Hillside School

Dalglish Avenue;
Cumnock
KA18 1QQ

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<tr>
<th>Telephone No:</th>
<th>01290 423239</th>
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<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:debbie.skeoch@east-ayrshire.gov.uk">debbie.skeoch@east-ayrshire.gov.uk</a> (Head Teacher)</td>
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<tr>
<td></td>
<td><a href="mailto:dawn.mair@east-ayrshire.gov.uk">dawn.mair@east-ayrshire.gov.uk</a> (Depute Head Teacher)</td>
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<td>School Blog:</td>
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<td>Twitter:</td>
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<td>School App:</td>
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<tr>
<td>Denominational Status (if any):</td>
<td>Non-denominational and co-educational</td>
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<tr>
<td>School Hours:</td>
<td>9.30 am – 3.00 pm</td>
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<tr>
<td>Stages Covered:</td>
<td>Hillside School provides education for children with severe and complex additional support needs from 5 years to 18 years of age. There are therefore both Primary and Secondary stages provided for.</td>
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<tr>
<td>School Roll:</td>
<td>School Roll of 30</td>
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<tr>
<td>Further information:</td>
<td><a href="http://www.east-ayrshire.gov.uk/schoolhandbooks">www.east-ayrshire.gov.uk/schoolhandbooks</a></td>
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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 will give a range of relevant information, but only by meeting the children and staff in their own environment can the vitality and ethos of the 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. We are always able to respond to situations as they occur and to react to spontaneous responses from the children.

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!

Debbie Skeoch
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 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.
Staff work hard to establish excellent relationships with pupils throughout the school. Good behaviour is encouraged at all levels. It is essential for the safety of all and to ensure that pupils gain as much as possible from the education provided.

We use a range of strategies appropriate to individual needs to promote appropriate behaviour and encourage respect for ourselves and each other. Kind behaviour and respect for friends, family and people in the community are seen as a vital part of the skills we teach. We will work in partnership with parents and other agencies on this issue as appropriate.

As well as establishing our school motto “BE FANTASTIC!” 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
Accommodation

Hillside School opened in March 1992 in Barshare, Cumnock, East Ayrshire.

The school is located in a purpose built school in Hillside/Barshare Primary Campus, Dalglish Avenue, Cumnock.

The accommodation consists of:

7 classroom bases, sensory room, soft play room, open area, therapy swimming pool, physiotherapy room, medical room, resource room, laundry, staffroom, 2 offices, home economics room, inclusion room and parents’ area.

Ramps and automatic doors give wheelchair access to all areas of the school internally and externally.

There are large grassed areas surrounding the school and facilities for cycling, ball games and large apparatus in the playground. There are also picnic tables outside the home economics area as well as a sports activity area and summer house.

A sensory garden and willow tunnel have been constructed to enhance the curriculum.

The school grounds support outdoor learning and include an orchard area with apple trees and fruit bushes, a wheelchair accessible vegetable plot and potting shed.
Our Children

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

The pupils of Hillside School come from a wide catchment area within East Ayrshire and beyond.

They have a wide variety of additional support needs including cerebral palsy, complex learning difficulties, autism, challenging behavior and 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 educational plan and access to specialist aids and equipment where necessary. Modern technological advances are opening new doors to our children through the use of computers, I Pads, Plasma Screens, I Pads and augmentative communication systems.

The pupils’ ages range from five to eighteen years and the current role is thirty 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.

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.

Photography Policy

*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.*
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. Information of a more general nature is sent out by letter to parents or by text or school app message. In addition a newsletter is sent out termly to parents and the wider community keeping everyone up to date with the life of Hillside School.

Parents 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 appreciate the help given by other professionals in school. They are spared lengthy waits in consulting rooms because so many specialists see the children and parents in the school. Often children from the community can share this facility too and we feel that in some measure we are giving as well as receiving.

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 ILPs, evidence folders, informal and formal education reviews, information meetings, parents’ nights and school events and our school blog.

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

This is your school too!!
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<th>Break</th>
<th>Detail / Attendance</th>
<th>Date</th>
<th>Cumulative Holiday Total</th>
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<td>Friday 26 June 2020</td>
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*Ayr Gold Cup weekend has been confirmed as Thursday 19th – Saturday 21st September 2019*

Session 2020/2021: Teachers (In Service) - Monday 17 August 2020
Pupils return - Tuesday 18 August 2020

Good Friday - 10 April 2020

Pupils attendance will be 190 days after deducting 5 In Service days
Our Staff Team

**Head Teacher:** Mrs Debbie Skeoch  
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 in overall management of the school, deputising in the absence of the Head Teacher as required, primary curriculum, inventory, LAAC, students/ work experience/supply staff/ volunteer placements, transitions, staff development, SQA/ASDAN coordinator, EVC coordinator, policy management, behaviour support, enterprise, ICT/technology, Learning for Sustainability LfS.

**Principal Teacher:** Mrs Janet McKechnie  
Areas of Responsibility: Secondary curriculum, transitions, ICT/technology, Eco School Coordinator/LfS, 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  
- Mrs Gail Carson  
- Mrs Leonie McLeary (0.4)  
- Mr Gavin Wark  
- Mrs Susan Todd Burgess (0.6 PE/HWB)

**Instructors**
- Mrs Anne Kelso  
- Mrs Rosemary Thomas

**Classroom Assistants**
- Mrs Margaret Anderson  
- Mrs Mhairi Channon  
- Mrs Karen Harrow  
- Miss Joanne Harrow  
- Mrs Mary Lyle  
- Mrs Karen Russell  
- Mrs Fiona Lamont  
- Mrs Sanchez Donis  
- Ms Nikki Torbet  
- Ms Mary McEwan  
- Ms Hayley McLaughlin  
- Ms Rae Wilson  
- Mrs Kirsty Weir  
- Mrs Annette Black  
- Mrs Suzanne Montgomery  
- Mrs Michelle Bickerton  
- Mrs Fiona Robertson  
- Ms Jane Benn  

**Senior Clerical Assistant**  
Mrs Michelle Kay

**Catering**  
- Mrs Anne Clark  
- Mrs Moira Donald

**Cleaners**  
- Mrs Irene Lennox  
- Mrs Mary-Elizabeth Forrest

**School Nurse**  
Mrs Nuala Corrigan

**Janitor**  
Mr Mark Johnstone
School Improvement Review of 2018/19

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.

Children and young people 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 has been further increase in attainment and achievement for senior pupils this year. We have continued to increase the number of units and qualifications being offered and there is a much wider range and variation across the curriculum including further development of some youth awards such as the Duke of Edinburgh Award, with 2 pupils now working towards silver award.

- Secondary and Senior Pupils have achieved certification through ASDAN. ASDAN Transition Challenge – 1 awarded

- Senior Pupils have also received certification through SQA National Qualifications. Personal Achievement Award - National 1 Silver Level - 2 awarded. Personal Achievement Award - National 2, Gold Level - 2 awarded. National 1 units - 23 awarded, National 2 units - 8 awarded

- 2 Senior pupils has successfully and confidently completed a work experience placement at Visions Gym and in our school kitchen

- Senior pupils are working towards Duke of Edinburgh Silver Award

- Staff have developed an understanding of Nurturing Approaches and linked to our own Vision, values, aims and curriculum rationale and current practice. This is having a positive impact on pupil wellbeing and engagement in learning. Nurture Pledge in place.

- 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.

- Numeracy curriculum enhanced by Les Staves ‘Very Special Maths’ input. Numeracy and literacy planners developed in line with benchmarks and Education Scotland’s Milestones for Complex Learners. Pupil Individual Tracker document in place
Hillside School Improvement Plan 2019-20

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.

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 classes and to support families to develop communication skills in the home setting too.

As part of our follow on from this year’s work on Nurture we will learn more about the Nurture Principle ‘All behaviour is Communication’ and develop a really good understanding of each child’s individual sensory needs and how to respond to these.

We want to make sure that we continue to develop relevant and personalised learning experiences that are meaningful 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 have decided to work with our speech and language therapy colleagues to help us use the SCERTS model. This framework will allow us 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.

We will also use the Teaching Talking resource to increase our understanding of developmental stages of learning. This will help us plan appropriate learning experiences for individuals.

We will continue to work with our parents, carers and families to make sure that you understand the learning that is happening for your children and young people and feel confident that it is meeting their needs. We will share ways to support your children and young people and work with you to help children develop skills across school, home and the community.

We also want to have a focus on family wellbeing. We want to involve families in more shared social and learning opportunities as we start to think about moving to the inclusive Barony Campus.

Finally we want to continue our journey to becoming a Rights Respecting School to make sure we continue to promote and improve dignity, self-esteem and respect for all learners. We hope to gain silver level this year.
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 3 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 nursery to primary, on to secondary and beyond.

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.

Once a year if appropriate 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 cookery 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 a sensory garden area and two 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, sensory room and soft play area, which every pupil has access to.
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 technology appropriate to their needs. Every class has a plasma screen and a selection of software to stimulate innovative and creative learning experiences. There is widespread use of switches and other augmentative aids to support communication and interaction as appropriate for each learner. The use of iPads and associated technology is being explored.

Total Communication Approach: At Hillside we use a total communication approach. This means we use a variety of ways to support communication including Makaton signing, use of a symbol approach and use of objects of reference. 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
All primary pupils integrate into local schools for PE and other activities where appropriate.
Pupils from the local primary join in activities 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 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

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: Secondary pupils access Cumnock Academy weekly to use the facilities in the PE department. Other opportunities are developed on a yearly basis if possible.

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.
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. The school colours are royal blue and yellow and the uniform consists of sweatshirts, polo shirts and waterproof fleece jackets if wished. The school uniform is available to purchase from Donsport in Cumnock amongst others or through the school office. 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.

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. Vijayan carries out medical examinations annually in school, to which parents are invited. He 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.

The Speech Therapist 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 Nuala Corrigan 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 or 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 and Mr Johnstone) 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 need 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.
Education Groups – Principles

Learning Community

Hillside School is a member of the Cumnock Learning Community.

Associated Establishments

Mr. P. Gilchrist, Cumnock Academy, Cumnock
Mr. M. Robertson, Auchinleck Academy, Auchinleck
Mrs. A. Hastings Barshare Primary School, Cumnock
Mr. Simon Leitch, Greenmill Primary School, Cumnock
Mrs. K. Crombie, Netherthird Primary School, Cumnock
Mrs. D. MacColl, Logan Primary School, Logan
Mrs. J. McMurdo, New Cumnock Primary, New Cumnock
Mrs. M Clark-Mackay, 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).