



Hillside School, Barony Campus

Parent Handbook

2021/22



Hillside School

Barony Campus

Auchinleck Road

Cumnock

KA18 1FQ

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School Blog:	
Twitter:	
School App:	
Denominational Status (if any):	Hillside School is co-educational and non-denominational
School Hours:	9.15 am – 3.15 pm
Stages Covered:	Hillside School provides education for children with complex additional support needs from 5 to 18 years of age. There are therefore both Primary and Secondary stages provided for.
School Roll:	Present Roll: 41 Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage, and the way in which the classes are organised.
Further information:	www.east-ayrshire.gov.uk/schoolhandbooks



A Very Warm Welcome to Hillside School!

This handbook is intended to give information to parents, professionals and the community about the work of our school and to give a taste of the essential ethos of Hillside school.

In the following pages we give a range of relevant information, but only by visiting and meeting the children and staff in school can the vitality and welcoming, caring ethos of Hillside School be enjoyed.

The life of Hillside School is busy, purposeful, meaningful and happy for children and staff. Our school day is full and planned to be so but flexibility is key and we will always respond to the ongoing needs of our children and young people as they develop. Your child's wellbeing is as important as their learning and we ensure that all pupils' medical and care needs are met as well as their educational needs.

The young people and their needs are unique, special and central to everything we do.

For those of you who may be considering Hillside as the school you would like your child to attend then we hope you find the information you need to help with that decision but please don't hesitate to contact us for further details or support if required.

For those of you whose children already attend the school we hope this handbook gives you important information and advice about your child's placement and the curriculum and experiences they can expect.

We have an open door policy at Hillside School and all parents and visitors are very welcome. Please contact the school to arrange a visit if you wish.

We look forward to developing our partnerships with all of you over the coming years!

Bernadette Casey

Head Teacher

Vision, Values and Aims

Our staff team worked in partnership with our school community to refresh our school vision

“Working Together, Supporting Each Other, To Get It Right for Every Child On Their Ladder Of Life.”

Here are the core values we agreed:



Teamwork

We aim to be a caring, positive and supportive staff team with high professional standards. We will put our learner's first and support parents and each other.

We will actively involve parents in their children's education and in the life of the school. We will build and maintain strong partnerships with the wider community and all agencies and professionals associated with the school.

Learning

We aim to develop successful learners with a positive 'can do' attitude.

We will provide a positive and stimulating learning environment and offer a wide range of motivating experiences and opportunities.

We will encourage and support every pupil and allow them to work to the best of their ability.

We will maintain high standards through staff training and professional development.



Respect



We aim for every child to feel respected, listened to and 'heard'.

We will model tolerance and treat all members of our school community with dignity, respect, kindness and sensitivity at all times.

We will treat each other courteously and respect the opinions of others.

We will respect and celebrate difference.

Communication

We aim to develop effective communication at all levels throughout the school.

We will support our pupils to communicate effectively, express themselves and make choices and decisions.

We will maintain an 'open door' policy for parents and welcome visitors to the school.

We will encourage openness and honesty.





Happiness

We aim to maintain an ethos where pupils and staff feel happy, relaxed and safe.

We will develop innovative approaches to learning and encourage our pupils to have fun!

We will develop the ability to recognise and express emotions appropriately.

We will support pupils to interact appropriately with others and help foster friendship.

Independence

We aim to encourage as much independence as possible in all aspects of our pupils' lives.

We will provide opportunities to experience success and independence throughout their day.

We will develop skills for learning, life and work as appropriate for each individual.

We will promote a healthy and active approach at school.



Inclusion

We aim to develop responsible citizens who will be able to effectively contribute to and be valued and accepted by their communities and society as a whole.



We will foster links with local schools and maintain partnerships in the wider community at all levels. We will establish links with the other schools within the wider Barony Campus.

We will support each pupil towards a positive and fulfilling destination beyond school.

Confidence

We aim to develop confident individuals with an understanding of their own capabilities.

We will celebrate achievements and success in all areas of our pupils' lives. We will recognise individual strengths and celebrate different personalities.



Promoting Positive Relationships



Staff work hard to foster excellent relationships with pupils throughout the school and develop a unique understanding of each individual and their strengths and needs. Self-regulation skills and kind behaviours are encouraged at all levels. This is essential to develop wellbeing and self-

esteem, ensure the safety of all and to ensure that pupils gain as much as possible from the learning experiences provided.

We use a range of strategies tailored to individual needs including aspects of the SCERTS model and the Zones of Regulation approach to motivate and engage pupils, develop self-regulation skills and help pupils understand and respond appropriately to their emotions. We encourage respect for ourselves and each other. Kind behaviour and respect for ourselves, our friends, our family and our community are seen as a vital part of the skills we teach. We work in partnership with parents and other agencies on this issue as appropriate.



As well as establishing our school motto **“BE FANTASTIC!.....and do it with Love!”** our pupil council worked together to establish some ‘school rules’ that we can all follow to promote a positive climate in the school.

- We are kind
- We are helpful
- We stay sensible and safe
- We work hard in class and do our best
- We try very hard at everything we do
- We communicate nicely with good manners
- We are honest and tell the truth

Our staff team ensure nurturing approaches are key throughout everything we do. We are proud to work lovingly with your child and this is our shared nurture pledge to all parents and carers.

Our Nurture Pledge

We will **cherish** your child.



We will care for and protect your child
lovingly whilst they are at school.



We will encourage, support and
develop your child's learning as high
as we can on their own ladder of
life!

We will promote your child's growth and
development as a **happy**, confident
individual



School Security

Entry to the establishment is via Security System. Parents and visitors can access the main campus building through main reception and will be asked to sign in electronically on entry and exit. They will be issued with a visitor's badge. Parents and visitors can also come direct to Hillside's secure main entrance and sign in and out. Members of staff are easily identified by their security badge. Any pupils/staff leaving during the course of the school day will be required to sign in/out. Main areas in the school and campus are electronically controlled to ensure pupil safety. Pupils are unable to access any area out with Hillside without a member of staff.

Photography and Videoing in School

"No unauthorised photography or videoing is allowed within the school premises without the permission of the Head Teacher"

Parents and carers are asked to comply with the requests on photography and videoing at school events. Such requests are made of you solely to protect the interests of individual children and families

Accommodation

Hillside School relocated to Barony Campus in Cumnock in November 2020. The school is located in a purpose built integrated campus in Auchinleck Road, Cumnock. We share the campus with our friends and partners Cherrytrees Early Childhood Centre, Lochnorris Primary and Supported Learning Centre and Robert Burns Academy and Supported Learning Centre. This means we have our own separate area for Hillside School but also share and have access to some amazing learning spaces across the campus. In many ways it is the best of both worlds!

The accommodation consists of:

6 classroom bases, 2 smaller break off rooms / therapy spaces, 1 flexible project space, sensory room, soft play room, rebound room, open area, hydrotherapy pool, and life skills kitchen.



Within the wider campus there are fantastic indoor and outdoor PE and sport facilities as well as a community café 'Piper's Café', an auditorium, an immersive learning space, music studios and a whole range of learning spaces that can be flexibly used for pupils across the campus including Hillside pupils as appropriate.



The campus grounds are extensive and support outdoor learning for all pupils. Hillside has its own designated playground space however pupils may also access other areas with peers where appropriate including other playgrounds, the sports facilities and the shared polytunnel growing area.

Pupils are also able to enjoy walks around the immediate grounds and adjacent countryside including the Woodroad Park and Dumfries House.



Our Children and Young People

At Hillside School we recognise and celebrate the individuality of all the children and young people we work with.

Pupils of Hillside School come from a wide catchment area within East Ayrshire.

They have a wide variety of additional support needs including cerebral palsy, complex learning difficulties, autism, sensory and motor impairments. We work in partnership with a variety of agencies and support services in order to meet these needs and to ensure that our pupils have the best possible opportunities to develop as Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.



Every young person has a carefully structured pupil profile and individual learning plan (ILP) and access to specialist aids and equipment where necessary.

The pupils' ages range from five to eighteen years and the current role is 41 pupils. We have close links with local primary and secondary schools and colleges, and relationships are built that last throughout the school years and beyond. Our move to Barony Campus alongside the newly established Cherrytrees ECC, Lochnorris Primary school and Robert Burns Academy has cemented these opportunities and will offer inclusive social and learning experiences to build friendships and understanding that will benefit the whole community.

Where possible Hillside pupils will have significant links with their peers across the campus in a range of ways for example, PE buddy systems, lunchtime buddies, integrated class link activities and participation in whole campus events. There will also be opportunities for work experience for our learners where possible and also senior pupils from Robert Burns Academy may complete a work placement in our setting.



Our Parents

The concept of parents as partners has always been part of our philosophy at Hillside School. As all of our children have something to contribute to the school so too do their parents, carers and families. They know their children better than anyone and we value the knowledge they contribute.

The school "Open Door" policy is appreciated by all of the parents as is the home diary system. In the diaries, information is passed between home and school – invaluable when children have nonverbal communication skills.

Important information of a more general nature is sent out by letter to parents or by text or school app message. The school app also allows important updates and information from the local authority to be passed on to parents and so it is essential that all parents download this. In addition, termly updates through the school blog keep everyone up to date with the life of Hillside School.

Learning Journals is an online system between class staff and home, allowing us to share and develop an ongoing profile of a child's learning over time and celebrate their achievements in a safe and secure way. In this way parents are kept fully informed of

their child's activities and learning progress and parents can share home successes using the same system.

Parents often help with organised activities, swimming, outings, open days, fund raising and parents' evenings but there is so much more that parents bring to the school. They give support and encouragement to the staff and to other parents of Hillside School. Since the children are often with us for many years, parents become friends of the school.

Parents benefit from a multi-agency approach to meeting their child's needs including support from other professionals within the school network for example, physiotherapy or occupational therapy. In fact many specialists see the children and parents in the school as well as carrying out home visits which offers flexibility for the family circumstances. Often children from the community can share our facilities too for example through the use of the hydrotherapy pool or accessing specialist appointments within our setting.

Parents are actively encouraged to visit the school to talk to staff or visiting specialists, see their child working with staff, participate in activities or just see the children. We involve parents in their child's learning through Learning Journals, ILPs, evidence folders, informal and formal education reviews, information meetings, parents' nights and school events and through use of our school blog and other social media.

Parents are extremely welcome to phone or visit to speak to the management team or staff at any time.

This is your school too!!



Keeping in Touch

[School website and blog](#)

[Twitter](#)

[School App for Parents from Connect Us Scotland](#)

<p style="text-align: center;">EAST AYRSHIRE COUNCIL</p> <p style="text-align: center;">School Holiday Arrangements 2021/2022</p>					
Term	Break	Detail / Attendance	Date	Cumulative Holiday Total	Cumulative Working Days
First	Mid Term	Teachers (In Service)	Tuesday 17 August 2021		
		Teachers (In Service)	Wednesday 18 August 2021		
		Pupils return	Thursday 19 August 2021		
		*Local Holiday	Friday 17 September 2021	1	
		*Local Holiday	Monday 20 September 2021	2	
		Pupils return	Tuesday 21 September 2021		
		Close	Friday 8 October 2021		
		Teachers (In Service)	Monday 18 October 2021	7	
		Pupils return	Tuesday 19 October 2021		85
		Close	Wednesday 22 December 2021		
Second	Mid Term	Re-open	Thursday 6 January 2022	17	
		Close	Thursday 10 February 2022		
		Local Holiday	Friday 11 February 2022	18	
		Local Holiday	Monday 14 February 2022	19	
		Teachers (In Service)	Tuesday 15 February 2022		
		Pupils return	Wednesday 16 February 2022		145
		Close	Friday 1 April 2022		
Third		Re-open	Tuesday 19 April 2022	30	
		Local Holiday (May Day)	Monday 2 May 2022	31	
		**Teachers (In Service)	Thursday 5 May 2022		
		***Local Holiday	Monday 30 May 2022	32	
		Pupils return	Tuesday 31 May 2022		
		Close	Wednesday 29 June 2022	66	195
<p>* Subject to change in alignment with Gold Cup weekend</p> <p>** Local Government Election</p> <p>***Subject to change in alignment with the Queen's Platinum Jubilee</p> <p>Session 2022/2023: Teachers (In Service) – Wednesday 17 August 2022 Pupils return – Thursday 18 August 2022</p> <p>Good Friday - 15 April 2022</p> <p>Pupils attendance will be 190 days after deducting 5 In Service days</p>					

Our Staff Team

Head Teacher: Ms Bernadette Casey

Areas of Responsibility: Management of staff, management of the curriculum, management of resources, management of communication, management of the corporate life of the school, health and safety, child protection, parental links, community links, transitions, policy development.

Depute Head Teacher: Mrs Dawn Mair

Areas of Responsibility: Assisting Head Teacher in overall management of the school; Deputising in the absence of the Head Teacher as required; Primary Curriculum including EcoSchool/Outdoor Learning/ Learning for Sustainability/ Global Citizenship; Literacy/Numeracy lead including Total Communication/AAC jointly with Communication Champion; ICT/Technology/GLOW/DIGITAL leader; SQA/ASDAN coordinator; Timetabling and Moderation including joint PE timetabling with PE teacher; LAAC Co-ordinator; Students/ Work Experience/Volunteer Placements; Transitions within school; Staff Development including support and advice for supply staff; FACE reviews; Inventory; EVC Coordinator; Policy Management; Respectful Relationships/Regulation/Behaviour Support; Absence Management

Principal Teacher: Mrs Janet McKechnie

Areas of Responsibility: Secondary Curriculum including Enterprise, Work Experience and Independent Travel; joint Eco School Coordinator/Outdoor Learning/ Learning for Sustainability/ Global Citizenship; Health and Wellbeing Lead including RSHP; Duke of Edinburgh/Green Tree/John Muir; Internal Verification and Moderation; Transitions out of school; Health and Safety - SHE/Risk Assessments/Moving and Handling Link Worker

Teachers

Mrs Limara Thomas (0.6)
Ms Emily Goody
Mrs Lindsey Robertson (0.6)
Mrs Lisa Carson (0.6)
Ms Stephanie Jamieson
Ms Gail Smillie
Mr Gavin Wark
Mrs Leonie McLeary (0.4)
Mrs Susan Todd Burgess (0.6 PE/HWB)

ELCPs

Ms Fiona Robertson
Ms Lynsey Paal

Classroom Assistants

Ms Hayley McLaughlin
Miss Louise Grozier
Miss Joanne Harrow
Mrs Mary Lyle
Mrs Karen Russell
Mrs Michelle Bickerton
Mrs Sanchez Donis
Mrs Annette Black
Mrs Suzanne Montgomery
Ms Rae Wilson
Mrs Mhairi Channon
Ms Kirsty McCutcheon

Mrs Fiona Lamont
Mrs Margaret Anderson
Mrs Johnanne Brown
Ms Michelle Doyle
Mrs Lynsay Williams
Ms A-jai McLean

Senior Clerical Assistant

Mrs Michelle Kay

School Improvement Review of 2019/20

At Hillside School we continually reflect on our performance as a school and work towards key improvements that we agree through a cycle of self-evaluation.

Despite the disruption to the school year due to COVID children and young people continue to achieve well in Hillside School:

- Target setting this year has shown that pupils are achieving very well in the key areas of Literacy, Numeracy and Health and Wellbeing. Overall 91% of targets set in pupils' ILPs were achieved.
- There continues to be attainment and achievement for senior pupils this year. We have continued to personalise and tailor units and qualifications being offered and there is a much wider range and variation across the curriculum. Further development of some youth awards has continued such as the Duke of Edinburgh Award, with 1 new pupil now working towards bronze award.
- Secondary and Senior Pupils have achieved certification through ASDAN.
ASDAN Transition Challenge – 2 awarded
- Senior Pupils have also received certification through SQA National Qualifications.
Personal Achievement Award - National 1 Bronze Level - 1 awarded.
Personal Achievement Award - National 1 Gold Level - 2 awarded
National 1 units - 16 awarded
National 2 units - 2 awarded
- We had no senior phase pupils accessing work placements this year due to the age cohort.
- New senior pupils are working towards Duke of Edinburgh Bronze Award
- Staff have continued to develop approaches to literacy and communication which enhance pupil engagement in learning and further develop social and functional communication through the use of a range of total communication approaches
- The Communication Champion role has continued to be highly effective in supporting class visual environments and ensuring visual resources are available Pupils are benefitting from a more symbolised and structured environment and improved communication is visible across the school.
- Staff continue to develop an understanding of Nurturing Approaches and the ability to clearly identify pupil needs. This year staff have continued to focus on Sensory Integration needs and the use of the SCERTS framework to support personalised and motivating learning experiences. A ready reckoner of key messages to underpin learning and teaching in place. This is having a positive impact on pupil wellbeing and engagement in learning.
- Pupils, staff and families continue to benefit from an ethos and approach that enshrines the Nurture approach and the Rights Respecting Schools Agenda. There are increased levels of emotional and physical health and wellbeing through secure trusting relationships and positive approaches to developing emotional regulation including Zones of Regulation.
- Relevant and challenging Health and Wellbeing programmes being developed. RRSA bronze level achieved and Silver award action plan in place. HT involved in development of HWB Foundation Milestones and these have now been published. HT involved in National Implementation Event and the further rollout of support materials on Education Scotland's website.

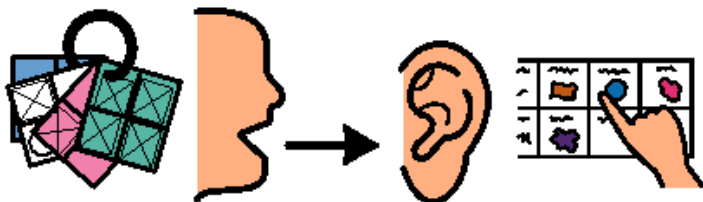
Hillside School Improvement Plan 2020-21



After a range of self-evaluation and quality assurance exercises, professional discussion and engagement with parents and partners we have agreed that we will work on the following improvements next school session. We will keep you informed and involve you as much as we can in evaluation of progress made.

Don't hesitate to contact me if you wish any further details.

Inclusive Communication Environment

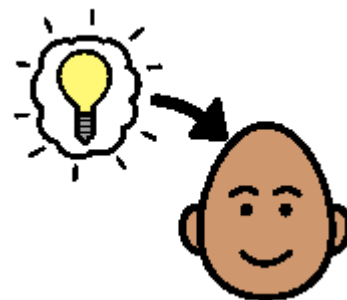


We will continue to develop our consistent use of a range of communication approaches for learners to support engagement in learning and raise attainment in literacy. We will use East Ayrshire's Communication Friendly Toolkit and our 'Communication Champion' role to develop consistent practice in our new school environment and across the campus. We will deepen our knowledge of the SCERTS programme to continue to develop social

communication and emotional regulation skills and encourage our children and young people to become competent and confident social communicators and active learners. As part of our continued work on Nurture we will further build our understanding of individual sensory needs and how best to respond to these. We will use our 'COVID Recovery' teacher role to build on this.

We want to make sure that we continue to develop relevant and personalised learning experiences that are motivating, meaningful and engaging for every learner and offer appropriate challenge. We want to be really clear about what experiences engage and motivate individual pupils and plan programmes to meet those needs and help our pupils achieve even more. We intend to enlist the expertise of an autism consultant Tanya Tenant and also to offer our teachers training in the 'Attention Autism' approach to develop this work.

Personalised Learning Pathways



Ensuring the Wellbeing of our School Community



We want our school community to feel safe and nurtured on Barony Campus.

We will work alongside our colleagues to build shared understanding of our learners, ensure positive experiences in our new school and maximise opportunities to build relationships with peers.

We will develop collaborative approaches with colleagues across the whole campus to ensure the rights of ALL children are recognised and their learning and wellbeing needs are met. This will ensure we meet the Barony values RESPECT, ACHIEVEMENT and EQUITY

We will continue to work with our parents, carers and families to make sure that you understand the learning that is happening for your child and feel confident that it is meeting their needs. We will involve and engage with families as far as is possible during COVID restrictions and use technologies to connect in new ways across school and home.

We will support parents as far as possible in our approaches to help children develop skills across school, home and the community through a range of online learning possibilities and video conferencing check ins.

The Curriculum in Hillside School

At Hillside School our young people have a very wide range of disabilities and associated needs and our curriculum is tailored to reflect these individual needs and ensure there are many opportunities for success. We have a holistic, child-centred approach to learning.

We are in the continual process of embedding the values, purposes and principles of the curriculum for excellence into the work of the school. By doing this we are confident that we are providing effective opportunities for our learners to develop as **successful learners, confident individuals, responsible citizens** and **effective contributors**.

Curriculum for Excellence is about bringing life to learning and learning to life. It focuses on the importance of a balance between knowledge and skills. It offers a broad and deep general education to S3 with further options in the senior phase. It promotes skills for learning, life and work in the classroom and beyond.

At Hillside we work together to plan a child's "learning journey" from 5 to 18. We teach creatively, work together and with others, and share best practice, ideas and innovation. Everyone who works with the young person shares a responsibility to develop skills in Literacy, Numeracy and Health and Wellbeing and to offer the appropriate personal support for each individual.

This ensures young people can learn in a way that works for them; at a pace they can cope with and with enough challenge to stretch them. Staff will support them as they move up from early years to primary, on to secondary and beyond. Support with transitions is crucial.

All our pupils follow an individual learning plan (I.L.P) with a focus on the key areas of Literacy, Numeracy and Health and Wellbeing and targets set in these areas are monitored closely by the authority. Our pupils learn individually but also work and interact as part of a group and so we teach sharing, waiting, turn taking and communication skills throughout each and every day.

Speech Therapy, Physiotherapy, Occupational Therapy, Medical issues:

Pupils have access to a range of services as appropriate to their needs and professionals support teaching staff to deliver appropriate individual programmes.

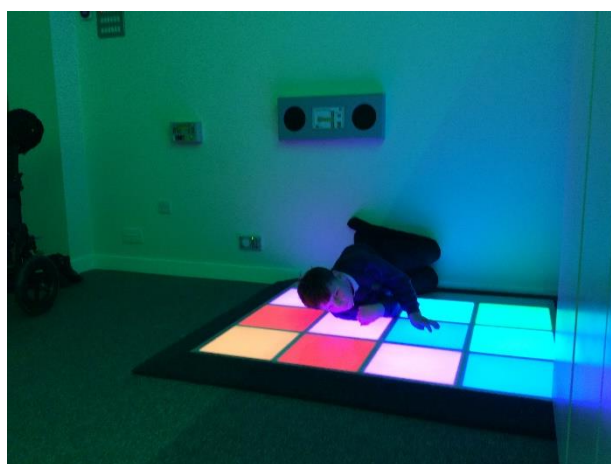
Our curriculum is based on themes and topics that are chosen to be fun, motivating and relevant to our learners.



On occasion every class covers the same whole school theme so that we have opportunities to work as a whole school on special activities and lessons and share our learning across the classes.

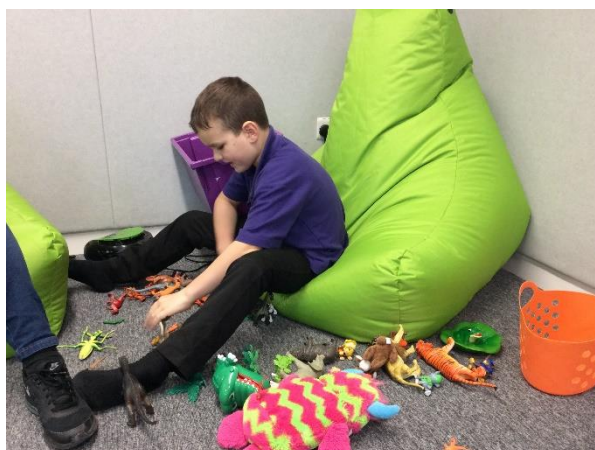
These themes cover all curricular areas.

Sensory Curriculum: Many of our young people benefit from sensory approaches to learning. Activities and advice on sensory approaches can be found in Flo Longhorn's publications and will be used as required throughout the school.



In addition, our pupils learn through the '**Core Curriculum**' which includes the **structures and routines** of the day such as morning welcome sessions, lunch and snack times and leisure and play. There are opportunities to achieve planned into every aspect of the day.

We have a strong focus on Active Learning: Active learning is learning which engages and challenges children's thinking using real-life and imaginary situations. It takes full advantage of relevant opportunities for learning.



All areas of the curriculum can be enriched and developed through active learning.



All pupils have the opportunity to use the skills they learn in school in real life settings at home and in the community.

We go out into the community regularly at Hillside School to develop skills for life. This includes a weekly town visit to local shops, supermarkets and cafés to develop important personal and social skills and extend literacy and numeracy skills already developed in class. Pupils might use shopping lists to buy items for

cooking lessons or even bring in shopping lists from home! Every class has access to our school bus regularly to go further afield and take part in social outings and activities linked to the curriculum and current themes or units in class.

Every pupil has a weekly session in our home economics room where they learn about food from our own and other countries, bake and make simple snacks and meals. Experiences and skills learned are specific to the individual pupil and range from simple sensory food exploration to menu planning and cooking proper meals in the secondary stages.



Health and Wellbeing is an important part of the curriculum at Hillside School. We have daily opportunities for outdoor learning and play where possible in the school grounds or the local areas. We have access to playgrounds with opportunities for bike play, football, swings and grass play. We have a P.E. specialist as part of our staff who plans excellent, fun activities and opportunities to develop physical skills and promote healthy active lives.



All pupils regardless of ability work with buddies at local primary and secondary schools to take up these opportunities and there are links with Visions gym and pool and local events such as Boccia tournaments and Special Sports throughout the year. In addition we have a hydrotherapy pool, rebound room, sensory room and soft play area, which every pupil has access to.



Celebrating Success and Achievement

We recognise that our pupils achieve success in many ways and in many contexts including at home and in the community. Successes and achievements in every area are recognised for all our young people throughout their day, at assemblies with 'Pupil of the Week' certificates and through our 'Superstar' awards which can be sent in from home as well as at school.

Outdoor Learning

All children and young people will have regular opportunity to learn outdoors both in the school grounds and in the local community.



Technology: All our pupils have access to digital technologies appropriate to their needs. Every class has a promethean board and a selection of software to stimulate innovative and creative learning experiences. There is widespread use of iPads, switches and other augmentative aids to support communication and interaction as appropriate for each learner.

Total Communication Approach: At Hillside the development of communication skills are at the heart of everything we do. We use a Total Communication approach. This means we use a variety of ways to support communication including Intensive Interaction, Makaton signing, use of visual and symbol support and objects of reference and the use of AAC. This allows us to support ALL learners regardless of their needs and support the development of literacy and communication at all levels throughout the school.

Visiting Specialists and Integration: Secondary pupils have access to college tutors in expressive arts within the school setting e.g. drama/ art/ music where available. Complimentary therapies such as music therapy and massage are also available. All pupils integrate into the wider campus for PE and other activities where appropriate. Pupils from the wider campus community also join us for a range of activities for example social play at lunchtime.

Enterprise: All pupils have enterprise activities built into each session. We encourage an enterprising classroom.

SECONDARY DEPARTMENT

At approximately 11-12 years our learners will move into the Secondary Department. The Secondary Department is split into two stages: S1-3 (Secondary Classes) and the Senior phase which is S4-6.

SECONDARY CURRICULUM: The Secondary Curriculum continues to offer a Broad General Education across all curricular areas based on Individual Programmes (ILP's) and all the principles described above but now includes a more modular approach to learning within a thematic framework based on the Awards Scheme Development and Accreditation Network (ASDAN)

There is also a greater emphasis on life skills and independence.



Our Secondary pupils work on the **ASDAN Transition Challenge** programme. This programme comprises five modules, incorporating a range of activities which can be personalised to individual needs and interests and undertaken with as much support as necessary, thus encouraging progression as pupils become more independent through their learning.

The five modules, which form the framework of the programme are:

- Knowing How
- Making Choices
- Taking the Lead
- Feeling Good
- Moving Forward

The curricular areas covered are English, Mathematics, Science, Design and Technology, Modern Foreign Languages, ICT, Religious Education, Citizenship, Community, Expressive Arts, Family/Home, Recreation, Sport and Leisure, Work Related, History, Geography, Online Safety and Sex and Relationships.



SENIOR PHASE: In the Senior phase pupils will follow a three year programme based on ASDAN Towards Independence and National Qualifications.



Towards Independence and the NQ units at National 1 or 2 level offer formal recognition and accreditation for small steps in achievement towards a larger goal, as modules can be used separately and accumulate to build up a record of personal achievements. Where possible, modules are taught as an integral part of the curriculum.

Work Experience: This takes place in the Senior Phase. For those pupils for whom it is appropriate there is a carefully planned programme of supported work experience. Placements are varied and range from shop work to horticultural. This is an important part of the curriculum as it allows pupils experience of the wider community, builds confidence and self-esteem, and encourages new friendships and relationships within the community.



College: All pupils in the Senior Phase attend sessions at Ayrshire College Kilmarnock Campus if appropriate.



Classes available vary from year to year and have covered Art and Design, Eco Awareness and Car Mechanic skills.

Links with Local Schools: our shared inclusive campus allows huge opportunities for linking with friends and peers across our partner schools for learning and social activities.

Links with the Community: Secondary classes use the facilities of the surrounding community on weekly outings e.g. Visions Leisure Centre for PE, Fitness Suite and Swimming, Dumfries House gardening project and so on.

Transition to Adult Services: School staff will link with social work and adult services in the Senior Phase of a learner's school life in order to begin preparations for leaving school. A carefully planned approach will allow staff to prepare the young person for what lies ahead. At Hillside School we are very aware of what a challenging process this can be for the young person and their families and would hope to support families as much as possible throughout this time.

Learner Voice: Our learners are offered opportunities throughout the day to make choices and have a say as much as is possible for that individual. Every individual is supported to do this in ways which are appropriate to their needs. Pupils can make choices about activities at key times throughout the week and are able to make choices about modules and units in the senior phase where staffing and groupings permit.

Parents/ Guardians will be consulted throughout the year.

They will be involved formally in planning by commenting on ILP outcomes and at review meetings when progress is assessed and priorities for learning are decided. Parents are welcome to call or come into school and discuss any aspect of the curriculum or their child's learning informally throughout the year.

We will discuss any sensitive aspects of your young person's learning e.g. Sexual Awareness, Appropriate Behaviours etc. with you and involve health agencies to support when required.

Homework will be given to pupils where families wish and appropriate to individual needs. Parents will be given support to share in their child's learning at home and help our learners transfer skills learned in school to home.



East Ayrshire Council

Community Plan

The Community Plan (2015/30) is the strategic planning document for the delivery of all public services in East Ayrshire.

Our vision is:

East Ayrshire will be a place with strong, safe and vibrant communities where everyone has a good quality of life and access to opportunities, choices and high quality services which are sustainable and meet people's needs.

In partnership and through consultation with our communities, we have identified three themes which we will focus on during the life of our Community Plan: Economy and Skills; Safer Communities and Wellbeing. www.eastayrshirecommunityplan.org/Our-Themes/KeyThemes.aspx

Service Improvement Plans

Service Improvement Plans are an essential element of the Council's performance management and improvement framework. They set out the key issues for delivering services in support of the Community Plan Vision and priorities, aligned to the National Improvement Framework (2017); provide a focus on performance improvement aligned to the Single Outcome Agreement; and describe the service specific risks that may impact on the delivery of the Service. *A brief summary of your school/centre plan is at the back of this handbook, with a web link for additional information.*

[The Education Standards and Quality Report](#), published in accordance with Standards in Scotland's Schools etc. Act 2000, identifies the services key successes and areas for improvement.

Children and Young People's Service

Our vision for children and young people is set out in our Children and Young People's Service Plan:

We want to ensure that each young person in East Ayrshire, including those who are not yet born have the best start in life. Therefore our commitment to children and young people, their families and carers is to provide them with the support they need, when and where they need it in order to help them achieve their aspirations and potential.

<https://www.east-ayrshire.gov.uk/Resources/PDF/C/Children-and-Young-Peoples-Service-Plan-2015.pdf>

Education in East Ayrshire

Curriculum for Excellence

The Curriculum for Excellence is Scotland's national curriculum. It provides a coherent and inclusive curriculum from 3-18 years, wherever learning is taking place including: Early Childhood Centres, schools, colleges and community learning.

Learning and Teaching

From pre-school to the end of S3, pupils receive a broad general education, giving them the skills and experiences to become:

- successful learners
- confident individuals
- responsible citizens
- effective contributors in school, their community and in life.

These are known as the ***four capacities***.

Learning experiences outside the classroom are also encouraged, helping to link lessons to real life.

Learners are provided with a broad, balanced set of experiences designed around the curriculum areas of:

- Languages and Literacy
- Mathematics and Numeracy
- Health and Wellbeing
- Religious and Moral Education
- Social Studies
- Sciences
- Technologies
- Expressive Arts

The core curriculum consists of Literacy, Numeracy and Health and Wellbeing. These permeate and underpin learning in all other curricular areas. Attainment and achievement in these areas are regularly assessed and reviewed by the school to ensure standards are maintained or improved.

Senior Phase: S4 – S6 Curriculum

Those in the senior phase will have options to study that reflect their abilities and aspirations. These may include staying on at school, going to college, work or community-based learning and volunteering.

These options offer the opportunity to study for qualifications and enhance skills important to their success in learning, life and work.

In addition to new qualifications developed by the Scottish Qualifications Authority (SQA) which support the Curriculum for Excellence, young people can achieve qualifications from a wider range of providers such as ASDAN, John Muir, Duke of Edinburgh, Saltire Awards, Dynamic Youth Awards and Caledonian Awards

Learners are given opportunities to develop skills for learning, skills for life and skills for work with a continuous focus on:

- Enterprise and Creativity
- Citizenship and International Education
- Literacy
- Numeracy
- Health & Wellbeing
- Sustainable Development
- Digital Technology

Personal Support / Career Planning

Throughout the Junior and Senior Phases, pupils are supported to achieve their best and to plan and prepare for future life and the world of work as appropriate to their needs and abilities.

Assessment and reporting

Assessment is an important part of the Curriculum for Excellence and, at all levels, pupils' progress is closely monitored by teachers and staff.

Teachers and staff will work with pupils to take ownership of and celebrate their learning as appropriate to their individual requirements.

Clear assessment helps teachers plan learning experiences which are motivating and challenging.

Children who have additional support needs, or who may require a co-ordinated support plan, will be assessed in a way suited to their individual requirements.

Further information is available from the head of establishment at your child's school.

Useful information

Your role as a parent

We want the best start in life for every young person in East Ayrshire, including those who are not yet born.

Your role as a parent is vital and we know you will want to play an active part all through your child's educational journey.

You are automatically part of the Parent Forum at your child's school/centre which can form a smaller body called the Parent Council to represent them.

The Parent Council represents parents' views and supports the school/centre in its work with pupils, reporting back to the Parent Forum.

In addition, the Parent Council and Friends of Hillside group organise fund-raising events and encourage links between the school, parents, pupils and the wider community.

Parent helpers/volunteers are welcome and your school/centre will be able to advise on the opportunities available to assist at events and activities.

To get involved as a volunteer, you will have to undergo a Disclosure Scotland PVG check before you can help out in school/centre.

Communication

We are keen to maintain excellent and open communication links with parents and have a number of ways in which we do this:

- Open door policy – pop in or call at any time for information or advice.
- Newsletters throughout the year.
- School website
- We will contact you by telephone if there is ever anything specific that we wish to discuss with you. Should you ever wish to discuss any aspect of your child's development, please phone the school and an appointment to meet will be arranged at a mutually convenient time.
- The school/home diary is another means of communication where we can share information about your child. This allows daily communication between the home and school environment.
- We will keep you informed of your child's progress in terms of learning and achievement. This may include telephone calls, letters, emails, written reports, parents' workshops, annual review meetings and parents' evenings. Your child's teacher may also share ideas about how you can help your child's build on their strengths as well as working on progress and development needs.

Starting school

When you enrol your child, their original birth certificate will be needed. A copy of this will be taken and the original will be returned to you.

We do this to comply with the terms of the Family Law (Scotland) Act 2006 (see Section 3 of this handbook) and to help determine who has parental rights for a child.

For children born *after* May 2006, if both parents are named on the birth certificate, then both have parental rights and we will record both names on our system.

Parental rights are different for children born *before* May 2006.

In this case the father will only have parental rights if he is named on the birth certificate *and* if he was married to the mother at the time of the child's birth.

A child's name cannot be changed and a parent cannot be removed from the system without written consent from all parties with parental rights for the child.

Transition

At Hillside School we recognise that transitions throughout school can present greater challenges for pupils with complex additional support needs. We also recognise that transition into school and particularly transition from school into adult services are difficult, emotional and often worrying times for parents and carers of a child with a disability.

Transition planning will begin in the senior phase of a young person's school career and will involve school staff and relevant professionals including social work and adult services. Generally in their final year of school, but prior to this if appropriate for the individual, we begin planning in earnest for the move to further education, adult resource centre or in to other supported services.

This is a difficult and highly emotional stage in any young person's life and is understandably a very worrying time for both our pupils and their parents. At all stages of transition we aim to offer the appropriate support for both pupils and families to make this a positive experience.

Enrolment

A full assessment is carried out by members of a multi-disciplinary team at the pre-school stage. Parents are involved in this and kept informed at all stages. The professional opinions are then collated by the East Ayrshire Psychological Service and the recommendations are discussed with the parents at a meeting. The parents then visit the suggested schools and obtain all the relevant information and make an informed choice. If the child is transferring from an Early Childhood centre, the Head Teacher would visit the child at the centre to confirm that Hillside would be the most appropriate placing. There is also the opportunity for the children to visit as part of a transition programme to prepare them for school in August. All information is passed to the Head of Education for his decision and steps are taken to admit the child and an Induction Programme is put in place. Parents seeking to place a pupil outwith August enrolment should contact Psychological Services.

Looked after and accommodated children and young people

Sometimes, a child is unable to live at home and if this happens, we have a legal responsibility to care for them. This care can be provided in foster families, residential houses, residential schools, or with relatives (Kinship Care) depending on their needs and circumstances.

Where possible, children will continue to go to their original school to minimise disruption to their lives. All schools/centre have a staff member who will be aware of any looked-after child at their school and they will help support any issues or concerns that the child might have, making any other person involved in the child's care aware of this.

Foster carers and residential care staff who act in place of a child's parents also have exactly the same access to support and advice that we would give to any other parent.

In these situations, a child's teacher will usually be made aware of the circumstances and they will be supported by school management and social workers, if appropriate.

Children who are looked after and accommodated will be supported, included and treated no differently in school than their peers.

Attendance and absence

Attendance and absence

The law requires all parents to provide an education for their child.

We take attendance at school/centre seriously and follow up on unauthorised absences, or continued absence from school/centre, involving other partners if necessary.

You are responsible for ensuring that your child attends school/centre regularly and arrives on time. You are responsible for ensuring the safety of your child on their journeys to and from school/centre, except when they are on any school/centre transport we provide.

Regular and punctual attendance is linked closely to achievement and staff will work with parents to ensure that children can achieve their full potential.

The law requires that educational establishments maintain an accurate record of attendance and absence of each pupil. Parents are requested to assist in this process by informing the school or centre if children are to be absent for any reason.

This is how absence is recorded in our school/centres:

- Schools note attendance twice a day - morning and afternoon. In secondary schools attendance is recorded each period rather than morning and afternoon only and texts are sent to parents if their child is absent from school.
- Parents are required to sign a register when collecting a child or returning for an appointment.
- Where your child's absence is approved, for example a medical appointment or the school or centre is notified of a sickness absence, it is marked as an **authorised** absence.
- Where an absence is unexplained by the parent the absence is marked as **unauthorised**.
- If your child is not going to be attending, please let us know by 9.15 am on the first day of absence, explaining the reason. When your child returns, please send them with a note, confirming the reason for absence.

Where a child exhibits a pattern of absence which may warrant investigation – and if we cannot contact you, or your other emergency contacts – then other appropriate support services may be contacted.

This might include other family members, a social worker, a health visitor or other concerned party, requesting that they visit your home to investigate and report back on their findings.

Illness or accident during school hours

If your child feels unwell during class they should tell the class teacher/practitioner and, where necessary, a first aider will be called to attend. If we do need to send your child home, we will contact you to make arrangements.

In the event of an accident or illness which requires referral to the local Medical Practice and/or to the Accident and Emergency Services, parents or the designated emergency contact will be informed.

Holidays in school/centre time

The Scottish Government requires that holidays taken during term time should be recorded as unauthorised absence unless there are special, exceptional circumstances.

Should you wish to remove your child from school/centre to attend a family holiday you must inform the head of establishment. This will be recorded as unauthorised absence, though there may at times be exceptional family circumstances, which should be discussed with the head teacher well in advance.

Parents are advised to limit the number of holidays taken during term time, to minimise disruption to a child's education. For annual holiday dates for East Ayrshire schools/centres, please visit the following website, or contact the school/centre office.

www.east-ayrshire.gov.uk/EducationAndLearning/SchoolHolidays.aspx

Spiritual, social, moral and cultural values

Occasionally, parents from different religious communities may wish their children to be absent from school to celebrate religious events and we will support this.

We believe that religious and moral values help children become successful learners, confident individuals, effective contributors and responsible citizens.

The basis of religious education in Hillside is an appropriate ethos in which children are valued and loved and respect for self and others is fostered. For all children, regular services consisting of a simple bible story and familiar bible songs and choruses are conducted by local clergy.

Attention is paid to special events, and festivals and themes are often incorporated into observance of religious festivals.

The school chaplains are also able to provide support and encouragement to staff and parents. For most staff and parents, this approach is wholly consistent with their understanding of the teaching of Christianity and other major world faiths.

However, you can choose to withdraw your child from religious observance and we will respect your wishes, making arrangements for your child to undertake an alternative activity. Your child will never be disadvantaged as a result of withdrawing from religious observance.

- Reverend Angus Cameron, Cumnock Baptist Church
- Reverend Ross McMahon, Cumnock Congregational Church
- Reverend Helen Cuthbert, New Cumnock Parish Church
- Reverend John Paterson, Cumnock Old Church
- Reverend Tom McWhirter, St Andrews Free Church
- Father Patrick Kitchen, St John's Chapel

School/centre trips and outdoor learning

It is important for children to learn about the world beyond the classroom or playroom and we will offer regular opportunities for your child to learn in the school/centre grounds, in the local community and beyond.

At the start of the school/centre year, we will ask you to consent to regular outdoor learning sessions for your child, with medical and emergency contacts being requested. If your child has any conditions we should be aware of, please let us know.

When trips are planned we will tell you in advance, saying where and when these will take place and you can let us know if you don't want your child to take part. Your child will need suitable outdoor clothing and, for any visits that are further afield, residential or of a more adventurous nature, we will again ask for your consent.

School uniform

School uniform is encouraged at Hillside School if appropriate for your child. As we are part of an inclusive campus with other schools our uniform reflects this. The Hillside school colours are purple for primary aged pupils which means their uniform is the same as their friends in Lochnorris Primary but with the Hillside School logo and black for secondary aged pupils which means their uniform is the same as their friends at Robert Burns Academy but with the Hillside School logo. The uniform

consists of sweatshirts, polo shirts and waterproof fleece jackets if wished and is available to purchase from various local outlets including Donsport or Kenny's in Cumnock, Just Jeans in Auchinleck and Blu Design in Mauchline. Contact the school office if you have any questions.



Children have the best fun when they are doing creative and activity-based work. We always try to make sure they wear aprons but it can be messy fun, so please dress your child in suitable clothing. Please also make sure that your child has suitable outdoor clothing as outdoor learning takes place daily.

Help with clothing and footwear costs

If you get Universal Credit, or other benefits, you may be entitled to grants for free school meals, footwear and clothing.

You can get more information and an application form from your school, or from local Council Offices. You can also download an application form here:

www.east-ayrshire.gov.uk/Resources/PDF/C/ClothingGrantFreeSchoolMealsApplicationForm.pdf

The clothing grant is £100 per eligible child. Please note that if your child is starting in fifth year of school, the grant will not be paid until your child starts that year.

School meals

At Hillside School eating and drinking skills are part of our core curriculum.

Lunches and milk are provided free of charge for all pupils at this school. Special diets can be provided for children who require them and the catering staff are aware of all special requirements. The speech and language therapy service assists with plans for pupils' eating and drinking in order to develop skills and maximise independence and there is support from the dietician where necessary to reinforce this. Parents are welcome to come and visit the school at lunch time and see the choices the children enjoy.

Additional support, health care and emergencies

Additional Support for Learning

Children and young people who have been identified as having additional support needs will be supported through an Action Plan (AP), Individual Learning Plan (ILP) or in some cases a Coordinated Support Plan (CSP).

You and your child will be fully involved in developing these plans at all stages.

Additional and more specific information on Additional Support Needs can be found on our website:

www.east-ayrshire.gov.uk/EducationAndLearning/SupportForPupils/AdditionalSupportforLearning.aspx

Medical and Health Care

Visiting specialists are a valued part of our team and play a very important role in the life of the school and in the lives of the children and their families.

The Community Paediatrician **Dr. Gemma Duffy** carries out medical examinations annually, when restrictions allow this would normally take place in school which parents are invited to. She will also liaise with consultants as appropriate.

Our physiotherapist **Blythe Roche** works together with staff and parents. The orthotist **Colin Keith** calls regularly to fit children for splints and body supports as recommended by the consultants and physiotherapist.

Our Occupational Therapist **Gillian Henderson** visits the school regularly and gives support to staff and parents. They have access to much needed resources.

Our Speech and Language Therapist **Ashleigh McGill** is in school regularly and will also see parents by arrangement.

Dental Clinics are occasionally held in school and the dental officer will carry out treatments in school if necessary. He is also available for emergencies. The dental hygienist **Aileen McCallum** sees the children regularly.

We have a named school nurse **Natalie Sinclair** who reviews and responds appropriately to the health needs of our young people here at Hillside and visits us on a regular basis. She aims to help families with whatever she can and you can contact her with any concerns or questions you have.

Claire Ferguson is our Educational Psychologist.

All above agencies will attend annual reviews if possible and contribute to CSP's and ILP's as appropriate.

Medication

Many of our pupils require medication to be administered as part of their daily routines. Medication can be administered at school by school staff. Parents should complete a permission form and notify school of any changes.

Medicines must be clearly labelled with the child's name and the dosage.

The authority policy for the administration of medicines is fully complied with.

If there are any special procedures to be followed with regard to seizures, please also let the school know.

Emergencies

In the event of a child becoming ill, having an accident or seizure in school, the Head, Depute Head or Principal Teacher will decide on the action to be taken. Every effort will be made to contact the parents or emergency contact to inform them of the situation.

Should hospital treatment be required, an ambulance will be called and a member of staff will accompany the pupil, and remain there until the parent arrives. Any special instructions or procedures should be notified in writing to the Head.

Minor accidents which cannot be dealt with at the school by First Aiders (Mrs Lyle) will be dealt with at the local surgery if possible. Parents will be fully informed.

It's essential that you let us know of any particular medical conditions or requirement(s) your child might have. Written parental consent is also required for the administration of medicines.

Please let the school/centre know of any change in your contact information, any change in a child's medical condition and of arrangements we should make should your child become ill, or needs to be taken home.

Dental health

The Childsmile Nursery and School Programmes provide preventive oral health advice and support for children aged three and upwards.

Daily supervised tooth brushing takes place in school. Additional preventive care is offered with the application of fluoride varnish twice a year. Every year, pupils are offered a free dental inspection in school or can choose to have necessary treatment carried out by their own dentist.

This helps to make sure you and your child are receiving all the support needed to maintain your child's dental health - and take any steps required to remedy any problems that may have arisen. The data collected is also useful for planning and evaluating dental health care initiatives directed towards improvements.

Hearing impairment service

The Ayrshire Hearing Impairment Service supports hearing impaired children and their families from diagnosis until school leaving age.

Our Teachers of the Deaf and our Sign Language Assistant also visit children at home and in educational establishments throughout North, South and East Ayrshire.

The Service will listen to you, your thoughts and ideas and help you to learn about your child's hearing loss.

It will help explain your child's hospital audiograms and reports and advise on your child's language development.

It will also work with you to provide the best possible support for your child, from diagnosis of a hearing loss until they leave school.

They can also introduce you to other parents and offer information about other local services.

For more information call 01563 551219, or email: hearingimpairment.service@east-ayrshire.gov.uk

East Ayrshire Psychological Services

Our educational psychologists make visits to our schools regularly. Their role is to assist and help children experiencing barriers to their learning, by providing advice and consultation, through working with teachers, staff and parents.

The educational psychologist can be involved in consultation around general issues that may arise regarding particular children.

The educational psychologist will not undertake formal assessment, or meet with your child, without your prior consent and this will be discussed with you by the school.

Where consent is given, the school will keep you up to date with the support on offer, any needs that are identified and the educational psychologist's role in supporting your child. Other school staff may become involved in supporting your child and, again, this will also be discussed with you as part of the process.

The school can give you more information on the psychological service, or you can visit the website: <https://blogs.glowscotland.org.uk/ea/eapsychservices/>

For information to other related services for young people, see:

<http://www.eastayrshire.gov.uk/EducationAndLearning/ActivitiesAndSupportForYoungPeople/SupportForYoungPeopleSchoolAndEducation/EastAyrshiresupportteam.aspx>

Child protection

The **head teacher** has responsibility for all child protection issues and this includes:

- Establishing a positive ethos which supports and values children and contributes to their welfare and protection.
- Ensuring that child protection guidelines are brought to the attention of all staff.
- Making sure there is a named child protection co-ordinator for the school.
- Developing policy and practice to meet national and local authority guidance.

Information Sharing

We need to obtain the consent of the child or their parent or carer to share information with other appropriate agencies.

When it is appropriate for us to seek consent we need to make sure that we are clear about

- The purpose of the information to be shared;
- What information is to be shared;
- With whom it is to be shared.

Information CAN be shared without consent if there is concern that a child is at risk of harm abuse or threat to life.

In all circumstances the welfare and protection of the child is paramount.

Anti-bullying

We want every child in East Ayrshire to grow up free from bullying behaviour and we're fully committed to making sure children and young people become confident individuals and responsible citizens.

We take bullying very seriously and work to prevent it.

Should an incidence of bullying occur, we will respond quickly and effectively. You can find more information on our Respectful Relationships Policy at: <https://www.east-ayrshire.gov.uk/EducationAndLearning/SupportForPupils/Anti-Bullying.aspx>

Role of Staff

We expect our staff to act in the best interests of children at all times and, in co-operation with other key agencies, to protect children from harm and abuse.

Where there are grounds for concern that a child may have been abused, staff will observe, report, record and co-operate with agencies such as social work, police, Scottish Children's Reporter and any appropriate medical personnel.

Further information can be found at:

www.eastayrshire.gov.uk/SocialCareAndHealth/CareAndCarers/ChildrenAndYoungPeople-ChildProtection/ChildProtection.aspx

Data Protection

East Ayrshire Council creates, collects and processes personal information about children and we are bound by the terms of the Data Protection Act 1998.

We collect information from children, their parents and guardians and we may also receive information from other sources, such as previous schools.

All information is stored securely and we do not share it apart from the circumstances described below, or where the law requires us to do so.

Under the Act, we are known as the *Data Controller* and the information we collect is needed for a number of reasons which include, but is not limited to:

- Monitoring and reporting on absence.
- Supporting teaching and learning.
- Monitoring and reporting on your child's progress.
- Providing appropriate care.
- Assessing how well your child's school/centre is doing.

The information we collect will also include details such as contact address or phone numbers and data such as ethnic group, additional support needs and any relevant medical information. Occasionally, we may make information available to other organisations, for example:

- To other schools/centres if you move away.
- To the Scottish Qualifications Authority for examination entries.
- To the Scottish Government and its agencies.

You can see the personal information we hold about you by making a Subject Access Request. A parent or guardian may make a request on behalf of children under 12.

To do this, please contact the Council's Freedom of Information Officer on 01563 576094, or email: FreedomOfInformation@east-ayrshire.gov.uk

A fee may be charged for this service.

Education Records

In addition to the Data Protection Act 1998, you also have the right to see your child's education record under the terms of the *Pupils' Educational Records (Scotland) Regulations 2003*.

You can inspect these free of charge at the school, but please contact the school to arrange an appointment. The records must be made available to you within 15 school days. A copy of the records can also be provided for a fee.

Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act, 2002 gives you a right of access to a wide range of information held by Scottish public authorities.

Subject to some exemptions, anyone who makes a request to a public authority for information under the Act will be entitled to receive it. In line with other Councils and public bodies, the Council has a 'publication scheme' – a range of material online, routinely made available to the public.

Such material is exempt from requiring a specific response under the Freedom of Information legislation. To request information e-mail: freedomofinformation@east-ayrshire.gov.uk

Social Networking and Social Media

In recent years, use of the internet and social media has grown significantly and the Council has policies which support and promote the safe, ethical and responsible use of social networking and social media.

This policy promotes a managed approach to social networking within East Ayrshire Council allowing responsible interaction through social media in a way that enhances communications and engagement.

Equalities

The Council and all our schools are fully committed to terms of the Equality Act 2010 and the nine protected characteristics it outlines which are: Race, Religion and belief, Disability, Gender Reassignment, Sexual Orientation, Sex, Marriage and Civil Partnership, Pregnancy and maternity and Age.

School Inspections

HM Inspectors from Education Scotland inspect and report on the quality of education in Early Childhood Centres, primary schools, secondary schools, special schools, community learning and development services, colleges, and residential educational provision.

In addition, Early Childhood Centres are also subject to inspection by the Care Inspectorate.

Occasionally, Early Childhood Centres and partner centres may have shared inspections by the Care Inspectorate and Education Scotland.

All reports are published and can be viewed on the Care Inspectorate and Education Scotland websites.

Education Groups – Principals

Learning Community

Hillside School is a member of the Cumnock Learning Community.

Associated Establishments

Mr. P. Gilchrist, Barony Campus Head, Cumnock; Head of Robert Burns Academy, Barony Campus, Cumnock

Mrs. A. Hasting, Head of Lochnorris and Robert Burns Academy Supported Learning Centres, Barony Campus, Cumnock

Mrs. C. O'Driscoll, Head of Lochnorris Primary School, Barony Campus, Cumnock.

Mrs. Gillian Johnston, Head of Cherrytrees Early Childhood Centre, Barony Campus, Cumnock

Mrs. J. Donnolly, Head of Netherthird Primary School, Cumnock

Mrs. D. MacColl, Head of Logan Primary School, Logan

Mrs. J. McMurdo, Head of New Cumnock Primary, New Cumnock

Mrs. M Clark-Mackay, Head of New Cumnock Early Childhood Centre, New Cumnock

The structure within the Education Service is designed to ensure effective and responsive operating arrangements, to provide effective support for curriculum development, service improvement and for the collection, interpretation and dissemination of relevant performance management information.

Individual educational establishments are assigned to an Education Group, and each group has an Executive Leadership Team.

The Leadership Team is responsible for supporting the vision of the service and to collectively deliver the priorities in relation to raising attainment, achievement and health and wellbeing.

Through collective leadership, greater use of performance data and the sharing of resources, Education Groups drive forward improvements across the Education Service and in all educational establishments.

Collective leadership means everyone taking responsibility for the success of the Learning Community as a whole – not just for their own school or sector.

This is designed to create a positive, caring and supportive environment for staff, children and young people to enable them to enjoy developing their talents to their maximum potential.

Our teachers and staff

We aim to recruit the best teachers and staff to deliver a superb education and early learning and childcare for your child.

Recruitment and selection procedures are rigorous and consistent and the recruitment process includes a security check – through the Protection of Vulnerable Groups (PVG). All teaching staff are registered with the General Teaching Council Scotland (GTCS).

Comments, suggestions and complaints

Our aim is to provide high quality services to the people we serve, but sometimes things can go wrong. If this happens, please tell us, so that we can put things right via the following link: <https://www.east-ayrshire.gov.uk/CouncilAndGovernment/Contact-us/Contactusform.aspx>

Complaints

If you have experienced a problem with a service or have a complaint to make, the quickest way to get it resolved is to talk to the school or head teacher.

- **Stage 1:** If the head teacher is unable to provide a satisfactory resolution to your enquiry or complaint, you can raise a formal complaint via the Council's Complaints Procedure. Your complaint will be reviewed by a manager within education and a response provided within five working days.
- **Stage 2:** If you are not satisfied with the response received, you can ask for a further review of your complaint by senior management and we will aim to respond within 20 working days.

If you have completed the Council's complaints process and you are still unhappy, you can ask the Scottish Public Services Ombudsman to look at your complaint. Further information is provided in the leaflet a **guide to making comments, suggestions and complaints** or on the Council website www.east-ayrshire.gov.uk/complaints

Complaints about care

You have the right to contact the Care Inspectorate with any complaint that you have about an Early Childhood Centre and you can make a complaint:

- online at www.careinspectorate.com
- by email enquiries@careinspectorate.com
- by phone on 0845 600 9527
- by letter, or by visiting any of their offices – a list is here:

www.careinspectorate.com/index.php/our-offices

Mediation

Mediation and advocacy services are also available through Enquire - the Scottish advice service operated by Children in Scotland, for additional support for learning. You can call them on 0845 123 2303 or email: info@enquire.org.uk

You can also go online at two websites - www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people).

Policies

What we do - and how we do it - is governed by a range of laws, policies and conventions.

Policies are regularly reviewed and updated to reflect changing legislation and national policies. Please contact the school/centre office if you would like more information.

The following references give a brief summary and you can use the highlighted links for more details on each.

Getting It Right for Every Child (GIRFEC)

GIRFEC aims to reform children's services by changing existing practices, removing barriers to services and promoting partnership working between different professionals.

It introduces a co-ordinated approach across all agencies for the delivery of support to children and young people as they require it.

Locally, we will continue to bring together early years, primary, special and secondary schools with other organisations, health and social care partners to plan and improve services for children.

www.scotland.gov.uk/Topics/People/Young-People/gettingitright

Pre-birth to three: positive outcomes for Scotland's children and families

This acknowledges the significance of the time before birth and early years and how it can influence children's future outcomes.

The guidance highlights the importance of attachment for young children to their parents and carers and the principles and philosophy underpin the Early Years' Framework and Curriculum for Excellence.

It also emphasises that all adults working with Scotland's youngest children have an important role in implementing the Early Years Framework, through giving all children the care, support and respect they need.

<http://www.educationscotland.gov.uk/earlyyears/prebirthtothree/index.asp>

Building the ambition (2014)

Building the Ambition sets the context for high quality early learning and childcare and complements the Children and Young People (Scotland) Act 2014 (see *below*).

It aims to support those who are delivering early learning and childcare in different settings across Scotland.

<http://www.educationscotland.gov.uk/learningandteaching/earlylearningandchildcare/buildingtheambition/index.asp>

Legislation

Children and Young People (Scotland) Act 2014

This is perhaps the most important piece of legislation and sets out a number of key requirements as follows.

- *Named person*
This sets a requirement for Health Boards to provide children with a *named person* from birth up to when they go to school. Local authorities must provide children in schools with a named person from school age to 18, or until they leave school, whichever is later.
- *Lead professional*
All children and young people who need support can access this from one person – called a *lead professional* – who will act as a single point of contact for the child, or family and co-ordinate the care required across a range of different services.
- *Child's plan*
Local authorities require to prepare a plan in relation to an individual child if it is considered that a child has a wellbeing need. This is required if it is considered that wellbeing cannot be met without targeted intervention.

Public Services Reform (Scotland) Act 2010

Early Childhood Centres

This sets up a system of registration and inspection for care services and a set of national standards.

The standards that apply to early education and childcare are used to monitor the quality of our services and how they comply with the Act.

www.legislation.gov.uk/asp/2010/8/part/5/chapter/3

You can find Early Childhood Centre inspection reports on the Care Inspectorate website here:

www.careinspectorate.com

The Educational Additional Support for Learning (Scotland) Act 2009

This sets out the law relating to special needs and updates the same Act from 2004.

Some children may face difficulties (for a range of reasons) that act as a barrier to their learning. It requires that all schools and Early Childhood Centres identify children with additional support needs and plan their education at the earliest possible stage.

Children identified as having additional support needs will be supported in a number of ways including an Action Plan (AP), an Individual Learning Plan (ILP) or a Co-ordinated Support Plan (CSP).

The Act also gives more rights to parents to request assessments for their child and places additional responsibilities on local authorities for children in their care.

The Family Law (Scotland) Act 2006

Family law covers topics such as marriage, civil partnerships and cohabitation, what happens when a relationship ends, relationships between parents and children, inheritance, succession and gender recognition.

www.scotland.gov.uk/Topics/Justice/law/17867/FLSA2006

Parental Involvement Act 2006

This helps boost how parents and schools work together to benefit from shared knowledge, helping our children to reach their full potential.

www.scotland.gov.uk/Publications/2006/09/08094112/0

Disability Strategies Pupils' Educational Records (Scotland) Act 2002

This helps to promote positive attitudes towards disability in all Scottish schools and will help responsible bodies to ensure that they can meet their new duties under the amended Disability Discrimination Act 1995 - effective from September 2002.

www.scotland.gov.uk/Publications/2002/09/15494/11272

Standards in Scotland's Schools Act 2000

This declares that every child of school age has the right to a school education provided by an education authority and states that education should be "directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential." It requires local authorities to:

- secure pre-school education for all pre-school and ante pre-school children, where a parent wishes one
- secure the right of every child to have a school education

www.legislation.gov.uk/asp/2000/6/contents

Education Scotland Act (1980)

This places a duty on every education authority to make sure their area has an adequate and efficient provision of school education and further education.

www.legislation.gov.uk/ukpga/1980/44/contents

The content and information in this handbook was correct in June 2019.

However, laws, education policies and procedures can change rapidly 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.