delivered to the Campus.

Medical conditions

It's essential that you let us know of any particular medical conditions or requirement(s) your child might have.

Please note that we need your written consent for the administration of any medicines.

Please also let us know of any change in your contact information, any change in a child's medical condition, or treatment and of arrangements we should make should your child become ill, or need require to be taken home.

Complaints Handling

Should you wish to comment on or make a complaint about any aspect of EAST provision, you should contact Catherine Rodger, EAST Manager in the first instance. Our aim is to resolve as many complaints as possible at the first point of contact.

Catherine Rodger

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Section 4

Children attending the Campus will follow the curriculum of their base school.

Section 5

EAST Achievements

Below you will find a summary of EAST's main achievements over session 2018/19; further information can be found in our Standard and Quality Report.

- EAST SMT has offered specific training for all Primary/Secondary and ECC Establishments school staff on the new Children/Young People's Act (2014) and East Ayrshire's updated Standard Circular 76 through training afternoons and school based support on a needs led basis. EAST SMT also facilitated Community of Practice sessions for primary ASN Co-ordinators on SCs 76/11 and the use of EA ASN Audit toolkit. These sessions provided opportunities for staff to engage in professional dialogue on implementation provide further support/ guidance and gain feedback.
- EAST has continued to support the health and wellbeing needs of learners across EAC through providing 12 primary schools with Massage in Schools Training, bringing the total to 25 schools. In addition EAST has support the roll out of Massage in Schools Programme to wider groups in EAST Ayrshire including practitioners from Early Childhood Centres
- Restorative Approaches- 2 day Restorative Approaches trainers course delivered to 23 practitioners which included class teachers from primary schools and SAC, classroom assistants, Social Work and Vibrant Communities.
- DFS - In June 2019 a further 9 establishments attained an East Ayrshire Dyslexia Friendly School Award and 1 was recognised for maintaining their Gold Award. This brings the total number of establishments with at least a Bronze Award to 42 (34 Primary Schools, 4 Secondary Schools 3 specialist provisions and Rathbone (independent school)) which equates more than 81% of eligible establishments.

- Dyscalculia- SC 102a was launched this session with training being delivered to all ASN co-ordinators and 25 class teachers. 29 learners from 13 establishments have been referred to be assessed through the process.
- CA Coaches – CA coaches have continued to support colleagues across the authority to implement a range of strategies and resources through in-school modelling and coaching sessions. In addition staff have planned and provided two CA training events in February 2019. Over the two days there were 203 classroom assistants who accessed training on GIRFEC as well as four workshops delivered by the CA coaches. The attendees were asked to complete an evaluation form (93% return) and note suggestions for future training events in Session 2019/20.
- Two EAST teachers accessed a comprehensive training programme around significant phonological disorder incorporating attendance at ELKAN training, shadowing, and visiting an establishment in another authority delivering a bespoke package of support for identified children as well as extensive professional reading. Four children who had significant phonological disorder were directly supported for up to 4 sessions per week.
- Word Aware- 15 primary establishments have been provided with CLPL/In-service training on STAR Topic/ STAR Literacy and the implementation of it in class.
- ELC- There has been a greater use of outdoor area for teaching and learning opportunities. Outdoor activities has encouraged communication in learners who find the classroom an overwhelming environment and has provided opportunities for messy\sensory play
- HES - In partnership with play specialist & Hospital Scout \Guide group have completed Level 2 and working towards Level 3 of RHS School Gardening Campaign

- COT – Staff within the Communication Outreach Team have continued to provide appropriate and proportionate, high quality targeted support with a focus on building capacity within 20 East Ayrshire’s educational establishments.
- *EAL* - EAL teachers have worked alongside EAST Manager to update Standard Circular 78 and updated EA Gypsy and traveller Handbook, EAL Glow tile to ensure all materials incorporate up-to-date documentation and guidance.
- VI- VTI’s have researched best methods of teaching music notation to a blind learner,

EAST Improvement Plan

Over session 2019/20 we have three main priorities within which we are focusing our Improvement Plan:

Meeting the spectrum of additional support needs of children and young people in East Ayrshire to ensure they reach their full potential:

- Improve pedagogy across all areas of EAST through embedding formative assessment in all interventions offered by all areas of EAST
- Develop training matrix for East Ayrshire CAs and deliver training sessions to relevant CAs
- Support an increased and timely identification of learners who have dyscalculia
- Increase skills in numeracy through developing a Closing the Numeracy Gap programme
- Improve learner engagement and raise attainment through OLEA experiences for learners with various additional support needs (Core)
- Improve attainment of learners in East Ayrshire primary/secondary and special schools by supporting establishments to work towards completion of East Ayrshire Dyslexia Friendly Schools Awards
- Work collaboratively with SaLT to deliver the Speech Sound Intervention to identified learners and develop resources to support the intervention
- Fully support targeted children and young people with literacy difficulties
- Fully support children with a visual impairment
- Fully support EAL learners additional support needs
- Fully support learners' additional support needs through ELC placements
- Improve the learning experience of learners in HES

Build capacity in EAST and in all schools across East Ayrshire

- Fully support children and young people with communication difficulties

Critically engage with literacy, research policy, legislation to shape 'best practice' in provision in relation to ASN across East Ayrshire

- Support EAST/school colleagues to adapt provision in line with new Children/Young People's Act (2014)
- Upskill EAST/school colleagues in relation to 'best practice' in terms of supporting children and young people within GIRFEC and East Ayrshire's Standard Circular 76
- Complete ASN audits for targeted schools in collaboration with SEM, Data & Performance
- Continue needs led support with identified schools through ASN audits 2019/20
- Update SC76 following feedback from schools at end of session 2018/19
- Update all ASN paperwork on GLOW – GIRFEC, ASN tile
- Create SLCs within targeted schools within East Ayrshire

Section 6

Assessment and Reporting

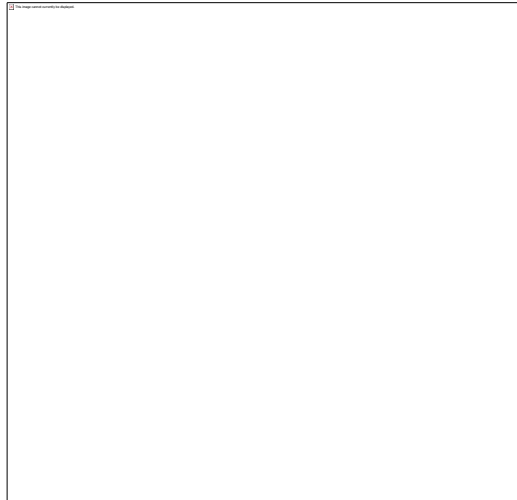
EAST staff work in conjunction with base schools to assess and monitor children/young people's progress. EAST have a bank of assessments which can be utilised to assess the literacy, numeracy and health and wellbeing needs of children/young people in order to plan next steps and remove barriers to learning.

The purpose of assessment is

- To support and maximise development and learning
- To give assurance to parents and relevant stakeholders about progress
- To provide a summary of what learners have achieved
- To inform future improvements

Within EAST and indeed across all educational establishments within East Ayrshire, assessment is an ongoing process of gathering, structuring and making sense of information about a child/young person, and his/her circumstances. Assessment is a dynamic process with the child/ young person at the centre. As a result it should not be divorced from other aspects of the child/young person's life either at school, home or in the community. It will usually include discussion with parents and professionals involved with the child/young person, for example, class teacher, Support for Learning staff, Speech and Language Therapist. It should build on other assessment information already available. It may involve observation in one or more day-to-day situations and/or individual work with the child/young person as required and should take account of the views of the child or young person.

The triangulation approach to assessment is one which EAST utilises:



By using a process known as triangulation, we can obtain data from a number of different sources; thereby ensuring sufficient data is collected in order to gain a rich picture of the problem.

By collecting data from multiple sources, we can verify the data we collect thus increasing the likelihood of an accurate picture of the problem.

This makes the process more reliable and valid, reducing the likelihood of relying on a 'one off test' or on one person's opinion.

Ultimately, assessment needs to meet learners' needs and enable all learners to achieve aspirational goals and maximise their potential. Assessment practice should follow and reinforce the curriculum and promote high quality learning and teaching approaches. It needs to support learning by engaging learners and providing high quality feedback and approaches should be proportionate and fit for purpose.

Section 7

Further information

EAST CLPL Calendar

EAST offer an established CLPL Calendar providing quality CLPL to interested East Ayrshire staff to enable them to meet the spectrum of needs of East Ayrshire's children and young people

Courses on offer include:

Assessment (TLC)	<p>These CLPL sessions will increase staff knowledge of the East Ayrshire Assessment Cycle and put the assessment cycle into context of Standard Circular guidance.</p> <p>This comprises of a number of sessions, all of which must be attended.</p> <p>It is aimed at: all practitioners.</p>
Better Relationships Better Behaviour (TLC)	<p>These CLPL sessions will look at building positive relationships through the 5 Love Languages At School Resource – “Lessons that promote academic excellence and connections for life.”</p> <p>This comprises of six sessions, all of which must be attended.</p> <p>It is aimed at: all practitioners.</p>
Closing the Literacy Gap	<p>This CLPL session will introduce staff to the CLG P2 and CLG (Transition) interventions it will incorporate assessment process and resources.</p> <p>It is aimed at: practitioners and SLT who want to enhance their skills and knowledge in meeting learner's needs</p>

through this support.

Cross-Curricular
Activities Linked
to Outdoor Education

This CLPL session will provide attendees with strategies/activities for delivering areas of the curriculum in an outdoor setting – these activities can be introduced quickly and easily in the school grounds to enhance learning and teaching.

It is aimed at: all practitioners.

Developmental Co-
ordination Disorder
(DCD)/Jump into
Movement

This CLPL session will raise awareness of DCD/dyspraxia and the impact it can have on children. It will also provide practical strategies for working with children.

It is aimed at Primary practitioners.

Dyscalculia

This CLPL session will raise awareness of dyscalculia and the new East Ayrshire Dyscalculia and Specific Difficulties with Number assessment process.

There are courses aimed at ASN Co-ordinators and others aimed at Primary & Secondary Teachers.

English as an
Additional Language
(Early Years)

This CLPL session will give an overview of bilingualism and raise awareness of the strengths and development needs of EAL children in the Early Years. It will also offer strategies to enable EAL children to access the curriculum.

It is aimed at: ECC practitioners.

English as an
Additional Language
(New to English)

This CLPL session will give an overview of bilingualism and raise awareness of the strengths and development needs of EAL students who are new to English. It will also explore strategies for teachers to support EAL students to

access the curriculum.

It is aimed at: primary and secondary practitioners.

GIRFEC

- GIRFEC Training
- Outcomes and Action Planning Workshop
- Outcomes: Starting a Conversation
- AYRshare Training
- Chronology of Significant Events Workshop

Highly Able

This CLPL session will raise awareness of highly able learners and how they can be supported and challenged within the school setting.

It is aimed at: all practitioners.

Highly Able (TLC)

These CLPL sessions will facilitate a teacher learning community to support the needs of highly able learners. Themes explored will be determined by the group but may include identification and how to provide challenge within areas of the curriculum.

It is aimed at: all practitioners.

Hospital Education Service

This CLPL session will give an insight into the Hospital Education Service (HES). It will include a presentation covering: legislation, rationale, aims and provision of the HES concluding with a short tour of the Paediatric Unit.

It is aimed at: all practitioners.

ILP Writing

This CLPL session will support colleagues in the production of high quality ILPs.

It is aimed at: all practitioners.

Introduction to Dyslexia and Inclusive Practice	<p>This CLPL session will give an introductory overview of the online module, 'Introduction to Dyslexia and Inclusive Practice'.</p> <p>It is aimed at: primary and secondary practitioners but may be of interest to colleagues in other sectors.</p>
Language & Communication	<p>This CLPL session will highlight difficulties experienced by children with a specific language impairment as well as offer strategies to support them.</p> <p>It is aimed at: all practitioners.</p>
Massage in Schools Programme	<p>These CLPL sessions will further develop the Massage In Schools Programme across East Ayrshire. Massage In Schools instructors will be able to access refresher training. Attendees will gain an understanding of how to link the programme to other areas of the curriculum. The sessions will enable attendees to share good practice and engage in professional dialogue with instructors from various agencies, providing a support network for all involved.</p> <p>It is aimed at: staff who have completed 2 day training course.</p>
Miscue Analysis	<p>This CLPL session will provide attendees with ideas on how to use miscue analysis to examine reading behaviours, including self-corrections and error types.</p> <p>It is aimed at: primary practitioners.</p>
Numeracy Pathway	<p>This CLPL session will explore pedagogy relating to children's mathematics and the progressive stages of children's mathematical development in early years and primary.</p>

It is aimed at: ECC and Primary practitioners.

Phonological Speech Difficulties This CLPL session will provide practitioners with an overview of how a child's speech develops.

It is aimed at: primary practitioners.

Restorative Approaches These CLPL sessions will develop knowledge and understanding of Restorative Approaches.

This comprises of four sessions, all of which must be attended.

It is aimed at: all practitioners.

Social Communication (TLC) These CLPL sessions will explore social communication difficulties and the associated challenges that may arise in your school/ECC. It comprises of four sessions, all of which must be attended. It is aimed at: all practitioners.

Solution Oriented Approaches These CLPL sessions will explore Solution Oriented Approaches. This comprises of four sessions, all of which must be attended.

It is aimed at: all practitioners.

Supporting Gypsy/Traveller Students in Primary Schools This CLPL session will raise awareness of Gypsy/Traveller students in schools and discuss some of the issues/challenges involved in ensuring their educational needs are being met.

It is aimed at: all practitioners.

Supporting Visually Impaired Children in the Classroom This CLPL session will give an insight into a range of visual impairments children may have and how this impacts on their learning. It will also discuss some effective strategies and approaches as well as highlight supports available.

It is aimed at all practitioners.

Visual Stress

This CLPL session will explore Meares-Irlen Syndrome (MIS) from the perspective of someone who has the condition. It will also raise awareness of the assessment procedures and discuss how this condition impacts on reading development.

It is aimed at all practitioners.

Word Aware:
Developing a
Vocabulary Rich
Classroom

This CLPL session will raise awareness of the importance of vocabulary from Primary 1 onwards and links between students being exposed to a vocabulary rich environment and their ability to acquire fundamental literacy skills.

It is aimed at: ECC and primary practitioners.

Working Memory—
Cogmed

This CLPL session will provide a background to the online based Cogmed programme.

It will give attendees an understanding of the programme, the benefits Cogmed has on working memory and help to them to identify the most suitable candidates.

It is aimed at: primary practitioners.

EAST Policies and Procedures

EAST has a range of policies and procedures for the different teams offering support across the spectrum of needs of children and young people in East Ayrshire which are available for parents/carers to read. These include:

- EAL Policy
- ELC Policy
- HES Policy
- EAST Campus Dyslexia Policy
- EAST Campus Homework Policy
- EAST Campus Marking Policy
- Guidance on Promoting Positive Behaviour and Dealing with Challenging Behaviours
- VI Policy
- Core Support Policy Statement

In addition, information leaflets are available on the following:

- Closing the Literacy Gap (P2)
- Closing the Literacy Gap (Transition)
- Cogmed
- Communication Outreach Team
- Core Support
- Developmental Coordination Disorder
- Dyscalculia
- Dyslexia Early Level Indicators
- Dyslexia 1st Level Indicators
- Dyslexia 2nd Level Indicators
- Dyslexia 3rd & 4th Level Indicators
- Dyslexia Parents Booklet
- EAST Dyslexia Friendly Schools (Parents/Carers)
- EAST Dyslexia Friendly Schools (Staff)
- English as an Additional Language Team (EAL)

- Early Language Centre (ELC)
- Hospital Education Service (HES)
- How You Can Support a Child with Autism or Social Communication Difficulties
- JiM
- Seasons for Growth
- Supporting Highly Able Learners
- Visual Stress
- Visual Impairment Team (VI)
- Word Aware
- Word Aware for Parents & Carers

Disclaimer

This content and information in this handbook was correct at the time of printing (August 2019).

However, laws, education policies and procedures do change and we're committed to keep you updated through the Council and school websites, social media, texts, announcements and additional information which may be distributed in school.