



## **Newmilns Primary School and ECC**

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## **Parent Handbook**

2018/19

*This document is available to read in alternative formats.  
Please contact your head of establishment for details.*

**Please note:**

- *Throughout this handbook, the word “parent” is intended to mean the guardian or any person who has parental responsibilities (within the section 1 (3) of the Children (Scotland) Act 1995) for the care of a child, or young person.*

## Emergency Contact Information

In the event of an emergency affecting your child’s school/centre, we have well-established procedures in place to cope with almost all situations:

- **Group Texts** are sent out to parents to advise of an emergency. Parents should provide the head of establishment or school/centre office with an up to date mobile phone number to enable automatic contact via text messaging.
- In the event of an emergency, the Council’s Communications Team work quickly to update the Council website, Facebook and Twitter with the latest developments and advice on what to do.
- The team also work closely with **Westsound Radio** (DAB 11B, MW 1035) and **West FM** (96.7, 97.5 and 106.7) and statements and updates are issued frequently.

We understand an emergency can be a very stressful time and phone lines are often used by emergency services, so it’s important that we try and keep lines clear.

As parents, you are advised that **before** telephoning your child’s educational establishment, you should first check the Council webpage, for news and announcements: [www.east-ayrshire.gov.uk](http://www.east-ayrshire.gov.uk)

You can also check the **Facebook** page: [www.facebook.com/eastayrshire/](http://www.facebook.com/eastayrshire/)  
or, **Twitter**: [East Ayrshire Twitter](#)

***Thank you for your co-operation.***

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# Welcome



**Linda McAulay-Griffiths, *Head of Education***

Welcome to your school handbook.

In the following pages, we aim to give you the information you and your child might need to benefit fully from the wide range of educational services and facilities available.

We aim to ensure every child or young person, regardless of background, has an equal opportunity to enjoy a first class education, equipping them with the skills, experiences and opportunities to succeed in school or centre, further education, work and life.

For this to happen successfully, we need a genuine partnership with parents, making sure your child can fulfil their potential.

Just like you, we want the best for your child, for them to be the best they can be.

If you want to know about your child's progress or their entitlement to a service and you cannot find the information you need here, please contact your school, or Early Childhood Centre directly – the contact details are on the front cover of this handbook.

Our staff are happy to explain anything of concern to you and will assist you in every way possible – please just get in touch.

I know your child will enjoy their time with us as they grow, learn and progress every day.

By working together, we will ensure your child will benefit from a great education and, if you are interested in how you might contribute to school life, possibly on the Parent Council or by volunteering, please let us know.

Kindest regards,

**Linda McAulay-Griffiths**

## 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](http://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>

## Section 1

### 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.

There are five levels and these are flexible, depending on pupils' needs and abilities.

- **Early** - the pre-school years and P1 or later for some.
- **First** - to the end of P4, but earlier or later for some.
- **Second** - to the end of P7, but earlier or later for some. We work closely within our Education Groups and P7 pupils and parents to facilitate the transition from primary to secondary school.
- **Third and Fourth** – S1 to S3. S3 marks the end of the broad general education phase and is a time when pupils choose courses which will lead to national qualifications. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and refine your child's education.
- **Senior phase** - S4 to S6, and college or other forms of study. In S6, pupils will have opportunities to study programmes involving independent and blended learning with partners from Higher and Further Education and the business community.

#### Learning and Teaching

##### S1 – S3 Curriculum

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. Most learners at the third level will progress into the fourth level before the end of S3, laying strong foundations for more specialised learning.

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 include or combine staying on at school, going to college, or university, 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 and more flexible study options now include:

- being able to take qualifications over one or two years
- taking National 4 and 5 qualifications in S4, S5 and S6 or, possibly
- bypassing these and working directly towards Highers.

### Qualification Levels and Progression

SCQF Level	Current Level	Progression
Level 1	National 1	National 2 (N2)
Level 2	National 2	National 3 (N3)
Level 3	National 3	National 4 (N4)
Level 4	National 4	National 5 (N5)
Level 5	National 5	National 6 (N6)
Level 6	National 6 (Higher)	National 7 (N7) (Advanced Higher)
Level 7	National 7	National 8 (N8)

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 further study or the world of work.

Vocational learning, including work experience, careers advice and business, university and college links all complement the work done through Mentoring for Effective Learning classes and by Guidance and subject teachers to develop skills for learning, life and work.

## 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.

In turn, teachers and staff will work with pupils reflecting on their results, looking at their strengths and learning needs and agreeing next steps and action based on these.

As they progress, pupils become more involved in this process, as they develop the skills to make effective judgments on their own learning – developing personal expertise that will be important to them throughout life.

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

Children who may have additional support needs, or who 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.

## Class size policy

Currently, the maximum number of children in classes is:

Primary 1	25
Primary 2 and Primary 3	30
Primary 4 to Primary 7	33

*The exception to this is a composite class, which has a maximum size of 25.*

A composite class is one in which children from two or more years are grouped together (for example, P2 and 3) or, in some small schools three years may be grouped together. More information on composite classes is available at:

[www.east-ayrshire.gov.uk/Resources/PDF/C/CompositeClasses.pdf](http://www.east-ayrshire.gov.uk/Resources/PDF/C/CompositeClasses.pdf)

Early Childhood Centres are registered with the Care Inspectorate for a maximum number of children in specific age ranges and this varies from centre to centre.

## Section 2

### 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.

Some Early Childhood Centres may have a Parents' Committee. 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 organises fund-raising events and encourages links between the school/centre, 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:

- Newsletters which are posted on the school/centre website throughout the year.
- We will contact you by telephone if there is every 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/centre and an appointment to meet will be arranged at a mutually convenient time.
- The school/centre homework diary is another means of communication where we can share information about your child. In addition to homework, your child will also bring home samples of work for you to see and discuss with them.
- 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 and/or 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.

## Early learning and childcare admissions

Local authorities require to provide a minimum of 600 hours of free early learning and childcare to all 3 and 4 year olds and eligible 2 year olds. Information leaflets are available for parents and carers in all local authority Early Childhood Centres and in partner centres.

## Transition

Transition arrangements for Early Childhood Centres, Primary Schools and Special Educational Needs schools are managed by each individual establishment.

*Please refer to your school/centre's own section at the back of this handbook, or contact the school/centre directly for more information.*

## Early entry to primary school

If you want to discuss whether your child should start primary school early, then please contact the school directly for more information and advice on your options.

## Deferred entry to primary school

If your child is aged between four and a half and five, you can choose to enrol your child in school early, or defer entry until the following August. However, you can only do this if your child's birthday falls between February and September.

You will need to register your child at the school in your catchment area, during enrolment week (dates will be publicised on the Council website) and the option to defer entry can be discussed.

You can also discuss deferred entry with staff in an Early Childhood Centre or partner centre (if attending). If your child does not go to an Early Childhood Centre, or partner centre, you can get an application from us at: Education (Early Years), London Road, Kilmarnock, KA3 7BU, or by calling 01563 576004.

For children with September to December birthdays, application forms need to be completed and returned to the above address before the last day in February.

### Placing requests and appeals

If you want to send your child to a school outside your catchment area, you need to complete a school placing request form. However, if you do this, please remember that your child will not be entitled to free school transport to and from school.

Placing requests are decided by the Council's Head of Education. If you wish to appeal a decision, you must do so, in writing, within 28 days of receiving it.

An Appeal Panel will be arranged, made up of a Councillor and two parent council representatives. An officer from the Council's Legal Services team will also attend the hearing to provide advice to the panel. The panel will either grant your appeal, or agree with the original decision.

If you remain unhappy with the decision, you have the right to make a final appeal at the Sheriff Court within 28 days of the appeals panel's decision.

### Secondary schools

We work hard to make sure that every pupil benefits from an education best suited to their needs, helping them to succeed in school, in their community, in work and in life.

To do that, we will offer an education that provides specialisation and depth, preparing pupils to gain the best possible level of achievement. We also offer a wide range of activities and opportunities for pupils to develop skills for learning, life and work.

Our aim is for all pupils to leave school with an offer of a meaningful, appropriate, relevant and attractive prospect for further training, learning or employment.

All secondary schools work closely with a range of further education colleges, local businesses, third parties and the Council to offer a host of different training, education and experience opportunities to enhance their skills and prospects.

### 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:

- Primary 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.
- In Early Childhood Centres, parents are required to sign a register when dropping a child off at the centre and when collecting them.

- 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.

Your child should not go home without permission and pupils who are being sent home due to illness must be picked up by a parent, or other responsible adult (eg. a relative)

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](http://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.

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.

### **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.

### **Opportunities for All**

Opportunities for All focuses on young people in the 16-19 age group. It provides increased opportunities to those young people most at risk of not entering education, employment or training when they leave school.

We offer these pupils an Activity Agreement – a programme of activity tailored to their needs which aims to re-engage them and equip them with skills to progress into more formal training or learning.

It is based on partnership working between a wide number of partners, businesses, training and voluntary agencies.

## **School uniform**

### ***Early Childhood Centres***

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 on a regular basis.

## *Other schools*

Our schools have a dress code. For more specific information, please contact your school/centre. There are forms of dress and footwear which are unacceptable in school/centre such as clothes which:

- might encourage rivalry/offence (such as football colours, photos, wording)
- could cause health and safety difficulties (loose-fitting, dangling earrings)
- are made of flammable material (such as shell suits)
- might cause damage to flooring (high heels)
- carry advertising, particularly for alcohol, tobacco or drugs,
- could be used to inflict damage on other pupils, or be used by others to do so

In addition, earrings or other body piercing jewellery should not be worn for any PE-related activity. However, your child will never be deprived of any educational benefit as a result of not conforming to the dress code.

## 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](http://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

### Primary, Secondary and Special School Meals

All children in primaries 1 to 3 are entitled to a free school meal.

This is a great opportunity for children to enjoy the social interaction of eating in an environment where they can try different foods every day and it can also help to increase their concentration for their afternoon classes.

Our award winning meals service offers nutritionally balanced, well-presented food in an environment that is sensitive to the needs of pupils.

We are the only Council to have achieved nine consecutive Gold Soil Association Food Awards since 2008. We also back using valued local suppliers for our fresh ingredients.

School meals provide a good lunchtime experience with an important break in the day away from the classroom, while still being in the safety of the school.

School lunch breaks should be an interesting and enjoyable time and our philosophy is to help children towards a good diet by providing an attractive and interesting range of wholesome, cooked food, made from excellent, fresh, quality ingredients.

Menus and other information can be found at: [www.eac.eu/schoolmeals](http://www.eac.eu/schoolmeals).

The management of the Catering Service in your school is provided by the Council through Onsite Services. The Schools (Health Promotion and Nutrition) Act 2007 sets out in detail the national nutritional food standards we follow.

### Free school meals and milk

The Nursery Milk Scheme entitles children under five to free milk. Water can be provided as an alternative if your child does not want milk, or has a milk allergy.

If you are in receipt of Universal Credit, or other benefits, your child may also be entitled to free school meals.

You can get an application form at your school, or during school holidays, from Kilmarnock and Cumnock Registration Offices. There's also a web link here:

<https://www.east-ayrshire.gov.uk/CouncilAndGovernment/Benefits/Benefits-EducationAndSchool/FreeSchoolMeals/FreeSchoolMealsMilk.aspx>

Some children who attend Early Childhood Centres may also receive a meal – please ask at the centre regarding eligibility and local arrangements as the service may depend on the age of your child and the hours attended.

### Online School Payments

A safe and secure system of online school payments is being introduced to all primary and secondary schools, removing the need for your child to carry cash. The payment service is being provided by ParentPay: <https://www.parentpay.com/>

ParentPay is a secure online payment system allowing parents to pay for school meals, trips, uniforms and much more.

Parents who do not have access to online facilities or wish to continue to pay in cash can do so by paying through Paypoint facilities at local shops.

Benefits for parents:

- make payments whenever and wherever you like
- no need to worry about your child carrying cash to school
- monitor and make payments by instalments for larger items such as school trips
- a single login for all your children regardless of which school they attend

- alerts for low balances via email and/or SMS text

Further information on online school payments is available online at:

[www.eac.eu/onlineschoolpayments](http://www.eac.eu/onlineschoolpayments)

### Cashless catering

Cashless catering systems are also being introduced to all primary and secondary schools in East Ayrshire in conjunction with the introduction of Online School Payments. Cashless catering will be provided by Nationwide Retail Systems Limited.

It means you will be able to pay for school meals and snacks using the Online Payments system and will be able to view your child's menu choices, as well as track their spending.

Primary 1 to 3 pupils and other pupils who are entitled to free school meals will have their meal allowance added to their account every day.

A biometric thumb image will be used in the majority of schools to identify pupils and link them to their record on the cashless catering system.

To access the service, you need to consent for your child's biometric data to be stored on the cashless catering system. It's incredibly safe and anonymous.

Further information on online school payments is available at: [www.eac.eu/onlineschoolpayments](http://www.eac.eu/onlineschoolpayments)

## Additional support, health care and emergencies

### Additional Support for Learning

Occasionally, a child may face difficulties preventing them from effective learning. We identify them as having additional support needs, which may be short term, or for their whole school journey.

Our Early Childhood Centres have a variety of procedures to assist in the early identification of children with additional support needs and planning will take place at the earliest possible stage.

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](http://www.east-ayrshire.gov.uk/EducationAndLearning/SupportForPupils/AdditionalSupportforLearning.aspx)

## Medical conditions

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.

Free oral health packs containing a toothbrush, fluoride toothpaste and oral health information is given to all children in Early Childhood Centres, partner centres and in Primary 1. This programme follows on from the Early Years baby pack, given out during baby's first year. You can find out more here: <http://www.child-smile.org.uk/>

Daily supervised tooth brushing takes place in all Early Childhood Centres and partner centres. Additional preventive care is offered with the application of fluoride varnish twice a year. Every year, all primary 1 and 7 pupils are offered a free dental inspection in school.

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](mailto: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/>

## East Ayrshire Support Team (EAST)

EAST helps by providing support with early identification/assessment of a child's needs.

They can then offer support through curriculum development, planning of teaching, mentoring, reviewing and staff development.

The service is made up of different specialist teams:

- **The Core Team:** offers direct support to schools
- **English as an Additional Language** helps children with limited, or no English, or those who appear fluent but are not achieving their full potential
- **Visual Impairment Team** supports children with visual impairment and also offers a service to pre-3 children and their families
- **Early Language Centre** supports children from pre-school to P3 who have a severe, specific language delay or disorder
- **Hospital Education Service** supports children and young people who are admitted to hospital for an extended period or are frequently re-admitted
- **Autism Spectrum Disorder Outreach Team** – supports children who have significant Social Communication Difficulty including Autism Spectrum Disorder

All schools have access to a core EAST teacher on a needs-led basis.

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

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

If you believe your child has additional support needs please contact your school/centre, or get in touch with us on 01563 555640.

## 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.

## 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](http://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](mailto: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.

## Sharing information

We are keen to help all our children and young people do well in all aspects of school life and achieve better examination results.

To make the best decisions on how to improve education, the Scottish Government, local authorities and other partners such as the SQA and Careers Scotland need accurate, up-to-date information.



We transfer data to the Scottish Government through the ScotXed programme – a system of collecting, processing and sharing the information required for the planning, management and monitoring of Scottish education services.

More detail of the uses of this data can be found at: [www.scotxed.net](http://www.scotxed.net). The data is held securely and no information on individual pupils can or would be published by Scottish Government – it is only used for statistics and research.

### 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](mailto: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.

## Early Childhood Networks

In East Ayrshire, there are seven Early Childhood Networks, bringing different partners and agencies together to progress local priorities and partnership working.

Each network is led by one of our Early Childhood Centres (ECC) and these are:

1. **Cumnock, Mauchline , Auchinleck** - lead: Netherthird ECC
2. **Irvine Valley** - lead: Darvel ECC
3. **Doon Valley and Drongan** - Patna ECC
4. **Kilmarnock Central and South** - joint lead: Flowerbank and Shortlees ECC
5. **Kilmarnock North** - joint lead: Cairns and Hillbank ECC
6. **Kilmaurs Stewarton, Dunlop** - lead: Kilmaurs ECC
7. **New Cumnock, Muirkirk and Catrine** - lead: New Cumnock ECC

The head teacher, or manager in each lead ECC has responsibility for supporting and developing services and working with different agencies to develop the network.

The aim is to create flexible services, meeting you and your child's needs, including outreach work for vulnerable and looked after children, their families and carers.

A broad range of services is also offered, including family support in the home, parenting programmes, volunteering, work, money and benefit advice, health visitor drop-in sessions, clinics and relationship support.

The networks are linked to the Childcare and Recreation Information Service (CARIS) which provides free family information on a range of matters.

Their helpline is 0345 351 3000 and their website is: [www.families.scot](http://www.families.scot)

## Education Groups - Principles

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).

All early years' practitioners working with children are registered with the Scottish Social Services Council (SSSC) and all employees are required to fully adhere to the SSSC code of practice.

## **Teacher access programme**

We have a team of qualified teachers who work flexibly at different locations across East Ayrshire in local authority Early Childhood Centres and partner centres. This is known as peripatetic working.

Peripatetic teachers support the delivery of early learning and childcare through focused learning experiences and opportunities for children, working closely with qualified early learning and childcare practitioners.

## **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](http://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](http://www.careinspectorate.com)
- by email [enquiries@careinspectorate.com](mailto: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](http://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](mailto:info@enquire.org.uk)

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

## **Section 3**

### **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](http://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.
- *Early learning and childcare*  
Local authorities must offer minimum of 600 hours of free early learning and childcare for all eligible children who reside in their area.

This includes three and four year-olds and those two-year olds from households where the parent or carer is in receipt of certain benefits.

Two year-olds who are looked after under a kinship care order (or with a parent appointed guardian) are also eligible for early learning and childcare.

Looked after two year olds will have an integrated, multi-agency assessment using the GIRFEC process leading to a Child's Plan, to improve wellbeing outcomes.

Local Authorities may make alternative arrangements for a child's early learning and childcare, where this appropriate.

## 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](http://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](http://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](http://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](http://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](http://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](http://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](http://www.legislation.gov.uk/ukpga/1980/44/contents)

*The content and information in this handbook was correct in August 2018.*

*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.*



*Dear Parent/Carer,*

*On behalf of the staff team I would like to welcome you and your child to Newmilns Primary and Early Childhood Centre. I hope you will find this handbook helpful in preparing you and your child for their time with us.*

*In partnership with you, we strive to provide a broad and balanced curriculum that allows each child to reach his or her potential both in more formal learning and in wider aspects of learning and achieving. Our aspiration for all our children in the school and early childhood centre is that they become successful learners, confident individuals, responsible citizens and effective contributors.*

*We recognise the importance of high quality learning and teaching and are committed to self evaluation and continuous improvement. All staff lead by example and have extremely high expectations of the children in our care. We aim to ensure that all children are Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included.*

*Within the Early Childhood Centre nurture is at the heart of our practice. We ensure that our practice reflects the key principles of the Health and Social Care Standards: Dignity and Respect, Compassion, being Included, Responsive care and support and wellbeing privacy.*

*I very much hope that your child has an enjoyable and successful experience with us. If you have any questions, please feel free to contact me.*

*Yours faithfully*

*Jillian J McCracken*

*Head Teacher*

At Newmilns Primary and Early Childhood Centre we are committed to developing a culture and ethos in which all our pupils fulfil their potential by nurturing confident individuals and developing responsible citizens who are provided with opportunities to contribute effectively as successful, lifelong learners.

***It is our vision that all pupils at Newmilns Primary and Early Childhood Centre will flourish in all aspects of their lives.***

Our core values of co-operation, acceptance, respect, hope and ambition, friendship and responsibility underpin everything we do.

We aim to

- create a welcoming, safe and secure learning environment.
- build and develop positive relationships with the whole school and wider community.
- nurture and prepare children for life as healthy, responsible citizens.
- provide a broad, balanced and progressive school curriculum that inspires a creative and enquiring mind, helping develop the 4 capacities of Curriculum for Excellence.
- recognise and celebrate success and achievement.

We do this through promoting Health and Well-being throughout the curriculum and through a series of planned teaching and learning experiences at every stage and as mixed groups, e.g. at assembly.

We promote equality and fairness in how we participate in a range of activities and through effective engagement with others valuing and celebrating differences as well as similarities. We are currently working to promote resilience in our pupils as we believe that their life chances will be improved if they are able to cope with adversity in an ever changing world.

We celebrate attainment and achievement within in the school and early childhood centre and in wider forums too, e.g. individual certificates, class successes and whole school achievement. This can be in class, playroom at assemblies, through newsletters, our website and in local newspapers and social media. We aim to recognise the wider achievements of our pupils and welcome information from home about involvement in other activities out with the school.

We work in partnership with others to promote and enhance learning enabling us to achieve success e.g. NHS partners, Loudoun Church, Active Schools, Dean Park Rangers, TESCO, the SSPCA, Kilmarnock Football Club.

We seek to provide opportunities for our pupils to learn in real life contexts and we promote positive relationships with families to build strong learning teams to meet outcomes and build on positive outcomes for all.

*Newmilns Primary School and Early Childhood Centre*

*Gilfoot*

*Newmilns*

*KA16 9LP*

*Tel: 01560 320915*

*Email: [jillian.mccracken@east-ayrshire.gov.uk](mailto:jillian.mccracken@east-ayrshire.gov.uk)*

Newmilns Primary School and Early Childhood Centre is a non-denominational co-educational establishment. It is a sixties building situated at the very beginning of Newmilns in Loudoun Road, next to the fire station.

Anticipated Roll 2018/2019: 95 in the school /40 in the Early Childhood Centre

Agreed School Capacity: 283 in the school /40 in the Early Childhood Centre

Stages covered: Early Learning and Childcare 3-5 years, Primary 1-7

N.B. 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 classes are organised

**School Hours**

The school starts at 9.00am

The morning interval is from 10.40am – 10.55am

The lunch interval is from 12.35pm – 1.20pm

The school closes at 3.00pm

## **Early Childhood Centre**

We are piloting a 9am-3pm term time delivery model of the 1140hours of free early learning and childcare. Please contact Mrs McCracken to discuss your requirements.

## **Meals in P1-7**

The Schools (Health Promotion and Nutrition) Act 2007 sets out in detail the National Nutritional Food Standards. School Meals in East Ayrshire offer nutritionally balanced well, presented food in an environment that is sensitive to the needs of pupils. It offers a good lunchtime experience with an important break in the day away from the classroom, while still being in the safety of the school.

All pupils in P1-3 are now entitled to a free school meal. All other pupils can either purchase a school dinner or bring a healthy packed lunch. Children from P4-7 entitled to a school meal can apply for this from the local authority.

## **Breakfast Service and Snacks**

There is a Breakfast Service which operates in the dining hall. This service is run and managed by Facilities Management.

The school kitchen also provides a range of snack to purchase at break time.

## **Cashless Catering**

We operate a cashless catering system. Money is paid either online or via point stores.

### **Early Childhood Centre – Snack**

Children attending the Early Childhood Centre will be offered a healthy snack. The menu will be posted in the Early Childhood Centre and will cater for any dietary requirements. The school kitchen prepares snack for the children.

### **Early Childhood Centre – Lunches**

Children attending all day in the ECC are provided with a meal in line with school catering.

### **Enrolling for School**

Enrolment is during the month of January and dates are generally publicised in the local press as well as being communicated through Early Years provision. Prospective parents can visit at any time prior to this.

Children who will be aged 5 years on or before the last day of February of the succeeding year should be enrolled at their local primary school. Parents should attend the appropriate primary school on the designated days. The child's birth certificate and proof of address should be presented – please note that these documents will be photocopied for the child's file in accordance with East Ayrshire policy.

Where a parent has requested early entry, information will be given about the process and procedures involved. The Head Teacher cannot assess suitability for an early placement.

### **Deferred Entry**

Under current legislation in Scotland, parents/carers of children aged between four and a half and five at the start of the school session (those with September to February birthdays) have a choice about enrolling their child for primary school. Children can start school before they are five or can defer their start until the following August.

## **Placing Requests**

All parents have a right to request a place in a school out with the delineated catchment area. An information booklet for parents will be provided and a list containing the names, addresses and telephone numbers of other local schools will be made available for reference.

The Education Authority does not provide transport for those pupils in receipt of a placing request.

## **Complaints Procedure**

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

You have the right to contact the Care Inspectorate with any complaint that you have about an early childhood centre. Please see part 2 of the handbook for further information.

For safety and security reasons it is essential that we know who is in the building at any point of the day. To this end all visitors, including parents, are asked to use only the main entrance to the school to enter the building. We ask parents not to enter with the children through the school playground doors as this makes it difficult to keep track of who is in the building. If parents wish to speak with the teacher please enter through the main entrance and speak to the Senior Clerical Assistant or a member of the Senior Management Team who will make an appointment for you to meet with the teacher at a suitable time.

All visitors and trades-people are asked to sign the register at the front of the school and sign out as they leave.

In the interests of your child's safety, if a different adult is collecting him/her from school that the identity of this person is made known to the school.

If your child is going to be absent from school for any reason you must telephone the school landline on **01560 320915** giving the reason for absence. Under Child Protection Procedures any absences not reported to the school must be followed up by the school with a text or phone call home.



Term	Break	Dates of Attendance	
First	Mid Term	Teachers (In Service)	Thurs 16 Aug 2018
		Teachers (In Service)	Fri 17 Aug 2018
		Pupils return	Mon 20 Aug 2018
		*Local Holiday	Fri 21 Sep 2018
		*Local Holiday	Mon 24 Sep 2018
Close	Pupils return	Fri	12 Oct 2018
		Mon	22 Oct 2018
Close		Fri	21 Dec 2018
Second	Mid Term	Re-open	Mon 7 Jan 2019
		Close	Fri 8 Feb 2019
		Teachers (In Service)	Wed 13 Feb 2019
		Teachers (In Service)	Thurs 14 Feb 2019
		Teachers (In Service)	Fri 15 Feb 2019
		Pupils return	Mon 18 Feb 2019
Close	Fri 29 Mar 2019		
Third		Re-open	Mon 15 Apr 2019
		Local Holiday	Fri 19 Apr 2019
		Local Holiday	Mon 22 Apr 2019
		May Day	Mon 6 May 2019
		Close	Fri 28 Jun 2019

## **Management Team**

Head Teacher Mrs Jillian McCracken  
Principal Teacher Mrs D Young

## **Teaching Staff**

Primary 1/2 Miss S Smith  
Primary 2/3 Mrs J Cochrane  
Primary 4 Mrs D Young  
Primary 5/6 Mrs H Neilson  
Primary 7 Mrs M McCallum  
Non Class Contact Mrs Meechan/Mrs McCracken  
East Ayrshire Support Team Mrs C Bell

## **Early Years Staff**

Senior ELCP Miss E Dykes  
Key worker (Tigers) Mrs Y Shields/to be appointed  
Key Worker (Giraffes) Mrs V Barrie  
Key Worker (Monkeys) Miss J Cardle  
Key Worker (Penguins) Miss H Sommerville  
  
1140 hour cover Mrs J Wilson (temp)  
1140 hour cover Miss C Flynn (temp)  
  
Senior ELCP cover Miss R Whitaker

## **Ancillary Staff**

Janitor Mr J Spence  
Senior Clerical Assistant. Miss N McClelland  
Classroom Assistants Mrs E Ballie, Miss V Laing, Mrs J McClymont  
Catering Supervisor Mrs A Law  
Catering Assistant Mrs A Hamilton, Mrs S Worn

Embedding the values, purposes and principles of a Curriculum for Excellence has continued to influence our approach to learning and teaching. The emphasis is on active and experiential learning and increased personalisation and choice through activities that are motivating, challenging and relevant.

## **Early Childhood Centre**

At all times, our service will meet the requirements of the Health and Social Care Standards for Early Education and Childcare as set out by the Care Inspectorate and performance indicators within How Good is Our Early Learning and Childcare and Building the Ambition. We strive for continuous improvement of our service through a system of self-evaluation which involves children, parents/carers and staff. We are also involving parents and staff in monitoring and evaluating progress made with our improvement priorities.

Last session we developed the following key areas:

- Developed opportunities for daily outdoor learning experiences
- Embeded STEM Thursday within our curriculum
- Developed our literacy curriculum to ensure a focus on key literacy skills
- Introduced key aspects of East Ayrshire Health and Wellbeing Framework into our curriculum

## **Primary School**

As part of our plan for Continuous Improvement, staff will continue to develop teaching and learning in line with the experiences and outcomes of A Curriculum for Excellence. We are making good progress towards the priorities stated below:

- *Raise attainment in literacy through the development of Active Literacy across the school*
- *Raise attainment in writing through an overhaul of our approaches to writing across the curriculum*
- *Concluded our journey towards Dyslexia Friendly School, with bronze accreditation 2018*
- *Developed opportunities for contextualised numeracy and mathematics experiences*

*This session our improvement priorities in the school and ECC are:*

- ✓ Improved attainment in reading, writing and numeracy at all stages, with 85 % of pupils achieving projected levels in reading at P1, P4 and P7, with a particular focus on SIMD 1 and 2, by June, 19.
- ✓ ELLAT scores show improvements in early literacy skills and progression frameworks in literacy and numeracy ensure a balanced approach to early skills across the ECC.
- ✓ Further develop and embed opportunities to increase quality parental engagement within children's learning, specifically focusing on families from SIMD 1-3
- ✓ Children experience a broad and balanced social and emotional Health and Wellbeing curriculum that impacts positively on their wellbeing and the wellbeing of others to further improve positive behaviour and relationships within the school.
- ✓ Children experience learning opportunities which allow them to develop a range of key skills required for Learning, Life and Work.

Curriculum for Excellence is the education system in Scotland. It includes nurseries, schools, colleges and community learning from 3 to 18 years and beyond.

The table below matches the five curriculum levels to stages of learning generally applicable, with flexibility (for example, for young people who are particularly able and/or have additional support needs).

Level	Stage
<b>Early</b>	The pre-school years and P1, or later for some.
<b>First</b>	To the end of P4, but earlier or later for some.
<b>Second</b>	To the end of P7, but earlier or later for some.
<b>Third and Fourth</b>	<p>S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.</p> <p>The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.</p>
<b>Senior phase</b>	S4 to S6, and college or other means of study.

From pre-school to the end of S3 (3-15) young people will experience a broad general education which is designed to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. The broad general education will include all of the Experiences and Outcomes across all curriculum areas up to and including the third level.

Throughout all learning, prime importance is given to literacy, numeracy and thinking skills; skills for learning, life and work; an understanding of society, the world and Scotland's place in it, and an active and healthy lifestyle.

A range of teaching methods and contexts for learning is used, including active and enterprising learning. Learning across the curriculum helps young people make links between subjects, and learning outside classrooms in the outdoors and in the community, which gives opportunities for learners to deepen their learning in real-life contexts. Most learners will progress into the fourth level in many aspects of their learning before the end of S3, laying strong foundations for more specialised learning.

A broad curriculum in line with A Curriculum for Excellence is offered to the pupils at Newmilns Primary and Early Childhood Centre. The curriculum is strategically developed through our school Improvement Plan and flexible planning within the classes to enable all our young people to become successful learners, confident individuals, responsible citizens and effective contributors.

The main curricular areas are: -

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

At Newmilns Primary School and Early Childhood Centre the curriculum provides a well-balanced, progressive and enjoyable programme of learning for the children. We encourage children to take responsibility for their own learning and behaviour. This is achieved by careful consideration of not only what is taught but also how it is taught. It is vital that our pupils are active and involved in their own learning.

Opportunities are provided for pupils to be independent and to take responsibility. We encourage all children to have a voice in what is happening in our school where children are actively involved in decision making and leading. This is primarily done via circle assemblies.

Within each classroom, pupils are encouraged to work collaboratively, with a good understanding of how an effective team works. They are also given opportunities to learn in an active and experiential way. In many of the classrooms critical skills techniques and strategies are used which involves children being given specific roles within a group to complete a set challenge in a variety of ways.

We encourage our pupils to assess their own and their peers' work and to evaluate their progress within an atmosphere of encouragement and support.

## **Literacy and English**

The English Language Curriculum is made up of 3 components

### **READING WRITING LISTENING and TALKING**

The broad aims of the language programme are to:-

- ✓ develop pupils' skills and knowledge so that they can realise to the full their ability to understand English and use it accurately;
- ✓ support pupils' personal development through language and literature, including intellectual, emotional, aesthetic, social and moral development;
- ✓ develop in all pupils a range of positive attitudes towards their own and each other's language development, including concern for tolerance, enjoyment, co-operation and sharing.

A sense of purpose and audience gives pupils greater control over their language and its effects. Grasping the purposes behind a piece of talking or writing, helps listeners and readers make better sense of its meaning and assist them in measuring its success. Furthermore, the contexts in which language is expressed and received have a profound influence on any communication and its comprehension. A knowledge of the purposes for which people use language, in a rich variety of contexts, improves language skills and allows learners to gauge more effectively their own progress and achievements.

We are in the process of improving our approaches to literacy. Our literacy curriculum is now based on North Lanarkshire Active Literacy. This a multi sensory approach to all aspects of literacy and has been supported by the East Ayrshire SAC team..

We also use “Big Writing” where the “writer’s voice” is being developed and children learn to make their writing better by thinking of VCOP – vocabulary, connectives, openers and punctuation.

Listening and Talking continues to be of great importance in the curriculum. Although this is seen as part of Literacy and English, many of the activities carried out will be delivered in a cross curricular nature, for example children may be asked to prepare a talk on an area being studied in science.

### **Numeracy and Mathematics**

The aims of mathematics within the school are to provide pupils with mathematical experiences appropriate to his/her age, aptitude and ability through a practical and problem solving approach which places emphasis on the understanding and use of mathematical processes. Real life contexts will be used when possible.

Pupils study all aspects of numeracy and mathematics at a level appropriate to their own individual stage of development. The main teaching resources used are Scottish Heinemann Mathematics and TeeJay Mathematics. Mental agility is strengthened using a variety of resources and techniques linked to Big Maths. We are developing pedagogy line with East Ayrshire SAC principles this session.

### **Active Learning**

At the Early Stages our curriculum work involves learning through play. This is a hands on interactive activity in which children have a choice in activities in Language and Maths. This provides flexibility in learning and a deeper knowledge of linguistic and mathematical concepts. New Primary 1 parents are invited to school in June each year where details of the P1 programme are described. Active learning continues throughout the stages to Primary 7 through cross curricular work, critical skills challenges and outdoor learning.



## **Health & Wellbeing**

Newmilns Primary is a recognised Health Promoting School. Children need to learn to experience what it feels like to develop, enjoy and live a healthy life-style.

Health and Wellbeing consists of the following areas:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health

Health Education aims to enable pupils to explore and clarify their beliefs, attitudes and values, develop personal and interpersonal skills and increase their knowledge and understanding of a range of health issues. The School Nurse is also involved in working with pupils, either individually or in groups.

The school holds health challenges and promotes healthy choices. There are regular visits from the Dental Health Team and the School Nurse. Healthy tuck is available from the kitchen at break times. Daily tooth brushing is encouraged in P1.

Various resources are being used and new resources are being viewed to complement the learning and teaching of Health. The school has achieved Health Promoting Schools status through our work in health and related aspects.

## **Physical Education**

All aspects of Physical Education are covered through a planned yearly timetable. The school uses the Borders PE pack to support this area. All children participate in at least 2 hours of quality PE each week.

Primary 7 pupils receive swimming lessons at Loudoun Academy.

Parents/Carers are reminded that we do not allow children to take part in P.E if they are wearing

earrings. We would ask that if you are going to have your child's ears pierced we would prefer you to have this done at the start of the summer holiday otherwise your child will miss at least 6 weeks of P.E

## **Science/Social Studies**

Science includes experiences and outcomes in biological, chemical, physical and environmental contexts. Social studies includes experiences and outcomes in historical and geographical, social, political, economic and business contexts. It is in this area of the curriculum children will learn about the world around them.

We feel that HOW children learn is as important as WHAT they learn. Children are encouraged to learn by being involved and the key words are activity and enquiry. Science and Social Studies are usually addressed through topics.

The "topic" will have a core aspect of science or social subjects, for example, Victorians would be based on history, but to make the "topic" more relevant a cross curricular topic will pull on many areas of the curriculum. An interdisciplinary topic is often the vehicle for teaching key skills from other curricular areas as well as the area the topic is based.

## **Technologies**

This curriculum area includes creative, practical and work-related experiences and outcomes in craft, design, engineering, graphics, food, textile, and information technologies (ICT).

ICT permeates the curriculum and all children at present receive "hands on" experience with the computer each week.

Every class has a computer available at all times and all classes are now connected to the intranet. Internet access is protected by a password and children are provided with definite instructions when working with the internet.

A computer room has been set up so that laptops and computers are available to all classes on a weekly basis. This enables class teachers to develop further ICT skills with the whole class and with children individually. Our basic ICT equipment has recently been upgraded.

## **Expressive Arts**

The Expressive Arts programme covers the subject areas which allow the children to express themselves through:

- ✓ Art and Design
- ✓ Drama
- ✓ Music
- ✓ Dance

The term Expressive Arts covers the areas of Art, Dance, Drama and Music

### **Art**

Teachers provide the children with the technique and motivation necessary to tap into their creativity in this area. A comprehensive programme of study ensures that children are encouraged to develop their skills to the best of their ability.

### **Dance**

Our P.E. programme of work includes dance, experiences and outcomes in accordance Curriculum for Excellence guidelines. School concerts, assemblies and other events also provide contexts for dance experience at all stages.

### **Drama**

The aims of drama are to develop imagination, expression, understanding and co-operation. This is carried out by group activities, role playing, mime and improvisation.

### **Music**

Music Express is used as a vehicle to cover the key skills of music. Further opportunities linked to topic and drama activities are also used to develop music skills. Children participate in singing at weekly assemblies.

## **Religious and Moral Education (RME)**

RME is seen as an integral part of the general school education and not as a separate, different activity. Although the prominent place within the RME programme is given to Christian Religion, other religions are also studied, namely Judaism, Islam and Hinduism, to prepare pupils for a multi-cultural, multi-faith world.

At Newmilns Primary School we are very keen to ensure that the pupils' experiences of religious education are meaningful and worthwhile. Visits may be arranged to places of worship such as the church, mosque, synagogue, chapel, and the Salvation Army Temple.

**It should be noted that parents have the right to withdraw their children from Religious Education and observance. Parents wishing to do so should contact the Head Teacher.**

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than 3 occasions in any one school session and the pupil noted as an authorised absentee in the register.

## **Family Learning**

Following parental consultation we have introduced a new family learning policy this session. It aims to develop opportunities for families to learn together. A copy is available on the school blog.

## **Outdoor Learning**

All children and young people will have regular opportunities to learn outdoors both in the establishment grounds and in the local community. Parents will consent to this regular localised outdoor learning once at the beginning of session, with medical and emergency contacts being requested. Thereafter parents will be notified of the venues and dates of off site visits, in order that

children come adequately prepared. However it is the parents' responsibility to inform the establishment if emergency contacts or medical conditions change or they don't wish their child to participate in a visit.

## **Early Childhood Centre**

In our Early Childhood Centre, all children are involved in planning for learning using floor books and in the self-evaluation and assessment of their learning. Staff use this information to plan carefully, as a team, to ensure that the learning experiences we provide for your child will stimulate their natural curiosity to ask questions, and find solutions.

Our Early Childhood Centre is organised with a view to providing children with the highest quality of learning experience through a wide range of activities and resources. The staff ensure quality interactions take place with your child and they discuss next steps in learning. Our daily/weekly timetable includes:

- Welcome Time
- Free Play
- Large group activities
- Small group activities
- Snack time
- Daily energetic physical play-indoors & out
- Music/Drama times
- Daily stories
- Circle time

Curriculum for Excellence emphasises that assessment is at the heart of teaching and learning. Staff work with your child, in order to observe their individual processes of development and identify their next steps in learning. Learners themselves, and their peers, will be increasingly involved in this process, as they develop the skills needed to be able to make effective judgments on their own learning and the learning of others. Staff are all using Assessment for Learning strategies such as 'traffic lights'. Children's work is assessed continuously by class teachers and periodically by promoted staff. Records of children's progress are kept, and this information is used to plan next steps in learning.

Twice a year, class teachers will meet with a member of the Senior Management Team to track every child's progress. This will allow staff to highlight areas of concern and plan appropriate learning for all pupils. At these meetings staff will determine if a child is on track to achieving the next reporting level, at risk or at risk of not achieving this level.

Staff will formally meet with parents / carers of pupils for verbal reporting and discussion of progress in October and May of each session. Once a year parents / carers will receive a comprehensive written report about their child's learning as of next session this will occur at the end of March.

Scottish Standardised Assessments are also used to support teacher judgements and to plan next steps in learning.

Parents/carers are of course welcome to contact the school at any time to discuss their child's progress.

## **Early Childhood Centre**

Each child has their own learning folder which documents their early learning experience.

Staff will meet with parents twice throughout the academic session to discuss progress formally but staff will speak with parents on a daily basis where necessary. A formal report is issued in May detailing pre school children's progress.

Staff monitor and evaluate the learning within the playroom on a daily basis and children's progress is discussed at our Round the Table Tracking meetings which are held every three weeks.

Pre school children are assessed using the ELLAT assessment in January. This assesses key literacy skills. Children are supported or challenged to develop these skills.

At the point of transition information is passed onto the Primary 1 teacher to ensure continuity and progression in learning.





Within the school each teacher keeps a behaviour record which is effective in enforcing school rules.

When children do break the rules, a variety of sanctions are used. These include:

- ✓ Informal reprimand by the class teacher
- ✓ More severe warning from the class teacher
- ✓ Yellow Card issued, reason written in behaviour record.
- ✓ Red slip issued, 15 minutes penalty time during Golden Time, reason written in behaviour record, red slip sent home to parent from Senior Management staff .

In the event of a more serious infringement to the rules, the child will be dealt with by a member of the senior management team and the appropriate action taken.

Our Positive Behaviour Policy will be reviewed as we work towards becoming a Rights Respecting School.

### **Early Childhood Centre**

Children within the playroom are introduced to and expected to follow the Golden Rules. Staff will gently remind children of appropriate behaviour and use timeout if necessary. In the case of series infringement the Senior Management Team will intervene.

In school we have support from the East Ayrshire Support Team for children with barriers to learning. Through the daily work, class teachers may identify a child who is requiring additional support for learning and then a referral to the EAST teacher would be made. As a team the Head Teacher, class teacher, EAST teacher, and parents will agree a course of support tailored to the individual needs of the child. Dependant on the child`s needs classroom assistants, Speech and Language Therapy, Occupational Therapy, Educational Psychology, teacher for visually or hearing impairment, English as an Additional Language Teacher, etc. may join the team.

If you believe your child has additional support needs East Ayrshire Council publishes a range of informative advice.

### **Additional Support Needs: East Ayrshire Psychological Service**

Advice and support may be sought from other appropriate staff within the establishment and through consultancy with visiting professionals, including the educational psychologist.

The educational psychologist visits the establishment regularly to work with the staff children and young people who are experiencing barriers to learning. Their role is often in giving advice to the establishment and in the sharing of expertise with staff. Establishment staff may discuss the support needs of individual children with the psychologist in order to ensure that support plans are appropriate to the individual needs of the child. However, the psychologist would not observe or meet with a child without the prior consent of the parents.

The establishment is responsible for ensuring that parents are aware of their procedures and the psychologist's role within them. The establishment is also responsible for seeking parental approval, when necessary, for the psychologist to be directly involved with a child or young person.

Transitions are the moves children and young people make from home to nursery, nursery to home, from stage to stage, from primary to secondary, between schools and from secondary to further education and beyond.

Transitions work well when children are supported before, during and after the process and where transfer of information is seamless.

At Newmilns Primary School we have an effective, robust transition process between the different stages in our school and a robust programme of events to support children make the transition from nursery into Primary 1. These processes allow for professional dialogue and the passing on of information to ensure coherence and progression across the curriculum.

The needs of children with Identified additional support needs are discussed at a PRESCAT or school based meeting prior to starting school to ensure all necessary arrangements are in place.

We have strong links with Loudoun Academy, our associated secondary school. A programme of transition spanning the two years of P6 and P7. Children on our additional support needs log will have a Trans 1 meeting in P6 and Trans 2 meeting in P7. Secondary staff are invited to these meetings to ensure needs are identified and catered for at the beginning of S1. All academic information is passed on electronically to ensure coherence and progression in learning.

If for any reason a child moves to a new school we ensure all relevant information is passed on. Where we receive a child from another school we look for this information to be passed to us and seek it if required.

Partnership working is essential to support children in their learning.

Parents support children and school in a variety of ways services at various times during the year. This may be a one-off school trip or a weekly arts and crafts session within a class. We have a supportive parental body and constantly seek opportunities to strengthen links. All support whether large or small is greatly appreciated.

We welcome your suggestions about how we can improve parental involvement – please get in touch.

We have a very active Parent Council who meet regularly to discuss various aspects of education and school life. The Parent Council very much support the work of the school. The office bearers this session are:

Chair Person: Laura Reid

Vice Chair: Nicole Wilson

Secretary: Pauline Donnelly

Treasurer: Jacqueline Jones

There are also a number of other parents who are members of the Parent Council, who support the work of the Parent Council and School.

*Please get in touch with the Parent Council if you have concerns, ideas or suggestions for improvement.*

## **Early Childhood Network**

Newmilns Early Childhood Centre is a member of the Irvine Valley Early Childhood Network. The Head Teacher or key members of our early years team attend regular meetings to share practice and develop knowledge and understanding of key aspects linked to Early Learning and Childcare.

Further details can be found in part two of this handbook.

## **Education Group**

Newmilns Primary is a member of the Loudoun Education Group which brings together a wide range of services to benefit young people.

## **Contact details for other establishments in the Loudoun Education Group:**

### **Associated Secondary**

Loudoun Academy, Glasgow Road, Galston, KA4 8PD, Tel: 01563 820061

Head Teacher: Mrs Linda MacAulay Griffiths

### **Associated Primary Schools**

Darvel Primary School, Campbell Street East, Darvel KA17 0BP, Tel: 01560 320257

Head Teacher: Mrs Kirsty Doncaster

Fenwick Primary School, 1 Kirkton Road, Fenwick KA3 6DH, Tel: 01560 600403

Head Teacher: Miss Keira Finlayson

Galston Primary School, Western Road, Galston, KA4 8BG

Head Teacher: Mrs Shona Murphy

Hurlford Primary, *Union Street, Hurlford , KA1 5BT, Tel: 01563 525098*

*Head Teacher: Mrs Gillian Campbell*

*Associated Early Learning and Childcare Centres/Establishments*

Darvel Early Childhood Centre, Campbell Street East , Darvel , KA17  
Tel: 01560 320785

Head of Centre: Dawn Waide

Galston Early Childhood Centre, Western Road, Galston, KA4 8BG  
Tel: 01563 820360

Head Teacher: Shona Murphy

Hurlford Early Childhood Centre, Hurlford Primary School, Union Street, Hurlford , KA1 5BT  
Tel: 01563 525098

Head Teacher: Gillian Campbell

Fenwick Pre-5S is an associated early years establishment, 91 Main Road , Fenwick , KA3 6DY  
Tel: 07999729031

Newmilns Primary and Early Childhood Centre works closely with our community partners.

We have links with local businesses that have supported and assisted us in meeting many of our targets for our school grounds. Partners have also been willing to share their skill and knowledge with our young people e.g. artist, fireman, builder, gardener to name a few.

We provide work experience for secondary school pupils and students from Kilmarnock College as well as student teachers from Universities throughout the West of Scotland.

We work in partnership with our Community Police, Fire Service and Health Personnel.

We visit places in the local community throughout the year including the library, fire station, TESCO, ski complex and also nature areas too. This session we have embarked on a very successfully outdoor learning project using nearby woods to develop learning across the curriculum in the natural environment.

We support local initiatives when the opportunity arises. We have established positive links with the Community Council and Newmilns Regeneration Association. We involve ourselves in Community events such as Gala Day and Christmas Events.

We advertise local information/events within our establishment, and promote events taking place in the local press and by placing posters in local shops. We have recently created a School Blog:

<https://blogs.glowscotland.org.uk/ea/newmilnsprimary/> and Facebook Page:

[https://www.facebook.com/Newmilns-Primary-and-Early-Childhood-Centre-1284718838255755/?hc\\_ref=SEARCH](https://www.facebook.com/Newmilns-Primary-and-Early-Childhood-Centre-1284718838255755/?hc_ref=SEARCH)

## Contact Details

### Head of Education

Linda McAulay-Griffiths

Economy and Skills

East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

Telephone Number: 01563 676126

### Cabinet Member with responsibility for Skills and Learning

Councillor Stephanie Primrose

East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

Telephone Number: 01563 576038

### Cabinet Member with responsibility for Wellbeing (Children's Champion)

Councillor Iain Linton

East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

Telephone Number: 01563 576565

### Local elected members for ward

Ward 6: Irvine Valley



[George Mair](#)

Councillor (Labour)



[Bobby McDill](#)

Councillor (SNP)



[John McFadzean](#)

Councillor (Conservative)



[Elena Whitham](#)

Councillor (SNP)

All elected members can be contacted via members services East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU. Telephone: 01563 576137 email: [Admin@east-ayrshire.gov.uk](mailto:Admin@east-ayrshire.gov.uk)



Although this information is correct at time of publication, there could be changes affecting any of the matters dealt with in the document:

- before the commencement or during the course of the school year in question
- in relation to subsequent establishment years

This document is also available, on request, in braille, large print or recorded on to tape and can be translated into Chinese, Punjabi, Urdu, Gaelic and Polish.

Ma tha sibh airson fiosrachadh fhaighinn ann an cànan sam bith eile, cuiribh brath thugainnaig an t-seòladh a leanas.

اگر آپ یہ معلومات کسی اور زبان میں چاہتے ہیں تو براہ مہربانی نیچے دیے گئے پتے پر ہم سے رابطہ کریں۔

閣下如需要這份資料的其他語言版本，請透過以下的地址與我們聯絡。

ਜੇਕਰ ਤੁਹਾਨੂੰ ਇਹ ਜਾਣਕਾਰੀ ਕਿਸੇ ਹੋਰ ਭਾਸ਼ਾ ਵਿਚ  
ਚਾਹੀਦੀ ਹੈ ਤਾਂ ਕਿਰਪਾ ਕਰ ਹੇਠ ਦਿੱਤੇ ਗਏ ਪਤੇ ਤੇ  
ਸੰਪਰਕ ਕਰੋ ।

Dokument dost pny jest równie w alfabecie Braille'a, w wersji z powi kszonym drukier lub w formie nagrania d wi kowego na kasecie. Na yczenie oferujemy tak e tłumaczen dokumentu na wybrany j zyk.