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Parent Handbook
2018/19
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

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**

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<th>Progression</th>
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<td>Level 2</td>
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<td>National 3 (N3)</td>
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<td>Level 3</td>
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<tr>
<td>Level 7</td>
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<td>National 8 (N8)</td>
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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:

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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

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

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

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

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](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/](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

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

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
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

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

Data Protection

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

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

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

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

- Monitoring and reporting on absence.
- Supporting teaching and learning.
- Monitoring and reporting on your child’s progress.
- Providing appropriate care.
- Assessing how well your child’s school/centre is doing.
The information we collect will also include details such as contact address or phone numbers and data such as ethnic group, additional support needs and any relevant medical information. Occasionally, we may make information available to other organisations, for example:

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

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

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

A fee may be charged for this service.

**Education Records**

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

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

**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
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. Kilmours 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

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

Complaints about care

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

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

Mediation

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

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

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.

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.

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.

Parental Involvement Act 2006
This helps boost how parents and schools work together to benefit from shared knowledge, helping our children to reach their full potential.
www.scotland.gov.uk/Publications/2006/09/08094112/0

Disability Strategies Pupils’ Educational Records (Scotland) Act 2002
This helps to promote positive attitudes towards disability in all Scottish schools and will help responsible bodies to ensure that they can meet their new duties under the amended Disability Discrimination Act 1995 - effective from September 2002.
www.scotland.gov.uk/Publications/2002/09/15494/11272

Standards in Scotland’s Schools Act 2000
This declares that every child of school age has the right to a school education provided by an education authority and states that education should be “directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential.” It requires local authorities to:

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


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.

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.
Welcome to Willowbank

This handbook is intended to give information to parents, professionals and the community about the work of our establishment.

We aim to provide a happy, safe, stimulating, fun environment for learning. We encourage, support, motivate and challenge pupils and young people to develop new skills and build on existing talents, strengths and interests and every opportunity is given for each pupil to be successful and to meet their individual potential both in and out of school.

“Every child of school age has the right to a school education provided by an education authority” (Standards in Scotland’s Schools etc. Act 2000).

At Willowbank equality of opportunity and a sense of fairness form the basis of our approach. Every pupil has additional support needs and is valued for the contribution they make to the school, local and wider community. We ensure that all pupils’ educational, care and medical needs are met to allow them to “be the best they can be”. We pride ourselves on the caring and supportive ethos which permeates throughout the school. This supportive ethos extends to not only our pupils but also to staff and parents. Visitors are always impressed by the welcoming atmosphere.

Partnerships are extremely important to us. We have an open door policy at Willowbank and all parents and visitors are very welcome. Please contact us to arrange a visit if you wish.

We look forward to welcoming you to our establishment.

Tracy Smallwood
Headteacher
Establishment ethos, vision, values and aims

In line with the values, purposes and principles of a Curriculum for Excellence at Willowbank, we aspire to provide all our pupils with access to the highest quality of learning and teaching in order to maximise their successes and encourage and celebrate achievement in its broadest sense.

Our school vision is “to be the best you can be”, and hence our school aims are:-

1) To deliver all aspects of the modern curriculum for excellence by
   - motivating pupils to be successful learners
   - enabling pupils to be confident individuals
   - providing opportunities to practice responsible citizenship
   - encouraging pupils to be effective contributors
   - ensuring every individual need is met

2) To provide a safe, secure and happy environment where every child reaches their full potential.

3) To raise self-esteem and attainment through the celebration of achievement and success.

4) To develop pupils’ personalities, talents and physical abilities in a variety of settings allowing them to reach to their fullest potential in school and the wider community.

5) To minimise the effect of additional support needs as a barrier to learning and to provide learning experiences that are stimulating, challenging and age appropriate.

6) To maintain good lines of communication within the school, with parents and with the wider community.

7) To develop partnerships with other establishments and agencies in the local community.

8) To develop Willowbank School in accordance with East Ayrshire’s Improvement Plan, Community Plan and the Scottish Executive’s National Priorities.
Our school values in line with GIRFEC, ensure our pupils are:

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<tr>
<th>RESPONSIBLE</th>
<th>RESPECTED</th>
<th>ACHIEVING</th>
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<tr>
<td>I can make good choices.</td>
<td>We are given a voice and are listened to.</td>
<td>I am encouraged to “Be the Best I Can Be”.</td>
</tr>
<tr>
<td>I care about my local and wider environment.</td>
<td>We make decisions about our school.</td>
<td>I get to share and celebrate my achievements.</td>
</tr>
<tr>
<td>I can help others and take on responsibilities.</td>
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<th>NURTURED</th>
<th>INCLUDED</th>
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<td>I am given opportunities to try new things.</td>
<td>I am involved in school life.</td>
</tr>
<tr>
<td>I know that people know me and care for me.</td>
<td>I belong in my class, school and community.</td>
</tr>
<tr>
<td>I know who to go to for help.</td>
<td>I can help others feel included in play and learning.</td>
</tr>
</tbody>
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<th>SAFE</th>
<th>HEALTHY</th>
<th>ACTIVE</th>
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<tr>
<td>I feel happy and safe.</td>
<td>I eat well and have friends.</td>
<td>We have fun and are active in body and mind.</td>
</tr>
<tr>
<td>I know who to go to for help.</td>
<td>I am active and looked after and encouraged to make healthy choices.</td>
<td>I get a chance to share my learning.</td>
</tr>
<tr>
<td></td>
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<td>I get a chance to share my achievements.</td>
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Promoting Positive Behaviour

Positive behaviour, respect for others in the school and local community is a vital part of school life at Willowbank. It is one of the elements which make up the positive ethos of the school where our pupils are learning in a happy and purposeful environment. The need for acceptable standards of discipline is incorporated in pupils’ social education. Staff work extremely hard to develop excellent relationships with pupils. Good behaviour is encouraged and all pupils are supported by staff to display socially, appropriate, positive behaviours at all times. If a pupil is experiencing behaviour difficulties, parents are informed and are involved in planning strategies to reduce these behaviours. We see this as a good example of staff and parents working together for the benefit of the pupil.

Duke of Edinburgh Camping at Dumfries House
ESTABLISHMENT INFORMATION

School Name: Willowbank School
Address: Grassyards Road
KILMARNOCK
KA3 7BB
Telephone: 01563 526115
E. Mail: tracey.smallwood@east-ayrshire.gov.uk (Head Teacher)
jennifer.craig@east-ayrshire.gov.uk (Depute Head Teacher)
Capacity: 50
Present Roll: 67
Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage, and the way in which the classes are organised.
Stages Covered: Willowbank School provides education for children with severe and complex additional support needs from 5 years to 18 years of age. There are therefore both Primary and Secondary stages provided for.
Denomination: Willowbank School is co-educational and non-denominational.
School Hours: 9.30am – 3.30pm

PHOTOGRAPHY/VIDEOING IN SCHOOL

“No unauthorised photography or videoing is allowed within the school premises without the permission of the head of establishment.”

Parents and carers are asked to comply with the requests on photography and videoing at school/ establishment events which will be published in relation to each individual event. Such requests are made of you solely to protect the interests of individual children and families.

KEEPING IN TOUCH

School website www.Willowbank.e-ayr.sch.uk
Twitter twitter.com/wbankschool
School blog blogs.glowscotland.org.uk/ea/willowbank
**Accommodation**

Willowbank provides education for primary and secondary pupils with additional support needs. Our modern, state-of-the-art single storey building with 4 wings is fully accessible to all with overhead tracking in many of the main rooms.

There are 11 classrooms, all of which have access to the outdoor playground or garden areas, plus specialised rooms for early years, gym, art, music/drama and cookery, as well as specialised personal care rooms and a medical suite. We have a beautiful sensory room, aided by high tech equipment including light beams, cameras, projectors and a magic carpet, a movement sensitive floor, which can turn the room into a football stadium, a field of poppies or a snow-covered ground. Cutting edge software means that some of our pupils can even control the images on the floor or wall simply by moving their eyes.

Another feature is our Swimming Pool, complete with fantastic colour-changing lights and a rise and fall floor, which allows us to provide Hydrotherapy Sessions and Swimming lessons for our pupils.

We have a large, bright, safe outdoor play area which pupils use for organised games, free play and access the variety of playground equipment including swings and roundabout. Outdoors, we also have an ‘Outdoor’ classroom and a lovely garden area which features, grass and planted areas, sensory areas, quiet seating areas and our huge Willow Tree.

Partnership working is paramount at Willowbank. We have therapist rooms for Speech and Language, Occupational and Physiotherapy within the building.

We have 2 school minibuses which are used for outdoor activities and social educational visits on a weekly basis.
Pupils of Willowbank School

We recognise and celebrate the individuality of all the children and young people we work with. The pupils of Willowbank School come from a wide catchment area within East Ayrshire and beyond.

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

Wider Achievements

Our school motto is “Be the Best You Can Be”. This is our inspiration and aspiration for all pupils, staff, parents, partners and visitors. We celebrate success and achievements daily, weekly and termly. This includes Head Teacher Award, reward system in class, Star of the Week and Well Done Certificate at assembly, termly Certificate for Achievements and Targets and Annual Prize Giving.

Pupil Council – Pupil Voice

Willowbank pupil council is now well established. The council is made up of a class representative from each class and all pupils in the Senior Phase. The agenda is pre set and issued to classes prior to the meeting. School Rules are often discussed and the opinion expressed that certain rules need to be reinforced to continue the positive ETHOS of Willowbank School. Everyone is given an opportunity to contribute their ideas, make choices in what they do and learn and plan for school events.

Willowbank Eco Council is well established with a school Eco Captain and Vice-Captain in place. Also included in this is our Fairtrade Reps, Rights Respecting School Reps and UNCRC Reps.

Having their say

All our pupils are offered support throughout the day to make choices as much as is possible. Staff support pupils to do so in a way which is appropriate to their needs. Pupils attend the Youth Forum, with support.
The Parents

**Partnership with Parents** is vital and very welcome in our establishment. Every opportunity is given to parents to be involved in activities. Parents are kept informed of the everyday happenings by means of home/school diaries. They are asked to use the diaries to keep us up to date on anything which might affect their child.

In Willowbank School we aim to provide a good quality service. We are committed to maintaining good lines of communication with everyone who uses the school whether parent, pupil, member of staff or visiting specialist. The school “Open Door” policy is appreciated by all of the parents as is the home diary system. In the diaries, information is passed between home and school. Information of a more general nature is sent out by letter to parents. In addition a newsletter is sent out termly to parents. Parents and carers are welcome into the school. We are happy to discuss any sensitive aspects of your pupil’s learning including Sexual Awareness, Behaviour Management and other issues.

Parents are extremely welcome to phone or visit to speak to the management team or staff at any time. Parents are encouraged to highlight any concerns or issues, in the first instance, to the class teacher or to the Head Teacher or Depute Head Teacher and an appointment will be made, at the earliest convenience where we will look to work together to find a resolution.

We have a Parents’ Room and we involve parents in their child’s learning through ILPs, evidence folders, informal and formal education reviews, information meetings, Parents’ afternoons, newsletters, reports and school events.

Parent Council and Friends of Willowbank

As a parent of a child in attendance at Willowbank, you are automatically part of the Parent Forum. The membership of the Parent Forum is made up of all parents who have a child at Willowbank. The Parent Forum can decide to form a smaller body called the Parent Council. The Parent Council is a group of parents selected by members of the Parent Forum to represent them. The Chair of the authorities’ Parents Steering Group has a place on Council Cabinet to help influence decision making about all matters relating to education. The authorities’ Parent Steering Group is composed of representatives from Parents Councils across East Ayrshire and this group will represent the views of parents in the establishment sector.

**Chairperson** - Mrs Jayne Sangster

Friends of Willowbank is a charity and is a group of parents, staff and community members who share an interest in the school and wish to be involved in organising and assisting in events and fundraising. They support the establishment to help raise funds and plan social events for the benefit of the children and young people.
# The Willowbank Staff – “Together Everyone Achieves More”

<table>
<thead>
<tr>
<th><strong>Senior Management Team:</strong></th>
<th><strong>Classroom Assistants:</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Head Teacher:</strong> Mrs Tracy Smallwood</td>
<td>Katherine Agnew, Catherine Aitken, Shirley Boyle, Catriona Campbell, Susan Collins, Nicola Cogswell, Sinead Cowman, Carol-anne Fotheringham (0.5), Maisie Herbert (0.6), Julie Higgins, Pamela Howie, Kirstie Hunter, Kathleen Jardine, Scott Jenkinson, Susanne Johnstone, Courtney Lennox (0.4), Michelle Livingstone, Morag Logan, Heather Matchett, Victoria McAulay, Sandra McGowne, Jillian McLaughlin, Ainsley Miller, Zoe Miller, Paul Robertson, Margaret Vernon, Rhona Wark, Lisa Wilson, George Dreghorn, Samantha Taylor, Heather Westerman, Melissa Burns, Gillian Curtis, Sarah King, Dale Moran, Kimberley Nixon, Chelsea Taggart, Avril Thomson, Tom Whitfield</td>
</tr>
<tr>
<td><strong>Depute Head:</strong> Miss Jennifer Craig</td>
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</tbody>
</table>

**Principal Teachers:**
- Mr Kris Campbell
- Mrs Nicola Murray (0.2)
- Miss Kayleigh Hill (0.2)
- Mrs Gillian McCallum (0.6)

**Teachers:**
- Mrs Fiona Brown (0.8)
- Miss Pauline Mikolajczak
- Miss Heather Cousser
- Mrs Elizabeth Gardner
- Miss Rachel Gemmell
- Mrs Amanda Skinner (0.4)
- Mrs Lynsey Coulter (0.6)
- Mrs Diane Feeney (0.6)
- Mrs Renata McGuinness (0.6)
- Mrs Nicola Macdonald (0.6)
- Mrs Tracy Wilson
- Miss Linzi Woodburn
- Mr Lachlan Nicholl

**Instructors:**
- Miss Martine Kelly (0.5)

**Clerical:**
- Mrs Anne Maclean (Senior Clerical Assistant)
- Mrs Audrey Finlay

**Janitors:**
- Mrs Joan Kerr
- Mr Alan Leckie
- Geraldine Dudgeon
- Sandra Carmichael
- Esther Martin
- Jenny D’andrea

**Catering:**
- Mrs Janet Black (Catering Manager)
- Mrs Anne Lennon
- Ms Marie Robb

**VISITING SERVICES:**
- **Educational Psychologist:** Ms Lindsey Thomson
- **Community Paediatrician:** Dr A Vijayan
- **Speech & Language Therapist:** Miss Katie Brown
- **Physiotherapist:** Mrs Fiona Gaffney
- **Occupational Therapist:** Ms Jane Ritchie
- **Hearing Impairment Teacher:** Mrs Sandra Steinker
- **Visual Impairment:** Mrs Jacqueline Hume
- **School Nurse:** Miss Nicole Hamilton
- **School Dentist:** Ms Moira Gibb
- **Children & Disabilities Team:** Mr Hugh MacDonald
- **Adult Services:** Mrs Carol Fennell
School Improvement

Willowbank continually reflects on our performance and produces an annual Standards and Quality Report to provide information on what has been achieved during the last year. It identifies strengths and highlights areas for further development in our annual cycle of self-evaluation. The report is available for any parent who wishes to read it from the school office.

Children and young people achieve well in Willowbank School:
- Target setting this year has shown that pupils are achieving very well in the key areas of Literacy, Numeracy and Health and Wellbeing. Overall 95% of targets set in pupils’ ILPs were achieved.
- Secondary pupils are involved in the SQA programme where the following successes were achieved:
  108 National 1 Qualifications were achieved by 24 pupils.
  6 National 2 Qualifications were achieved by 6 pupils.
- Secondary pupils are involved in the ASDAN programme where the following successes were achieved:
  23 pupils achieved 46 ASDAN units
- Pupils successes and wider achievements are also recognised and celebrated.
  5 pupils completed Duke of Edinburgh, Bronze Level
  6 pupils achieved the John Muir Award
  4 pupils achieved the Green Tree Award

School Improvement Plan

The School Improvement Plan is a major tool in ensuring quality provision for all our pupils. The plan is completed annually and is developed through the process of self-evaluation, using the performance indicators in How Good Is Our School?, along with other audit tools. The views of parents, pupils and other professionals are sought using questionnaires and discussion techniques and have a significant effect on the perceived priorities. A summary with our annual priorities is sent to every parent inviting them to request the whole plan if they wish.

Our future Improvements for this academic session 2018/19 include:

CURRICULUM FOR EXCELLENCE

Raising Attainment - Curriculum–Numeracy and Sensory training

Raising Attainment - Literacy– Autism, Rebound Therapy, Communication

Raising Attainment – HWB – RSHP/Nurture/RRS/UNCRC/LGBT
The Curriculum at Willowbank

The values, purposes and principles of a “Curriculum for Excellence”, provide a holistic, child-centred approach allowing staff to bring life to learning and learning to life. The curriculum is based on a pupil centred active model of learning within an ILP (Individual Learning Plan) drawn up for each child. Alongside core skills and developmental priorities, to which pupils (where appropriate), and parents are consulted, the focus of the curriculum is the theme/topic. Staff recognise however, that many group sessions are invaluable to pupils’ learning where independence, self-esteem and confidence develop both in and beyond the classroom environment.

A broad, balanced, fun curriculum is offered promoting skills for learning, life and work. Everyone who works with the pupils shares a responsibility to develop skills in Literacy, Numeracy and Health and Wellbeing and offer the appropriate support for each individual. This ensures pupils learn in a way that works for them, at a pace they can cope with to reach success but also to ensure they are challenged in their learning and develop new skills.

**Principles**
- Willowbank School will plan and deliver an appropriately differentiated curriculum based on a Curriculum for Excellence including the Elaborated Curriculum or National Qualifications and ASDAN for each pupil.
- All pupils will have opportunities to achieve and all achievements will be celebrated.
- The curriculum will be broad based, age appropriate and will ensure progression.
- Parental involvement will be encouraged to contribute to the setting of priorities and the assessment of the effectiveness of the curriculum for their own child
- The curriculum is based around the needs of the whole young person – education, care and medical needs.

**Methodology**
Children and young people in Willowbank School are most likely to learn when;
- Teaching and Learning takes place in a safe, stimulating environment.
- Learn through structure and routines such as morning group, snack/lunch times.
- Engage in fun, relevant themes providing opportunities to work with others
- Pupils are presented with achievable tasks relevant to their needs.
- High quality resources are used and there is appropriate adult involvement.
- Involvement is in individual, group and whole school activities.
- Emphasis is on practical experience through enterprising teaching.
- ICT is embedded into the curriculum.
- Teaching and learning is backed by Homework. This will be given to pupils where families wish and appropriate to individual needs. Parents will be given support to share in their child’s learning at home and help our learners transfer skills learned in school to home.

It is essential that parents are fully involved in their child’s teaching/learning process, and that skills being developed in school are, where appropriate, carried over into the home. Parents are actively involved in the determination of their child’s annual targets and receive end of term and annual written reports on pupil attainment.
Social Education Visits
Each class group has a specific time set in their timetable for visits to the local community. On these occasions' pupils are given opportunities to use the skills they have been learning as part of their daily school work, e.g. reading social sight words in real situations, shopping in local supermarkets, enjoying a snack in a cafe with local residents, using the public library, visiting local parks and amenities. These are important occasions since they offer many opportunities for our pupils to practise their skills. This activity also has a significant role to play in any moves towards a more inclusive society which accepts the individuality of all and promotes fairness, equality, citizenship and social inclusion for all groups.

Swimming
Some pupils use the pool for Hydrotherapy sessions. Pupils with severe physical difficulties can relax, exercise limbs and experience easier movements in water. Swimming also enables pupils with established physical skills to develop these skills, to develop confidence and self-esteem and to experience and develop co-operation. Secondary pupils access the Galleon Centre for swimming lessons.

Citizenship
The learning environment of Willowbank supports and encourages all pupils to be effective members of the school community which will enable them to acquire and practise the skills needed to play a participative role in society.

Health Promotion
Health Promotion covers a number of areas including personal care, administration of medication, healthy eating, movement programmes and physical activities including swimming, horse riding and rebound therapy. Willowbank has Health Promoting status and were Education Scotland Winners of Health and wellbeing 2017.

Sensory Curriculum
Some pupils may have sensory issues which result in a reluctance to interact with a range of textures and materials. The outcome of this can be that learning opportunities are reduced as the children are unable to explore the world around them. A sensory assessment can be completed and sensory tactile sessions are designed to support pupils and encourage voluntary interaction.

THERAPIES
Over the past few years the school has been instrumental in sourcing a variety of therapies to compliment the current curriculum including music therapy, massage therapy, pet therapy, equine therapy and rebound therapy.

Educational Trips
We are fortunate to have 2 minibuses which has enabled Us to have greater access to many places of educational And environmental interest. We have visited, for example, Culzean Country Park and Castle, Glasgow Science Centre, Dick Institute, Burns Monument, Hansel Village, Frankie and Benny’s, De Walden’s Garden Centre, Kelvingrove, Catrine House, Dean Park and Kay Park. These visits have become an integral part of the school curriculum and are always used to reinforce areas of the pupils’ individual learning programme.
Therapists - Speech, Physiotherapy and Occupational Therapy
Pupils have access to various services. Planning for these services is included in the timetable and targets are included in the ILPs after consultation with staff and parents. Therapists will work with school staff, on a consultancy basis, and parents to ensure a shared approach to best benefit the young person.

Total Communication
We use a total communication approach. This means we use a variety of ways to support each young person in the way they best communicate. This includes Makaton signing, Eye Gaze, use of symbols, and use of objects of reference. This allows ALL learners regards of their needs and support to be able to communicate in a way that is appropriate for them. This work is supported by our Speech and Language Therapist, Mrs Jamie Crooks. Willowbank is a Makaton Friendly organisation. All our pupils have access to a wide range of technology and AAC (alternative augmentative aids) to stimulate innovative and creative learning experiences and support their communication. Willowbank is a Digital Learning School.

Movement Activities
There is a variety of equipment, which allows staff to offer balanced, structured programmes of physical activities. Some pupils have a Movement programme which details positioning e.g. standing frame, gait trainer or seating systems, M.O.V.E. programme, physiotherapy programme and any other mobility work. Some pupils take part in elements of the M.O.V.E. programme (Mobility Opportunities via Education), this structured activity based programme, which is designed to help pupils acquire increasing amounts of physical independence needed for sitting, standing and walking. This work is supported by our Physiotherapist, Mrs Fiona Gaffney, and our Occupational Therapist, Mrs Jane Ritchie.

Enterprise
Enterprise plays a very major part in this curriculum through a variety of different activities with pupils given opportunities to take on roles and responsibilities in real life, active, practical, hands on tasks. Our Railway Project and Café, ‘Thanks a Latte’, are well established, with pupils confidently taking on responsibilities during this work experience activity.

Eco School
The Eco initiative allows us to present a modern day Curriculum for Excellence where Eco targets are embedded into all areas of the curriculum including Enterprise, Health Promotion and Citizenship. Willowbank is the first school to hold Five Green Flags. Eco is very much part of our school ethos and there is a strong sense of community spirit with all parties including children, staff, parents, multi-disciplinary team and the local/wider community. Pupils have received recognition for their efforts being Runners Up in the Active Citizenship category (Scottish Education Awards) and several classes have been awarded the Diana Memorial Award. The school has gained “Fair Active” status.
Outdoor Learning
Willowbank access the “outdoors” and this is an important part of the curriculum. We are fortunate to have a large playground and sensory garden which the pupils get to use on a daily basis along with the Kay Park directly across from the school. Pupils are afforded the opportunity to transfer skills taught in school to a variety of environmental contexts. Activities have included sailing at Castle Semple, Springhill Outdoor Bowling and partnerships with Outward Bound.

Extra-Curricular Activities
We have a number of activities available during lunch time and after school for our pupils. We have regular input over the year from Motivators who bring fun sports opportunities to the pupils. In addition to the development of individual physical skills, this is also an opportunity to develop personal and social skills and there are opportunities indoors and outdoors when pupils can experience physical activity in a safe environment.
Secondary Education and Senior Phase

At approximately, 11-12 years our pupils move into the Secondary Department. This consists of two stages S1-S3 (Secondary) and S4-S6 (Senior Phase)

Pupils in the early stages of secondary continue to develop reading, writing and number skills by continuing to follow a Curriculum for Excellence. National Qualifications, which provide challenge and enjoyment, where pupils are given opportunities to develop interests and talents through personalisation and choice of units including Duke of Edinburgh, John Muir, Caledonian Awards and ASDAN New Horizons, Transition Challenge, Towards Independence.

All Secondary/Senior Phase pupils select ‘choices’ and follow elective afternoons from a range of National Qualifications and wider achievements. Enterprise plays a major part in this curriculum through a variety of different activities with pupils given opportunities to take on roles and responsibilities in real life, active, practical, hands on tasks.

Work Experience
The young people are involved in school based work experience and in work experience that has been arranged out-with school with our community partners. The Post 16 in preparation for transition of life beyond school, have the opportunity to participate in a work experience placement in the wider community. This allows pupils experience of the wider community building their confidence and self-esteem and an opportunity to develop new relationships within the community. We also host in-house work experience in our school community cafe and Railway Project.

College
All pupils will have the opportunity to attend Ayrshire College if appropriate. Pupils attend various courses including Retail and Motor Mechanics. Lecturers from Ayrshire College deliver aspects of the Secondary curriculum working co-operatively with teaching staff.

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

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

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

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

**Enrolment**

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

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

The basis of religious education in Willowbank is an appropriate ethos in which children are valued and loved and respect for self and others is fostered. For all children, regular services consisting of a simple bible story and familiar songs and choruses are conducted. Attention is paid to special events, and festivals and themes are often incorporated into observance of religious festivals.

The school chaplain, Rev David Cameron, also provides support and encouragement to staff and parents. For most staff and parents, this approach is wholly consistent with their understanding of the teaching of Christianity and other major world faiths.

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

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**School uniform**

Parents can purchase school sweatshirts, cardigans and polo shirts with the school emblem (badge) from Tesco Uniforms and School Wear Shop in Kilmarnock.

Pupils normally wear a sky blue polo shirt and embroidered royal blue sweatshirt with grey/navy trousers or skirt. A school waterproof reversible jacket is also available.

Please also make sure that your child has suitable outdoor clothing as outdoor learning takes place on a regular basis.

**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
At Willowbank School eating and drinking skills are part of the curriculum. Lunches and milk are provided free of charge for all pupils at this school. Special diets can be provided for children who require them and the catering staff are aware of all special requirements. The speech and language therapist assists with plans for pupils’ eating and drinking in order to develop skills and maximise independence and there is support from the dietician where necessary to reinforce this.

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

The Community Paediatrician Dr. Vijayan carries out medical examinations annually in school, to which parents are invited. He will also liaise with consultants as appropriate.

Our physiotherapist Fiona Gaffney works together with staff and parents.

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

The Speech Therapist Katie Brown is in school each week and will also see parents by arrangement.

Our School Nurse, Nicole Hamilton, and our Nurse Practitioner, Nancy McCormack, review and respond appropriately to the needs of the young people on a regular basis. They are also available on an advisory role for parents and can be contacted through the school.

Dental examinations are carried out six monthly for each child in the school. Parents can choose whether to have any necessary treatment carried out by their own dentist or by the school dental service.

The Dental Hygienist visits every month to assist and give advice in the daily care of the children’s teeth.

Lindsey Thomson is our school Educational Psychologist.

All of the above agencies will be invited to school Annual Review Meetings and contribute to CSPs and ILPs as appropriate.
Medication
Many of our pupils require medication to be administered as part of their daily routines. Medication can be administered at school by school staff. Parents should complete a permission form and notify school of any changes.

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

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

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

Emergencies
In the event of a child becoming ill, having an accident or seizure in school, the Head or Depute Head or Principal Teacher will decide on the action to be taken. Every effort will be made to contact the parents or emergency contact to inform them of the situation. Should hospital treatment be required, an ambulance will be called and a member of staff will accompany the pupil, and remain there until the parent arrives. Any special instructions or procedures should be notified in writing to the Head. Minor accidents which cannot be dealt with at the school by First Aiders (Mrs Maclean and Mrs Wark) will be dealt with at the local surgery if possible. Parents will be fully informed.

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

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

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

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

This helps to make sure you and your child are receiving all the support needed to maintain your child’s dental health - and take any steps required to remedy any problems that may have arisen. The data collected is also useful for planning and evaluating dental health care initiatives directed towards improvements.
Hearing impairment service
The Ayrshire Hearing Impairment Service supports hearing impaired children and their families from diagnosis until school leaving age.

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

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

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

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

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

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

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

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

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

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

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

For information to other related services for young people, see: http://www.eastayrshire.gov.uk/EducationAndLearning/ActivitiesAndSupportForYoungPeople/SupportForYoungPeopleSchoolAndEducation/EastAyrshiresupportteam.aspx
Education Groups – Principles

Learning Community

Willowbank School is a member of the Kilmarnock Learning Community.

Associated Establishments

Mr D Rose, William McIlvaney Campus
Mrs D Wright, William McIlvaney Primary
Mrs A Wright, Onthank Primary School
Mrs F Kellett, Onthank Early Childhood Centre
Mrs T Porter, Riccarton Early Childhood Centre
Mrs I Campbell, Flowerbank Early Childhood Centre

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.
Useful Numbers

Respite Needs: Learning Disabilities Team 01563 576918
Lisalanna 01290 426880

School Transport: Headteacher, Willowbank 01563 526115
Stephen Orr 01563 576324

Social Work Department: Kilmarnock 01563 576000

Children and Disabilities Team Manager
Team: Hugh Macdonald 01563 554200

Psychological Services: Denise Malcolm 01563 555650

Health Issues: Dr Vijayan 01294 274191
Jan Gibson 07921 492260
Rainbow House 01294 323070