



Girvan Academy



SCHOOL HANDBOOK

2016 - 2017

62 The Avenue, Girvan, KA26 9DW

 01465 716816

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Introduction by Head Teacher

Welcome to Girvan Academy. The purpose of the school handbook is to give you some information about the Academy, about its aims and about the educational opportunities it provides for its pupils.

We aim to provide an educational experience which will:

- Build self-respect and respect for others
- Develop resilience and self-reliance
- Allow pupils to learn independently and as part of a group
- To use technology for learning and
- Link learning to the skills required for work and the skills required for living in a fast changing world.



In order to make this happen, it is essential that we work in partnership with parents and pupils and with the wider school community. The work of the Academy depends on such partnerships and parents are encouraged to take an active interest in the life and work of the school. The Parent Council is very active in promoting and strengthening the partnerships that exist between home, school and the community.

Moving from Primary to Secondary is always a big step and Academy staff will do everything possible to make the change as easy as possible for every pupil (and parent!). Throughout the handbook you will find information which will help make the transition as smooth and straight forward for pupils as possible.

I hope you find the contents of the Handbook helpful and I look forward to meeting you and your child. Please do not hesitate to contact us here at the Academy if you require further information.

Allan Rattray
Head Teacher

SECTION A – General School Information

School Information	
Name	Girvan Academy
Address	62 The Avenue GIRVAN KA26 9DW
Telephone Number	Tel: 01465 716816
Email address	Girvan.Mail@south-ayrshire.gov.uk
Website	www.girvanacademy.sayr.sch.uk
Head Teacher	Allan Rattray
Denominational status	Girvan Academy is a non-denominational, co-educational secondary school with 520 pupils at the present time.
Gaelic	Teaching by means of Gaelic language is not offered within Girvan Academy
Accommodation and capacity	Capacity The agreed capacity at present is 750. 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. <i>(The definition of 'parent' used is the broadly framed definition set out in the 1980 Act which is as follows: 'Parent' includes guardian and any person who is liable to maintain or has parental responsibilities in relation to, or has care of a child or young person. This is a wide definition which can include, by way of example, non-resident parents who are liable to maintain or have parental responsibilities in respect of a child and others with parental responsibilities, e.g. foster carers or kinship carers.)</i>

Catchment Map and Areas

Details of the school's catchment area and street names are available for inspection at the school and parents can also access them on the Council's web site at www.south-ayrshire.gov.uk Catchment map and area (available from the School Management Section, Children and Community, County Buildings, Wellington Square, Ayr KA7 1DR

Associated Primary Schools

BALLANTRAE PRIMARY SCHOOL Ballantrae	(Head Teacher: Mrs Y Templeton) Tel: 01465 716803
BARR PRIMARY SCHOOL Changue Road, Barr	(Head Teacher: Mrs P Murphy) Tel: 01465 716804
BARRHILL PRIMARY SCHOOL Barrhill	(Head Teacher: Mrs P Murphy) Tel: 01465 716805
COLMONELL PRIMARY SCHOOL Colmonell	(Head Teacher: Mrs Y Templeton) Tel: 01465 716806
DAILLY PRIMARY SCHOOL Main Street, Dailly	(Head Teacher: Mrs L MacDonald) Tel: 01465 716807
GIRVAN PRIMARY SCHOOL Wesley Road, Girvan	(Head Teacher: Mrs G Ferguson) Tel: 01465 716801
MAIDENS PRIMARY SCHOOL Shanter Road, Maidens	(Head Teacher: Mr B McPherson) Tel: 01655 885806

Community Use of the School

A variety of organisations make use of the school in the evenings and at weekends. Individuals or groups wishing to apply for lets should apply in advance to:

Educational Services
South Ayrshire Council
County Buildings
Wellington Square
AYR KA7 1DR
Tel: 01292 612655 - School Let

Senior Leadership Team

Name	Designation
Mr Allan Rattray	Head Teacher
Mr Alex Scott	Depute Head Teacher
Mrs Ellen Aitken	Depute Head Teacher
Mrs Elaine McEwan	Depute Head Teacher

School Staff

<p><u>English</u> Mrs Elaine McEwan Miss Claire Andrew – (PT) Mrs Lesley Crawford Miss Deeanne Robertson</p> <p><u>Expressive Arts</u> Mr Jonathan Reed (PT) Miss Marion Hutchison (PTG) Mrs Marie-Claire Mallinson (Art) Mr John McNally (Art)</p> <p><u>Home Economics</u> Mrs Fiona Baird (PT) Miss Kathleen Eaglesham</p> <p><u>Humanities</u> Mrs Pauline Brennan - History/MS(PT) Mr Stephen Gillespie - History/MS Mr Ian Watson – RMPS Miss Joanne Armour – Geography Mr Alasdair Kelly – MS (0.5)</p> <p><u>Mathematics</u> Ms Angela Collings (PT) Mr Alan Drennan Mr Kenneth Galloway Mrs Karen MacLeod Mr Noel Stafford</p> <p><u>Modern Languages</u> Mr Malcolm Potter (PT) Mrs Nathalie Ceates</p>	<p><u>Physical Education</u> Mr Scott Ireland (PT) Mr Dominic Booth (PTG) Miss Marie Hettrick (0.8) Mr David Strachan</p> <p><u>Pupil Support</u> Mrs Catherine Lawson (PT) Miss Tracy Murray Mr Alan Hughes Mr Alan Muir Mrs Anne Howie (Cluster) Mrs Trish Newmarch (0.8) (Cluster) Mrs Christine Robertson (Cluster) Mrs Mara MacSephney</p> <p><u>Science</u> Mrs Audrey Irving – Biology (PT Science) Mrs Lesley Ferguson – Chemistry Miss Fiona Tennant - Biology Mr Alex Scott – Chemistry (DHT) Mr Stephen Lam – Physics Mr Chris Brown - Biology</p> <p><u>Technical</u> Mr Richard Barr (PT) Mr Robin Ware Mr Christopher McMurdo (0.6)</p> <p><u>Technologies</u> Mr Gareth Rae (PT) Mr Robert Elder (Computing) Mrs Kirsty Dupuy (Business Studies)</p>
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Statement of School Vision, Aims and Values

Girvan Academy is a long established school. It has its origins in the early part of the 1800s when there were two schools serving the local community - the Burgh School and the Parish School which was also known as the Parochial or Grammar School at different times in its history. Around 1812 the two schools merged to form Girvan Higher Grade School which later became Girvan High School and then Girvan Academy.

The past history of the school may be traced by an examination of the old Dux Boards on display in the Theatre. A large number of many well-known local names are to be found on these boards although it is worth noting that the history of the Parochial School goes back some thirty years before the first year recorded on the Dux Board.

In 1988 the latest stage in the development of the Academy was reached with the completion of a new building in the Avenue to replace the Wesley Road building which, despite the addition of hatted areas could not accommodate all pupils.

It is with a background of long and worthy tradition that Girvan Academy endeavours to offer an educational provision that is responsive to the fresh challenges which we all face in our constantly changing world. The principles which guide our work as we move forward are expressed in our visions, values and aims.

School Vision:

TO DEVELOP A LEARNING COMMUNITY:

To aspire to

- High quality learning and teaching
- High attainment
- Continuous improvement

To promote

- Self-respect and respect for others
- Self esteem
- Personal responsibility

To work for

- More opportunities for wider achievement
- Better partnership with parents
- Greater involvement in and with local community
- A safe and stimulating environment

School Aims:

- 1 To maximise attainment and achievement by promoting effective teaching and learning.
- 2 To form partnerships with parents and the community to help and support learning.
- 3 To use resources as efficiently as possible to enhance teaching and learning
- 4 To ensure equality of opportunity through inclusive education
- 5 To make pupils aware of their place in the world and to give them an understanding of how they relate to others and to their environment

School Values

The curriculum must be inclusive, to be a stimulus for personal achievement and encourage pupils towards informed and responsible citizenship.

The following are the values which have been identified by staff, pupils and Parent Council members as being the ones which should direct the work of the whole school community:-

- ***RESPECT***
- ***TRUST***
- ***HONESTY***
- ***RESPONSIBILITY***
- ***AMBITION***



The School Year and School Hours

The school day is organised as follows:

Day	8.45-9.35	9.35-10.25	10.25-10.40	10.40-11.30	11.30-12.20	12.20-13.10	13.10-14.00	14.00-14.50	14.50-15.40
Monday	1	2	Interval	3	4	5	Lunch	6	7
Tuesday	1	2	Interval	3	4	5	Lunch	6	7
Wednesday	1	2	Interval	3	4	5	Lunch	6	7
Thursday	1	2	Interval	3	4	Lunch	5	6	
Friday	1	2	Interval	3	4	Lunch	5	6	

Early Finish

Late Finish

Dates of school holidays can be found at

<http://www.south-ayrshire.gov.uk/schools/holidays.aspx>

School/Community Links

The learning experiences of our pupils are extended in a variety of ways through the links which have been established with the wider community of the school including:

- providing entertainment for the community through shows and other special events
- links with the Girvan Academy Parent Council and the Crime Prevention Panel
- practical service through the community involvement
- links with the business world
- provision of work experience placements for students
- Services to the community, through visits to care centres and support to local events
- fund raising activities to support local national charities

You can keep up to date with our pupils' wider experiences on our website.

In a small town such as Girvan, such links are of particular importance in ensuring that the school is seen as playing an active role in the life of the community. We are very proud of the links that have been established with the community and are grateful for the wholehearted support which we enjoy from the community.

Girvan Cluster

Girvan Academy and its partner schools work together as part of the Girvan Cluster and Girvan Academy is very much a Learning Community. The education of young people involves a large number of people and the main aim of a Learning Community to ensure that all of the following people/agencies work together to give all young people the best possible chance of success:

- Pupils
- Parents
- School staff
- Community Education, Psychological Services, Social Work, Health Promotion Unit, School Nurse
- Industry and Commerce
- Educational Services and other South Ayrshire Council departments
- The wider community

Achievements of the School

Girvan Academy has always encouraged pupils to participate as much as possible in events and competitions at local, regional and national level. Over the years many pupils and students have gained enjoyment and satisfaction and had a considerable measure of success in academic, sporting, leisure and cultural events both on an individual and on a team basis.

See our “news” section on our website.

Guidance

In a school of approximately 500 pupils, there is a danger that an individual pupil may feel “lost in the crowd”, especially if he/she has just left a small primary school. In addition, the range of new subjects encountered and the organisation of the working day - so different from the primary school - may cause concern in some pupils. It is important therefore, that there exists in the school a structure which allows certain teachers to have special responsibility for the social and emotional as well as the educational needs of pupils and to whom pupils may turn for guidance should problems arise.

At the time of enrolment, each pupil is allocated to a house group and the specially appointed Guidance teacher responsible for this house looks after the pastoral care of the pupil at every stage of his/her school career. As other members of the family come to the school they join the same house group and in this way parents establish a good working relationship with guidance staff over a number of years. Guidance provides the link between home and school which is so crucial in establishing an effective home/school partnership. The general aims of Guidance can be summed up under three broad headings *Details of our Curricular, Personal and Career Guidance*.

In Girvan Academy Mr Alex Scott is Pupil Support Co-ordinator, with overall responsibility for Guidance.

SECTION B – Teaching and Learning

Sensitive Aspects of Learning

Should a new theme of learning be introduced into our curriculum which we regard as being “sensitive”, parents will be informed by letter and information will be put on our website.

Curriculum for Excellence

Curriculum for Excellence has been implemented across Scotland for all 3-18 year olds – wherever they learn. It aims to transform Scottish Education, **raise standards of achievement**, and provide young people with the skills, knowledge and attributes they will need for learning, life and work in the twenty first century. This is encapsulated in the aim to improve the life chances of every young person in Scotland and develop their four capacities as: successful learners, confident individuals, responsible citizens and effective contributors.

Curriculum for Excellence enables professionals to teach subjects creatively, to **work together** across the school and with other schools, to share **best practice** and explore learning together.

Teachers and practitioners will share information to plan a child’s ‘learning journey’ from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth and builds on what they have learned at each stage. They will ensure that children continue to work at a pace that is appropriate for them but which also challenges and supports them to achieve their very best.

Every child is entitled to a **broad general** education, whatever their level and ability. Every single teacher and practitioner will be responsible for **literacy and numeracy** – the language and numbers skills that unlock other subjects and are vital to everyday life. All teachers are also responsible for the health and wellbeing of children and young people.

Curriculum for Excellence develops **skills** for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links **knowledge and skills** in one subject area to another, helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

All pupils are entitled to personal **support** to help them fulfil their potential and make the most of their learning opportunities with **additional support** wherever that’s needed. There will be a new emphasis by all staff on looking after our children’s **health and wellbeing** – to ensure that the school is a place where children feel safe and secure.

Broad General Education and the Senior Phase

Courses in S1 and S3 (2014-15)

The curriculum from the age of 3 to 15 is determined by the experiences and outcomes within Curriculum for Excellence. Primary and Secondary staff work closely to ensure continuity of provision from P7 into S1. This is achieved in a number of ways:

- visits to primary schools to meet with staff and parents
- visits to primary schools by Guidance Staff and SMT
- liaison between secondary subject staff and P7 teachers to ensure curricular continuity
- transfer of information from primary to secondary
- regular cluster meetings involving heads of all the cluster schools
- an Open Evening which is held in October
- parents evening for P7 parents in June
- 3 day familiarisation visit to the Academy in June
- informal contacts between primary and secondary staff

Pupils in S1 will follow a broad and general education with time allocations for each of the subjects within curricular areas as follows:

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Sciences
- Social studies
- Technologies

No of Periods	4	3	2	1
Subjects	English	Science	French	Theatre & Performance
	Maths	Integrated Social Subjects	Home Economics	PSE/Personal Support
			Technical	RE
			Interdisciplinary Learning	Literacy
			Music	Numeracy
			Art	
			PE	

Pupils in S2 will follow broadly similar courses to S1, but will include opportunities for more choice in learning and greater depth in chosen areas.

No of Periods	4	3	2	1
Subjects	English	Science	PE	PSE
	Maths	Modern Languages	Forensics, Film Studies, Band, prep for D of E	Geography
			Art	Modern Studies
			Music	History
			Technical	RE
			Home Economics	Fitness and movement

In S3, we maintain the Broad General Education, but allow for specialisation in subjects within curricular areas.

No of Periods	4	3	2	1
Subjects	English	PE(HWB)	French	PSE
	Maths		General Interest Elective	RE
	Science			
	Technologies			
	Social Studies			
	Expressive Arts			

Girvan Academy



S3 CfEx Learning Choices 2016-17

All pupils will study:

English (4 periods); Maths (4 periods); PE (3 periods); RME (1 period); PSE/Personal Support (1 period).

All other Learning Choices will be for two periods per week.

Sciences	✓	Languages	✓	Social Studies	✓	Expressive Arts	✓	Technologies	✓	Personal Achievement	✓
Chemistry		French		Geography		Art		Computing Science		Band	
Biology		Modern Languages of Life and Work		History		Music		Essential Practical Skills (ECS)		Dance	
Physics				Modern Studies		History		Graphic Communication		Fashion and Textiles	
Choose TWO of the above				Business Administration and IT		Physics		HE - Smart Cooking		Social and Vocational Studies	
OR											
Science and Health		Choose ONE of the above		Choose TWO of the above		Choose TWO of the above. One MUST be Music or Art		Choose TWO of the above		Opportunities through PE	
										You will do ONE of the above but please choose THREE CHOICES and RANK them 1,2,3 (1 = 1 st choice)	
Signature of Pupil _____						Learning Choices Form to be returned to Mr Scott, via School Office or Period 1 Teacher by Wed 1st March 2015					
Signature of Parent/Guardian _____											
Signature of Guidance/SMT _____											



GIRVAN ACADEMY
RESPECT TRUST HONESTY RESPONSIBILITY AMBITION

SENIOR PHASE OPTION FORM 2016-17



Name _____ Class _____

	A	✓	B	✓	C	✓	D	✓	E	✓	F	✓	G
Enrichment	Peer Support		Peer Education		Peer Support		Peer Support		Peer Support		Peer Support		2 period elective
	Study Time		Study Time		Study Time		Study Time		Study Time		Study Time		
	Sports Academy		Sports Leader		Comm Volunteering		Yearbook+ Publicity		Comm Volunteering		Sports Leader		
	YASS		YASS		YASS		YASS		YASS		YASS		
Higher National 6	Administration		English		Art		Art		Biology		Art		Supervised Study
	Maths		Lit + Comm Ungraded Higher		Business Management		Chemistry		Computing		Biology		Leadership Award
	Photography				Cyber Security		Computing		Geography		French		PE
	Computer Games Development				Mod Studies		Graphics		History		Geography		Art School
					Physics		RMPS		Physics		Mod Studies		Music
					PE		French				Music		Spanish/German
National 4/5					College A				College B		Health + Food		Survival Cookery
											PE		
	English - S4 must choose this option		Maths - S4 must choose this option		Art		Art		Admin		Art		Core PE- S4 must choose this option
	Automotive		English (S5/6)		Business Management		Biology		Biology		Chemistry		
	Cake		Media (S5/6)		Chemistry		Computing		Computing		French		
	Comp Games Dev				Cyber Security		Construction		Geography		Geography		
	Maths (S5/6)				Early Ed & Childcare		French		Fashion + Textile		Hospitality		
					Environmental Sci		Graphics		History		Mod Studies		
				History		Health + Food		Metal		Music			
				PE		Physics		SVS		PE			
				Wood		RMPS				Physics			
				College A				College B					

National 4 courses are internally assessed and are awarded on a pass / fail basis.
 National 5/H/AH courses are internally assessed and in addition have an externally assessed component.
 National 5/H/AH overall awards are graded A to D.

Courses may be offered at several levels (National 4, 5, 6), although it is unlikely that any one subject will be offered at all levels.

Courses are made up of units, usually 3, each of which is assessed internally by the school as well as by the SQA in an exam in May/June. In order to achieve an overall award students have to pass all of these assessments. However, they will get recognition on their final certificate for any units passed.

It is important that students opt for the subjects they choose, at the correct level, and in line with South Ayrshire Council policy on presentation. Students should follow the guidelines below regarding general entry requirements. (Exceptions may be made at the discretion of the school if there are special circumstances).

A few courses in S4/5/6 consist on selected NQ units and will have no formal examination. Pupils studying these courses will receive recognition for passing NQ units, but will not have an overall course award. These courses are clearly identified in the option form and in the option booklet.

National 5 → Higher
National 4 → National 5
National 3 → National 4

While every effort is made to make the best range of provision possible within the school to satisfy the wishes of students, classes may not run if there is insufficient demand or if there is a shortage of staff.

SCQF Framework of Awards

SCQF Levels			
7	National 7 (Advanced Higher)	Advanced Higher	
6	National 6 (Higher)	Higher	
5	National 5	Int 2	Credit SG
4	National 4	Int1	General SG
3	National 3	Access 3	Foundation SG
2	National 2	Access 2	
1	National 1	Access 1	

Guidance and Consultation on Choosing Courses for the following year

In the spring of each year, pupils in S2-S5 will receive a booklet providing information on learning choices for their next year of study. They will receive talks from Year Heads and additional guidance via their Guidance Teacher. The School Careers Officer will also have an input. Parents' information evenings provide an opportunity to find out about courses on offer and meet with senior staff to discuss issues.

Courses for session 2017-18 will begin in June.

Opportunities for Wider Achievement

School is about much more than just what happens in the classroom. Many staff freely give their own time throughout the year to offer a wide range of Opportunities for Wider Achievement.

Further details of our Wider Achievement Activities can be found on our website.

Religious and Moral Education

The world around us is in a state of constant change and a major challenge facing us is to identify our place in this world, to give meaning, purpose and value to our lives. It is hoped that many of the experiences gained by pupils as they move through school will help them in their own personal quest to find answers to the important questions and concerns of life. Religious and Moral Education is of particular importance in helping young people to develop a sense of belonging in relation to their place within our world and their contribution to it.

All classes in S1 to S4 have one period of Religious Education per week. In S4, pupils may study National Qualification Courses in Religious and Moral Education. In S5 and S6, students attend tutorials led by our School Chaplains. The topics are chosen by the students and include topics such as “Does God exist?” and euthanasia.

Religious Observance is fostered through the monthly involvement of the School Chaplains in the year group assemblies and the House Assemblies at Christmas and Easter. The Chaplains have also been involved in assisting RE staff in the delivery of RE lessons, and taking small tutorial groups of senior students.

These guiding principles and aims have been drawn up and based on national advice which is set out in SOED Circular 6/9, the Education (Scotland) Act 1980 and SEED Circular 1/2005 and the Scottish Government Circular dated February 2011, ‘Curriculum for Excellence – Provision of Religious Observance in Schools’.

Parents have the right to withdraw their children from Religious Observance or aspects of Religious Education. If a parent wishes to exercise this right they should contact the appropriate Depute Head Teacher.

Parents from religions other than Christianity may request that their children be permitted to be absent from schools in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions (days) in any one school session and the pupil noted as an authorised absentee in the register.

Health and Well Being

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they may need for mental, emotional, social and physical wellbeing now and in the future.

Children and young people should feel happy, safe, respected and included in the school environment and all staff in the school are pro-active in promoting positive behaviour in the classroom, playground and the wider school community.

All pupils receive one period per week of PSE (Personal and Social Education). PSE is central to the development of pupils and to the school's ethos.

Through a managed programme, which combines lessons and special focus events, sections are delivered from the three strands of PSE:

Health

Careers

Lifeskills

Each curriculum area is overseen by a Principal Teacher of Guidance.

Each year there is input from the School Nurse.

Good discipline in school is important if learning is to take place. It is not just a matter of concern for the school. Staff, pupils and parents must work together to help pupils to take responsibility for their own behaviour.

This is one area where the "Home - School Partnership" is vitally important and where the school relies heavily on parents:

to actively support the school in setting the highest standards in all that it does

to make sure that children come to school regularly, on time and dressed in accordance with school guidelines

to take an active and supportive interest in their children's work and progress

to support the authority and discipline of the school by reinforcing the school Code of Conduct

Pupils themselves have a major responsibility:

to attend school regularly, on time ready to learn and take part in school activities

to aim for the highest standards in all aspects of school life

to co-operate with staff and to abide by the school Code of Conduct

to consider and respect the feelings and property of others in and beyond the school

to care for the environment, inside, outside and beyond the school

to care for furniture, books and equipment provided by the school

Good discipline is very closely linked to many aspects of school life and it must be viewed positively - what should be done to get things right rather than how to react when things go wrong. All staff in Girvan Academy will, therefore, do all they can:

to develop each individual pupil's talents as fully as possible

to teach effectively and set high standards in work and behaviour

to care for each pupil when at school as would a good parent

to communicate regularly with parents as a basis for close co-operation between home and school

Each Class Teacher has a major role to play in the discipline process by ensuring that there is good classroom management, that they motivate pupils and ensure that young people feel happy, safe and respected within the school environment. The Classroom Teacher will use a range of sanctions to promote good order in the classroom e.g. issuing a verbal reprimand, changing a pupil's seat, issuing a punishment exercise.

Where an incident is more serious or where there is a pattern of poor behaviour, the Class Teacher may refer the pupil to the Principal Teacher. If the Principal Teacher is unable to

resolve the matter then the help of a member of the Senior Management Team may be sought. Guidance Staff are made aware of referrals and of action taken. They look for patterns of poor behaviour, often sorting out problems before they become too serious.

On those occasions when pupils fail to respond to the steps which are taken in school, parents will be asked to become involved. We aim to work with the pupil and their parent to resolve issues. We will include specialist staff from external agencies if necessary to ensure that additional support is available to our young people. Any disciplinary sanctions will be applied in a firm and fair manner.

Equal Opportunities and Inclusion

The national legislation around equal opportunities and social inclusion includes:

Children and Young People (Scotland) Act 2014

ASN legislation

Equality Act

United Nations – Rights of the Child

Disability Discrimination Act

South Ayrshire puts into practice through the following core beliefs:

Presumption of mainstream: All children and young people have the right to an education within a mainstream school (Standards in Scotland's School Act 2000)

Most inclusive option: Wherever possible, children and young people will be provided with an education within their own community and/or within their catchment school (Additional Support for Learning Act 2004) Amended 2009)

Staged intervention: If there are concerns about how a child or young person is coping within a mainstream placement, the model of staged intervention will be followed and this may include multi-agency meetings to assess and plan with all available resources (Additional Support for Learning Act 2004) (Amended 2009)

Links to community: If it is agreed that a placement out with a child's community is appropriate to meet their needs, it is important to consider ways in which a child can maintain links and relationships with peers their own community (additional Support for Learning Act 2004) (Amended 2009)

Involvement of child and parent/carer: It is vital that the child and young person and parents/carers are involved in all of these processes (Additional Support for Learning Act 2004) (Amended 2009) and The Children (Scotland) Act 1995)

ASN legislation: all processes and meetings will comply with the timescales of the ASN legislation

Each school has a Pupil Support Coordinator who has responsibility to ensure each child's needs are met. They will work alongside Pupil Support staff within their own school and also centrally. Central staff includes ASN Teams, Psychological Services and Quality Improvement Officers.

If you need further information on any of the above teams, contact your school Pupil Support Coordinator.

The provision of opportunities for all pupils to fully develop their individual talents and abilities is central to the aims of the Academy. We aim to ensure that every pupil is provided with such opportunities, regardless of gender, race, colour, creed, ability or circumstances.

The curriculum is reviewed regularly to ensure that it offers equal opportunities to boys and girls.

Assessments for Excellence (AfE)

S2 Curriculum-based Assessments are used to assess pupils' performance in Maths, Reading and Science at the end of S2. The assessments are curriculum-based and administered over three periods towards the end of S2. The results help build up a comprehensive profile of what your child knows and can do, highlighting areas of strength and development needs.

Reporting

Carefully developed methods of assessment are very important for a variety of reasons:

- provide quality feedback to learners
- monitor and track progress in learning
- provide information to those outside the school on learners' progress and achievements
- provide information for use beyond the school, including qualifications and awards

Assessment and Reporting

Assessment is for Learning (AifL) is a major initiative adopted by SAC schools in August 2007. This initiative is part of the wider Curriculum for Excellence programme introduced by the Scottish Government to raise the standards of education in Scotland. AifL provides an ideal grounding from which to deliver the standards and expectations for assessment which are:

- greater breadth and depth of learning
- greater focus on the secure development of skills and knowledge
- progress across a breadth of learning
- application of learning in different and unfamiliar contexts
- effective planning and tracking of progress
- summary of achievements
- effective preparation children and young people for the next stage in learning.

An AiFL school is a place where everyone is learning together with assessment OF learning, and assessment FOR learning contributing to an enhanced curriculum and better learning and teaching.

S1 to S3

Continuous assessment is the principal form of assessment used. Pupils are assessed on their coursework on a regular basis. They may be required to complete a special piece of work or to sit a class test. Teachers may observe and listen to pupils or they may supervise practical tests. An important function of the assessment procedures is to diagnose those areas where pupils are experiencing difficulties so that appropriate learning support can be provided.

To assist staff validate their assessments, pupils work is moderated between staff within the school, and with staff from other schools. In addition an external validation using the centre for Evaluation and Monitoring (CEM), Assessments for excellence is carried out with all S2 pupils. This information along with our internal assessments is used to help inform the next steps in learning.

The Curriculum for Excellence and CEM data for South Ayrshire schools are reported to members of the public in the annual performance report which is published in February each year.

S4 to S6

Pupils work towards external examinations which they sit in May and June of S4. In most subjects pupils are also assessed internally i.e. by means of assessments carried out in school. For example, they are required to compile a folio of work in English and in Science they are assessed on their ability to carry out a series of practical tests. National 4 & 5 qualifications require pupils to pass an Added Value unit before an overall grade can be awarded. The results of these internal assessments are added to their external examination results to produce their final grades in each subject. S4-6 pupils sit preliminary exams in February.

Reporting

Each department builds up a profile of pupil performance by keeping records of continuous assessment, which are summarised annually and reported to parents. The school has developed computerised reporting over recent years and all reports are in computerised format. The arrangements for timing of reports to parents are as follows:

S1 (interim) –	December
S1 (full) –	May
S2 (interim) –	November
S2 –	February
S3 –	(Interim) November S3 Full January
S4 –	January
S5/6 –	December

For specific dates, go to the Information tab on the school website.

Parents' Meetings

These meetings are arranged so that parents may discuss their child's progress with class teachers. For dates, go to the Information tab on the school website.

The Open Evening provides an opportunity for parents and pupils to visit the school to see the school at work and to meet with staff in a more relaxed and less formal way than is possible on a normal parents' night. An invitation is also extended to all P7 parents and pupils to come along to the Open Evening.

Further Opportunities for Consultation

As well as the formal reports to parents, the progress and performance of all pupils is regularly monitored by subject and guidance staff. In the event of any difficulties or problems, parents will be contacted. Parents may also contact guidance staff at any time during the session to make an appointment to come into school to discuss any aspect of his/her child's education.

Planning for Progression and Transitions

Pupils are normally transferred between the ages of 11 ½ and 12 ½ to ensure that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the transfer arrangements no later than December of the year preceding the date of transfer.

Secondary schools have a curriculum framework for all young people from S1 to S6:

The S1/3 curriculum is based on the experiences and outcomes from Curriculum for Excellence

The period from S1 to S3 has a clear purpose: that all young people will have a strong platform for later learning and for successful transition to qualifications at the right level for them, in the senior phase (S4 to S6) Our S1 to S3 curriculum provides a broad, rich and stimulating learning experience.

In the senior phase (S4 to S6) the relationship between the curriculum and qualifications becomes a key significance. At this stage of the curriculum young people will engage with the qualifications framework and the more formal assessment and certification will take place.

While the opportunity to study for qualifications will be a central feature, there will be other planned opportunities to develop our young people's skills for life and skills for work. The continued promotion of an active and healthy lifestyle will feature in the senior phase.

Planning is currently underway to introduce a senior phase where S4 to S6 are integrated as a single co-hort. This will in due course have an effect on the number of subjects offered to pupils in year S4-6.

Homework Policy

Home Learning Policy

Home Learning is an essential part of any course taught at Girvan Academy. It reinforces the learning within the classroom and provides opportunities for consolidation and extension at home. It also provides opportunities for the development of Core Skills and supports the development of pupils' self-discipline in that it requires them to take responsibility for organising, prioritising and completing tasks within a set timescale. Our full Home Learning Policy is available on our website.

In S1 and S3, the pattern should be set for the following years. Most Home Learning issued at this stage will be in the nature of consolidation of work already covered in class and the furthering of knowledge and interest by reading and investigation.

In S4 to S6 the demands of SQA work require that more time is devoted to assimilating facts and information from notes or text books. Pupils must also develop their ability to apply theory and methods already taught, by continued practice at home.

In S5 and S6, for Higher work in particular, the increased volume and rate of work demands that even more time must be spent in private study. As pupils progress through the school they have to accept an increasing responsibility for the planning of their own private study and, to encourage this aspect of development, the term "student" is used for those who choose to continue voluntarily with full time education in school.

Private Study is very important for all pupils because it develops the capacity to study on one's own without immediate help. Even if no set homework is given, pupils are expected to read over work done in class and to work on areas of weakness. Any points of difficulty can be identified and cleared up at the next meeting with the class teacher. Revision of work at

home should be ongoing throughout the session and must not be left to the last few days before examinations.

It is very important to plan homework so that not too much work is being attempted in too short a time.

Every pupil is issued with a free **Planner** at the beginning of the year in which they are required to enter details of their homework and other things they need to do at home e.g. deliver newsletters, reports etc. The planner is a very important means of helping pupils, teachers and parents to manage homework.

STUDY SUPPORT

A Study Support Scheme has run in the Academy for a number of years.

The aim is to provide an opportunity for pupils to undertake additional study after school. Pupils have access to staff and resources and may use the time to complete homework, prepare for examinations and to complete projects and investigations.

SQA examinations are of such importance that years' S4-S6 are the main targeted pupils.

School Improvement

Through self-evaluation, we identify our priorities for improvement. This information is collated into our School Improvement plan. Paper copies are available for parents, however an online version can be seen at www.girvanacademy.sayr.sch.uk on school website.

A record of our main achievements in the previous session is contained in our Standards and Quality Report (which can be accessed on our school website). A summary of SQA performance over the last 3 years is detailed below.

Pupils achieving:

	2014%	2015%	2016%
5 or more qualifications at level 3	94	94	89
5 or more qualifications at level 4	81	87	83
5 or more qualifications at level 5	36	43	35
1 or more qualifications at level 6	60	54	63
3 or more qualifications at level 6	32	39	36

5 or more qualifications at level 6	15	10	15
1 or more qualifications at level 7	10	12	12

Additional Support Needs/Accessibility Strategy

Schools

Additional Support Needs

All children and young people need support to help them benefit from education. The main sources of support are school staff who, through good practice, are able to meet a diverse range of needs. With good teaching, and the provision of an appropriately differentiated curriculum, most children and young people are able to benefit from education without the provision of any additional support.

However, any child or young person could, at some time in their school career, need something additional to, or different from, the support given generally to most other children of the same age in order to help them overcome a barrier to their learning and benefit from school education. These children and young people have additional support needs and they are entitled to additional support for learning to help them learn and achieve their potential.

The school works within South Ayrshire Council's staged intervention framework to identify and meet the needs of pupils with additional support needs.

Schools are required to indicate information on their policy and provision for additional support needs

The range of additional support needs catered for, and services provided, noting where the school has special unit(s) and/or special classes should be detailed.

Additional Support for Learning

South Ayrshire Council has duties outlined in the Standards in Scotland's School Act, and the Education (Additional Support for Learning) (Scotland) Act 2004 (As amended). These include the production of a policy for additional support needs, authority arrangements for identification and assessment of additional support needs, preparation of plans, including a CSP where appropriate, maintain and review additional support needs on an ongoing basis. South Ayrshire Council is committed to a care policy of inclusion to carry out these duties of support. The authority is also committed to maintain a range of specialist establishments and services to support the whole continuum of needs.

What are additional support needs?

Some children and young people need extra help in school to make progress. It is the duty of the education authority to give some extra help in schools to all children and young people with additional support needs. Children and young people may need this help with their reading or writing, to make sure they can get into and around the school or to support their learning through difficult family circumstances. Additional support needs can last for only a

short time or could last for much longer. For instance, additional support may be needed for a child or young person who:

- is gifted
- has behavioural or learning difficulties
- is bereaved
- is deaf or blind
- is being bullied
- is not attending school regularly

These are just some examples.

How do we make sure we can meet the additional support needs of pupils in South Ayrshire?

All children and young people may need additional support at some point to help them make the most of school education. The main support is the class teacher who is able to meet the needs of most pupils without extra help. With good teaching and learning, and the right materials, most children and young people won't need anything more than this.

Establishments have policies outlining resources and approaches which will be used to address additional support needs for your child. The Head of Establishment will always try to support your child's additional support needs, which have been identified following assessment.

If a pupil needs more help than the class teacher can give in school, then a process of providing the right support begins. We call this staged intervention. Staged intervention is our way of recognising additional support needs and then giving extra help for a child or young person. This can be broken down into three main stages in school:

Stage 1 - In class support

At this stage the teacher notices children or young people who need more help than other children or young people in the class. For most pupils the help they need can be given by the class teacher without anyone else being involved. The teacher may change the way she teaches, change the materials the pupil is using or reorganise her classroom. Even after this, some children still need help and the class teacher will talk to the pupil support coordinator or principal teacher in the school for advice and help.

Stage 2 - In school support

If there are still concerns around progress, the teacher can access further support from others within their school community such as Pupil Support Coordinators. An Action Plan should be in place to monitor and track a child's progress. The school should talk to parents as soon as possible in order to make sure they know all about the help being given to their child.

Stage 3 - Interagency support

If there continues to be concerns around a child's or young person's progress, the school will meet with the parent/s to discuss further. This may lead to further meetings involving the parents, child or young person (if appropriate), school staff and professionals from other agencies who support the school such as educational psychologists, social workers, allied health professionals or voluntary sector.

An Individualised Education Programme (IEP) will be in place to monitor and track a child's progress. This plan is drawn up using information shared in meetings regarding the child's or young person's additional support needs. Everyone will agree targets, outcomes and their role within each plan as well as review timescales. Review meetings should be at least annual but more regular if required.

For a small number of children or young people, a Coordinated Support Plan (CSP) may be needed. This is prepared when there is 'significant' involvement from professionals from one or more agencies outwith education that will last for longer than 1 year. For further information see www.enquire.org

Educational Services have developed a range of enhanced services to help meet the identified needs of children and young people. These services assist establishments in responding to the additional supports required. These can be accessed throughout the staged intervention process.

These supports include:

- Psychological Services
- Peripatetic Services e.g. Visual Impairment and Hearing Impairment
- Home Link Service
- Looked After and Accommodated Service
- Learning and Inclusion Team
- School Support Assistants
- Cluster Support Teachers
- Home Tutoring
- Outreach services from Specialist Centres

Education will also access support where appropriate from colleagues within Children and Families Social Work teams and Health Services in order to address a range of concerns. Where necessary, establishments can access advice and direct support from e.g. Speech and Language Therapy, Occupational Therapy and Physiotherapy.

How can parents help to support children and young people with additional support needs?

As parents/carers, you will be fully involved in both the assessment of your child's needs and the plan of any outcomes detailed on your child's support plan (Action Plan or CSP). Parent's views should be taken into account and recorded through the Child's Assessment and Plan. Opportunities are also given by South Ayrshire Council to parents/carers to contribute to policy and procedure development.

Parents should be fully aware of and be involved in the plans to support their children. They can bring supporters or advocates to any meeting at school to discuss their child's additional support needs.

What role do children and young people play?

All children and young people will have the opportunity to make their views known about decisions that affect them. Children and young people's views should be taken into account and recorded through the Child's Assessment and Plan. They will be encouraged to take part in any meeting where people and discussing their additional support needs. They will help set their own targets and to review these.

How can parents make requests for assessment?

Assessment is a process of gathering information to inform and direct strategy and intervention to support a child's additional support needs. It should take account of a child's strengths and areas of difficulty. Assessment can take the form of observations, samples of work, specific assessment tools, discussions with staff involved with children, discussion with parents, etc

As a parent or carer you will be fully consulted and kept informed at all stages of the assessment process by the head of establishment.

The Education (Additional Support for Learning) (Scotland) Act (2004) makes sure that parents or young people can ask an education authority to arrange for an assessment or examination. The request can be for an educational, psychological or medical assessment or examination. Requests for assessment must be in writing or some other permanent form which can be referred to in the future. The request should contain the reasons for the request and the education authority must meet this request unless it is unreasonable. Parents can expect a response to such requests within four weeks and will be notified of the person in the authority who is dealing with the request. These requests should be sent to the education authority.

What can parents do if they don't agree with the authority?

Initially parents should discuss their concerns with the head of their child's school. If this is not possible, parents can also speak to Quality Improvement Officer for their child's school.

Parents can also use 'Listening to You'. This is an online service which allows you to log concerns and complaints. See www.south-ayrshire.gov.uk/listeningtoyou

If the above has been exhausted there are more formal avenues to resolve concerns and disputes including mediation, appeals and tribunal processes. Information on these will be available in schools and also from the education authority.

Where can parents get support and information relating to additional support needs?

The first point of contact for more information should be the school your child attends. The Head of Establishment will be able to provide information on your child's learning and teaching and will hopefully be able to answer any questions, issues or reassure you about any concerns you may have. For more information you can contact the following officers:

Quality Improvement Manager

County Buildings
Wellington Square
Ayr
KA7 1DR
Tel: 01292 612201

Jamie Wilson

Principal Educational Psychologist

Queen Margaret Academy
Dalmellington Road
Ayr
KA7 3TL
Tel: 01292 612819

Jacqui Ward

Co-ordinator (Pupil Support)

Educational Services
County Buildings
Wellington Square
Ayr
KA7 1DR
Tel: 01292 612292 or 612504

Ian Leishman

Enquire

Scottish Enquire helpline: 0845 123 2303
Textphone: 0131 22 22 439
Email: info@enquire.org.uk

Enquire, the Scottish advice service for Additional Support for Learning provides free, independent and impartial advice through its helpline.

Scottish Child Law Centre

54 East Cross Causeway
Edinburgh
Midlothian
EH8 9HD
Tel: 0131 667 6333
Email: enquiries@sclc.org.uk

The Scottish Child Law Centre provides free legal advice and information for and about children and young people.

Resolve

Children in Scotland
5 Shandwick Place
Edinburgh
EH2 4RG
Tel: 0131 222 2456

Advocacy Service

John Pollock Centre
Mainholm Road
Ayr
KA8 0QD
Tel: 01292 285372

Psychological Services

Educational Psychologists have five key elements to their service delivery including:

- Consultation and advice;
- Assessment;
- Intervention;
- Research and training
- Policy development;

This can be delivered at different levels, from that of the child to the school to the local authority. For example the educational psychologist can work with school staff and parents/carers to assess a child's strengths and difficulties as well as work directly with a child/young person to provide support. They can also work with school staff to support them to develop policies and supports that will benefit all of the children in a school such as behaviour policies, playground supports, etc.

The educational psychologist will work collaboratively with many different people to improve the educational outcomes for children and young people. Much of their work involves consulting and working through others, especially those who see the child/young person on a regular basis such as school staff and parents/carers.

If a school wish to consult or chat to the educational psychologist regarding a child, school staff will always ask parental permission first. Once this is provided, the school or psychologist will keep the parent or carer up to date with discussions although it is likely that the parent will be involved in discussions.

Educational Psychologists maintain consultation notes for children who have been discussed but only open Psychological Service case files if there is to be direct work with a child or family or there is a high frequency of consultations required. Again parental permission is sought prior to opening a Psychological Services case file.

Each educational establishment in South Ayrshire has an allocated educational psychologist and the details of this can be found on their website: www.eps.south-ayrshire.gov.uk as can other information on South Ayrshire's Psychological Service.

The Psychological Service works within South Ayrshire's staged approach to supporting young people with additional support needs. The first stage of the process involves support at the classroom level by class teachers and other support staff based within the school. If a parent wishes to request the involvement of an educational psychologist, they should discuss this initially with staff at their child's school. This could be their child's class teacher or the school's Pupil Support Coordinator. The school can then consider what preliminary assessments and interventions may be required to support your child. If further advice or intervention is required schools can arrange a consultation with the school's educational psychologist. See the service's website for further details on what a parent can expect from a consultation with an educational psychologist.

If a parent has particular concerns they wish to discuss further with their school's educational psychologist they can contact the Psychological Service themselves to discuss any concerns. All psychologists are based in Queen Margaret Academy and can be contacted on 01292 612819.

Getting It Right for Every Child (GIRFEC)

The GIRFEC approach builds on multi-agency working using the GIRFEC Practice Model including the Wellbeing Indicators to assess a child's needs and determine how their outcomes can be improved. The Children and Young People (Scotland) Act 2014 brings three components of GIRFEC into legislation. The **Named Person** Service provides an individual within Education who should do whatever is necessary to promote, support or

safeguard the wellbeing of the child or young person. **Wellbeing** is defined as Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. A statutory **Child's Plan** is completed when a wellbeing need requires to be met by a targeted intervention, this may include support from the third sector or social services. The Named Person Service and Child's Plan are due to become legislation from August 2017.

Information Sharing

There are information sharing duties contained within the Children and Young People (Scotland) Act 2014 regarding information shared with the Named Person, between Named Persons at transition stages and from the Named Person to other agencies seeking support for the child or young person. However, The Scottish Government will provide a mandatory Code of Practice in terms of information sharing in relation to the Children and Young People Act prior to the Named Person Service becoming legislation from August 2017. There is a Pan Ayrshire Information Sharing Protocol supported by A Guide to Information Sharing in Ayrshire and Arran booklet for staff, leaflets for parents and z-card for young people. These can be found at www.south-ayrshire.gov.uk/getting-it-right-for-every-child

The named person in our school is Mr Alex Scott.

Child Protection

School staff provide support to children and young people in their daily work and have a vital role to help protect them from harm. School staff help keep children and young people safe and well by:

- Helping them learn about their personal safety, including internet safety.
- Being a trusted adult who children and young people may turn to for help, and who will take them seriously
- Identifying when children and young people may need help
- Understanding the steps that must be taken when there are concerns for children's and young people's safety and well-being.

The school has a Child Protection Co-ordinator who will co-ordinate the school's response to concerns for children and young people's safety and wellbeing. The Authority has a designated officer for Child Protection who will ensure schools work effectively to keep children safe and well. If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', talk about this to the school's Child Protection Co-ordinator or another member of staff.

Accessibility Strategy

The school has a duty to ensure that all our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and teaching strategies but also minor adaptations to the physical environment of our building to address the needs of pupils with physical and sensory impairment, including the relocation of classes to the ground floor where feasible. We also need to ensure that parents who have a disability have equal access to information about their children. This will involve, for example, relocating the venue for parents meetings to facilitate physical access; provision of an interpreter for deaf people; agreeing a phone contact system to provide feedback for parents.

Additional Support needs

In many cases pupils with additional support needs are fully included in mainstream education while in others the nature of the particular needs may mean that the pupil's needs are best met through part-time attendance in a well-staffed and equipped extended learning facility which is an integral part of the Academy. At September 2014, **38** pupils' needs were met in this way. For such pupils, inclusion within mainstream is facilitated, as and when it is possible and appropriate, on an individual basis. Pupil tracking indicates that the level of inclusion for most pupils with significant additional support needs increases as they progress through school. There is full consultation between parents, Pupil Support staff, teaching staff and partner agencies to ensure that the needs of the individual pupil are met as fully as possible.

One of the aims of the Academy is to provide opportunities for all pupils to fully develop their individual talents and abilities. Pupils develop in different ways and at different rates. Almost all young people will experience difficulty with some aspect of their learning at one time or another. This may be short term eg when a pupil is ill, or it may be that support is needed throughout the time that a pupil is in the Academy.

In Girvan Academy, pupils receive support in a variety of ways, and this will be determined by the needs of the individual pupil. The methods used in the Academy include:

- team teaching, where one or more subject specialists will work together in one class; while one is teaching, the other goes round offering extra help to pupils who need it
- co-operative teaching, where the class teacher works with a Pupil Support teacher
- the provision of differentiated learning materials - subject departments provide materials which are appropriate to the needs and abilities of individual pupils
- the provision of additional support for pupils who experience difficulty in completing homework e.g. through the Homework Club
- the provision of individualised educational programmes, where appropriate
- The provision of alternative courses to National Qualifications. This includes Access Courses and ASDAN (a youth award scheme).

The learning needs of pupils are best met when pupils, teachers and parents work in partnership and every effort is made to involve parents as fully as possible in providing for the needs of individual pupils.

Senior pupils also assist younger pupils e.g. with reading, under the direction of the Pupil Support Department. The Department can also advise on special arrangements that can be made with the Scottish Qualifications Authority to ensure that pupils with special needs are not disadvantaged when they sit the SQA examinations.

The above measures are designed to ensure that subject departments, Pupil Support Staff, Guidance staff and partner agencies such as psychological services work together to meet the needs of all pupils in the Academy.

Combating Bullying - Information for Parents and Carers

Our current anti-bullying policy concentrates on preventing bullying, as well as dealing with incidents of bullying.

It gives advice to pupils on how to report pupils already knew that they should report bullying incidents, and we introduced a Bully Box where incidents could be reported. A group from the Pupil Council produced a leaflet for all pupils with the message BULLYING IS WRONG! The Bullying element in the Social Education programme was reviewed and updated.

A Parents' booklet entitled "Combating Bullying – Information for Parents and Carers" is available for parents.

http://www.take2theweb.com/_user/G/9/8/J/U/GIRVAN_ACADEMY_COMBATING_BULLYING_POLICY.pdf

Physical Intervention

Girvan Academy follows South Ayrshire Council's Children & Community procedures which are contained in the C&C document "Guidelines on the Use of Physical Intervention":-

- 1 The ethos of Girvan Academy is such that the use of physical intervention should not be necessary. If it becomes necessary in exceptional circumstances to use physical intervention, it will be an act of care and not a punishment
- 2 Definition of Physical Restraint
 - 2.1 Physical intervention is the positive application of force with the intention of controlling a pupil's behaviour in order to protect him/her from harming him/herself or others or seriously damaging property. (Damage to property is not an adequate ground for physical intervention unless the consequences of the damage are likely to be serious e.g. fire-raising. Members of staff should not place themselves in personal danger merely to safeguard property.)
 - 2.2 Physical restraint occurs whenever a member or members of staff intentionally, using force, physically restrict a pupil's movements against his/her will
- 3 Procedures
 - 3.1 Before resorting to physical intervention staff will have tried all alternatives and especially those which have been successful in the past in preventing the pupil's behaviour from becoming a danger to him/herself or others
 - 3.2 Acceptable forms of physical intervention for use in South Ayrshire Schools will be limited to minimum force necessary to prevent a greater or significant harm
 - 3.3 Where it can be predicted that physical intervention may be necessary with an individual, the strategies to be used will be devised and recorded in the individual pupil's Behaviour Support Plan. This should be done in conjunction with the parents and, where appropriate, the pupil.
 - 3.4 Where it has been necessary to use physical intervention, the incident will be discussed with the pupils and his/her point of view recorded.
 - 3.5 Parents/carers will be informed when physical intervention has been used and will be given the opportunity to discuss the matter with school staff.

Staff training needs will be identified and suitable information and training provided as appropriate.

Behaviour Support

Pupil Support staff provide help to those pupils whose behaviour is such that it may hinder their own progress and that of others. Pupil Support and Guidance staff work very closely to provide a range of support systems which are designed to allow pupils experiencing difficulty to manage their own behaviour both within and outside the classroom. Support is also provided for pupils who have attendance problems or social or emotional difficulties.

Pupil Voice

Consultation with pupils about their views on their school environment and their learning is important and valuable to our school. We recognise that giving young people a “voice” as partners in the process of school improvement, leads to more effective learning organisations.

Pupil Councils are one means of ensuring that young people develop positive attitudes and an opportunity to take part in “real life” decision-making within their own school setting.

Last session our pupils were involved in the design of our canteen area and have secured improvements to our toilet facilities. Both these new facilities were completed by Easter 2015.

SECTION C – Home/School/Community

Parental Involvement and Home School Links

Girvan Academy Places a strong emphasis on the partnership between parents and the school. We believe that through working together the achievement of our young people can be considerably enhanced. The joint approach ensures that we can obtain the best possible outcome for our young pupils.

Communication with home occurs in a number of ways. E.g. through pupil reports, letters, phone calls, text messages and press items. Much of our communication is also on our website, where parents can find out a lot of information about the academy.

Parent’s information evenings and parents nights are schedules throughout the year. Dates of these evenings can be found on our website.

Parents may require to contact the school for a variety of reasons, or to discuss concerns. In the first instance contact should be made with the appropriate member of the guidance team.

Parents as partners - Parent Council and parent forum

Parent Councils are the formal representative body for parents with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents locally. Parents are welcomed to be:

- involved with their child's education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their children's schools.

All parents / carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to:

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit them;
- identify issues they want the parent council, to work on with the school;
- be asked their opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The parent forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are to:

- support the school in its work with pupils
- represent the views of parents
- promote contact between the school, parents, pupils, providers of nursery education and the community
- report to the parent forum
- be involved in the appointment of senior promoted staff: and
- raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).

Chair	Diane Buchanan	C/o Girvan Academy
Vice Chair	Kathleen Skilling	C/o Girvan Academy
Secretary		C/o Girvan Academy
Treasurer	Ellen Aitken	C/o Girvan Academy

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk.

The Scottish Parent Teacher Council is a national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all

parents. They can be contacted by phone on 0131 226 4378, fax 0870 706 5814 or email on sptc@sptc.info or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

National Parent forum of Scotland - enquiry@parentforumsotland.org

The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

Choosing a School

Under the placing request arrangements parents have the right to choose a school other than the catchment denominational or non-denominational school for their area. This is known as a placing request and application forms can be obtained from the school office or Educational Services, County Buildings, Wellington Square, AYR KA7 1DR, telephone 01292 612465. Unfortunately it is not possible to guarantee that a placing request will be successful but parents will have the right of appeal should it be unsuccessful. Full details of the placing request arrangements are contained in the application form or on the Council website: <http://www.south-ayrshire.gov.uk/schools/placing-requests.aspx>

You should be aware that if you decide to make a placing request your child would no longer be automatically considered for a place in their catchment school.

Attendance

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of The Education (Scotland and Placing Information) (Scotland) Amendment etc Regulations 1993 requires each child/young person's absence from school to be recorded in the school register as authorised: e.g. approved by the authority, or unauthorised; e.g. unexplained by the parent (truancy) or excluded from school.

FAMILY HOLIDAY NOT AUTHORISED BY THE SCHOOL

Family holidays taken during term time will be categorised as unauthorised absence. Only in exceptional and very limited circumstances will schools authorise a family holiday during term time. Such circumstances may include:

- A family holiday judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events
- Where a parent's employment is of a nature where school holiday leave cannot be accommodated (e.g.. armed services or emergency services)

Where parents are in the emergency services and routinely take holidays outwith the school holiday when the option is available of taking leave during the school holiday, the absence will be considered unauthorised.

A family holiday classified under the 'authorised absence' category should not include such reasons as:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experienced during school holidays
- Holidays which overlap the beginning or end of term
- Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)

EXTENDED LEAVE WITH PARENTAL CONSENT

Almost all family holidays will be recorded as unauthorised absence extended leave with parental consent will not be considered the same as a family holiday. Extended leave with parental consent will be recorded separately outside the figures for attendance and absence, and include circumstances such as:

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

ADVICE TO PARENTS

Schools will follow-up all instances of pupil non-attendance in order to accurately record the reason for absence using the above coding system. **It would be extremely helpful in this regard, if parents contact school at the beginning and end of the absence period** – indicating their awareness of the absence and reason for absence at the beginning of the period and expectation of return to school at the end of the absence period. Where no information is provided absences will be considered to be unexplained and therefore recorded as unauthorised.

Routine and Expected Visits Out with School

Girvan Academy recognises the need for young people to be regularly involved in outdoor activities and learning which will involve visits out with the school. These visits will be routine and are expected part of the Curriculum for Excellence. Routine and expected visits will be to local venues, involve easily managed activities, happen on a regular basis and be completed within regular school times.

Parents/carers will be advised about the general plans for routine and expected visits. However, you will not necessarily be informed every time your child goes out with the school. Parental consent for these visits is given via the annual parental consent which is issued to parents at the beginning of each new session.

Education Statistics Privacy Notice

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors which influence pupil attainment and achievement,
- share good practice,
- target resources better.
- enhance the quality of research to improve the lives of young people in Scotland

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data about pupils in schools collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed

survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov.scot/Topics/Statistics/ScotXed>). Pupils names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

School Uniform Policy

Given that there is a substantial parental and public approval of uniform, schools in South Ayrshire are free to encourage the wearing of school uniform. In encouraging the wearing of uniform, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of South Ayrshire Council not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite to their attending and engaging in all of the activities of the curriculum.

There are forms of dress, which are unacceptable in school, such as items of clothing which:-

- potentially, encourage faction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings, are made from flammable material for example shell suits, in practical classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and could be used to inflict damage on other pupils or be used by others to do so.

SCHOOL DRESS CODE

The Girvan Academy School Uniform consists of:

- black school sweatshirt with Girvan Academy logo
- white school polo shirt with school logo
- white or black shirt/blouse
- school tie - red and black; S4-6 students wear a school tie
- smart, dark grey/black trousers or skirt
- Zipped sweatshirt
- School cardigan

Above items available from the School Office. Samples are available for parents and pupils to view prior to purchase.

The following items of clothing are not appropriate school clothing:

- designer labels and fashion items, branded trainers
- jeans, denim jackets, leather clothing, T-shirts, tracksuits
- clothing which could encourage faction e.g. football colours
- clothing made from flammable material
- clothing with advertising, especially alcohol or tobacco
- clothing which would cause offence (such as anti-religious symbolism or political slogans)
- clothing which could cause health and safety difficulties such as dangling earrings, loose bangles, large buckles, certain types of footwear, nose rings or studs, facial jewellery of any kind, loose fitting clothing
- clothing which could be used to inflict damage on other pupils or be used to do so
- clothing which shows an unseemly amount of flesh, e.g. midriffs and cleavages, skirts should be of a suitable length
- Footwear which could cause damage to flooring

The dress code applies at all times in the Academy, including hot weather, exam time and the days prior to holidays.

Parental Complaints Procedure

A complaint is an expression of dissatisfaction by one or more members of the public about the Council's action or lack of action, or about the standard of service provided by or on behalf of the Council.

If you have any comments or complaints please approach the Head Teacher in the first instance. If the Head Teacher does not resolve the issue to your satisfaction, you should:

- Visit one of South Ayrshire Council's Customer Service Centres, or any local office
- Phone South Ayrshire Council Customer Services Team on 0300 123 0900
- E-mail: listeningtoyou@south-ayrshire.gov.uk
- Write to: Customer Services, South Ayrshire Council, Freepost NAT 7733, Ayr, KA7 1DR

Anyone can make a complaint to us, including the representative of someone who is dissatisfied with our service.

If you have a concern (early years and childcare only) and wish to complain to the Care Inspectorate directly, please write to:

Care Inspectorate, Sovereign Road, Suite 3, Academy Road, Irvine, KA12 8RL

SECTION D – CARE AND WELFARE

School Meals and Free School Meal Information

Girvan Academy canteen offers a wide range of food including healthy snacks to sit down midday meals. Pupils have their own accounts, and money can either be put on their account manually, or will be put on automatically if a pupil is entitled to a free meal. Pupils may also bring their own packed lunches into the canteen. The canteen is also open at morning break for snacks and drinks.

Please inform the canteen supervisor if you have any special dietary needs.

Children of parents receiving Income Support, Job Seekers Allowance (Income Based) Child Tax Credit only (where income is less than **£16105***) and child tax credit and working tax credit (where income is less than **£6420***), Universal Credit, income related element of Employment and Support Allowance and support under part V1 of the Immigration and Asylum Act 1999 are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools, Customer Service Centres and from Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR , telephone 01292 612268.

Footwear and Clothing Grant Information

Pupils whose parents or carers are in receipt of Income Support, Jobseekers Allowance (Income Based), Child Tax Credit (only where is less than **£16105**), Child tax Credit and Working Tax Credit (where income is less than **£16105**), Universal Credit, income related element of Employment and Support allowance, Council Tax reduction or Housing Benefit maybe entitled to a footwear and clothing grant.

Information and application forms for footwear and clothing grants may be obtained from schools, Customer Service Centres and from Educational Services, County Buildings, Wellington Square, AYR KA7 1DR . Tel: 01292 612465/0300 1230900.

The eligibility criteria for footwear and clothing grants changed in April 2014 due to welfare reforms and applications forms now contain the new criteria.

Education Maintenance Allowance

Pupils who stay on at secondary school after the statutory leaving age may be eligible for an Education Maintenance Allowance. The allowance is subject to a learning agreement between the pupil and the authority and pupils must have 100% attendance.

Information and application forms may be obtained from schools, and from Educational Services, County Buildings, Wellington Square, AYR KA7 1DR. Telephone 01292 612232 and www.south-ayrshire.gov.uk/schools.

Transport Guide to Parents

South Ayrshire Council has a policy of providing free transport to all secondary pupils whose main address is more than three miles and primary pupils whose main address is more than two miles from their catchment school by the recognised shortest safe walking route. Parents who consider they are eligible for free school transport should obtain an application form from the school, Educational Services, County Buildings, Wellington Square, AYR KA7 1DR Tel – 01292612284 and www.south-syrshire.gov.uk/schools. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Strathclyde Partnership for Transport (SPT) organise mainstream school transport on behalf of South Ayrshire Council. If you have any concerns or complaints relating to the service provided you should in the first instance contact the school who will forward your complaint to SPT alternatively you can e-mail SPT at school.transport@SPT.co.uk.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

Children who have Additional Support Needs and/or particular medical conditions may also be entitled to free school transport. The school can advise you on how to access this support.

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limit (see above paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure their child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicles. Misbehaviour could result in your child losing the right to free transport.

The education authority does not provide transport for those pupils in receipt of a placing request.

Privileged Seats

Pupils who are not entitled to free school transport may on occasion apply for a privileged seat. A privileged seat is where there is a vacant seat on a dedicated school contract. Parents can make an application for a privileged seat by submitting a letter to Educational

Services, County Buildings, Wellington Square, AYR KA7 1DR at any time during the year. Parents should note that privileged seats are not available on local service contracts and are allocated during October. Privileged seats can be withdrawn if an entitled pupil requires transport and cease at the end of each school session.

Any information on transport appropriate to the school should also be included.

Insurance

South Ayrshire Council holds Public Liability, Employers' Liability and Officials Indemnity Insurance. In addition, South Ayrshire Council has an on-site and off-site activities insurance policy. Further information regarding insurance and an appropriate claim form can be obtained from the school or Educational Services, County Buildings, Wellington Square, AYR KA7 1DR, telephone 01292 612264.

Valuable Items

The Council is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessary expensive items of clothing are not brought to school. Parents should note that the Council does not carry insurance to cover loss of such items and any claims submitted are likely to be met only where the Council can be shown to have been negligent.

Use of Mobile Phones

Girvan Academy acknowledges that almost all pupils have mobile phones in school. Mobile phones should be on silent mode in class and should not be used to photograph or record pupils and staff without their consent. No mobile phones are allowed in exam rooms during the SQA exam period. Pupils found with a mobile phone in an SQA exam risk having their exams annulled.

Use of Social Media

Online social media tools can be excellent for supporting teaching and learning, providing exciting opportunities for schools to engage, communicate and collaborate with pupils and the wider community. Their use is carefully considered by the school to ensure the safety of the school community. The benefits of using social media tools should significantly outweigh any concerns and schools should be able to demonstrate the steps they have taken to reduce any identified risks.

In South Ayrshire we want to support collaboration amongst teachers and pupils and therefore we promote and support the use of the common platform, Glow.

If pupils are using online communities where they self-register the school will encourage them to read and follow the terms and conditions of the site and ensure they are aware of how to stay safe online.

When using any form of social media to communicate with pupils (including Glow) staff will ensure that they:

- Only share information that you would be willing to share in school or a school-related setting:
- Maintain a formal, courteous and professional tone when communicating with pupils:
- Maintain professional boundaries:
- Do not exchange personal information such as phone numbers and personal e-mail addresses:
- Do not discuss your own private and personal relationships with pupils:
- Take care to avoid becoming personally involved in pupils' personal affairs:
- Decline pupil-initiated 'friend' requests:
- Manage their privacy settings and keep them under review:
- Report any inappropriate use of social media by a pupil or concerning a pupil to their Head Teacher or line manager:

The school has a clear and documented process in place for the reporting and recording of inappropriate use of social media.

Health and Medical Information

Information should be given on any medical matters pertaining to pupils. There should be an indication of the procedures followed if a child/young person takes ill at school. Parents should be made aware of the necessity to inform the school of any particular medical requirements and of any arrangements to be made if a child/young person has to be taken home. Parents should ensure that the school has a contact number for them in addition the name and number of an emergency contact.

Health Promotion and Nutrition

Children and young people need the right balance of food and nutrients to develop and grow. Healthy Eating is about getting that balance right and all our menus are nutritionally analysed to meet the Scottish Government Schools (Health& Nutrition) (Scotland) Act 2007 and promote key messages to improve diet to positively influence current and future health.

The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008 build on the achievements of Hungry for Success by establishing standards for all food and drink in schools.

The focus is on getting the balance right and helping pupils make informed choices. A wide range of appealing healthy food and drinks are promoted through marketing, education and active encouragement.

We educate and encourage children and young people to opt for healthier choices, not only in school but also outside school.

Further guidance can be found at:

www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf

Data Protection Act

Each year parents are asked to complete the Annual Data Check and a Disability Monitoring form to allow the school to update the information held about children and young people. Personal information which you supply to us may be used in a number of ways, for example:

- to ensure the rights of pupils in school;
- to make the appropriate contact in an emergency;
- for teaching, registration, assessment and other administrative duties;
- to target resources appropriately.

Sharing information

The information may be shared with other services or public bodies for statistical, operational and analysis purposes. **For example**, with other Council services areas and external partners which may include Universities and similar organisations for research purposes, Glow (the national secure intranet for schools), Strathclyde Partnership for Transport and Transport Contractors (where appropriate), Ayrshire Valuation Joint Board (Electoral Register pupils over the age of 14 years only) NHS Ayrshire and Arran in relation to health programmes in school, annual data collections by the Scottish Government and provision of national examinations.

South Ayrshire Council has a duty to protect the public funds it administers and to this end may exchange information with other parts of the Council to ensure the data it holds is accurate or for the prevention of detection of fraud.

The Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities; Scottish Government and its agencies; Scottish Parliament; Local Authorities; NHS Scotland; Universities and further education colleges; and the Police.

Public Authorities have to allow access to the following information:

- The provision, cost and standard of its service;
- Factual information or decision-making;
- The reason for decisions made by it.

The legal right to access includes all types of 'records' information of any data held by the Scottish public authorities. From 01 January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

Helpful addresses and websites

Organisation	Address	Telephone Number
Girvan Academy	62 The Avenue Girvan KA26 9DW	01465 716816
Educational Services	South Ayrshire Council County Buildings Wellington Square Ayr KA7 1DR	0300 123 0900
Councillor Alex Clark	South Ayrshire Council County Buildings Wellington Square Ayr KA7 1DR	0300 123 0900
Councillor John McDowall	South Ayrshire Council County Buildings Wellington Square Ayr KA7 1DR	0300 123 0900
Councillor Alex Oates	South Ayrshire Council County Buildings Wellington Square Ayr KA7 1DR	0300 123 0900
Stagecoach Ltd	Sandgate Ayr	01292 613500
<u>Educational Services, County Buildings, Wellington Square, AYR, KA7 1DR</u>		
www.south-ayrshire.gov.uk		
www.ltscotland.org.uk/parentzone		
www.hmie.gov.uk		

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

- a) before the commencement or during the course of the school year in question:***
- b) in relation to subsequent school years.***

Appendix A

This appendix provides links that parents may find helpful.

SCHOOL POLICIES AND PRACTICAL INFORMATION

National policies, information and guidance can be accessed through the following sites:

<http://www.scotland.gov.uk/Topics/Education>
<http://www.scotland.gov.uk/Topics/Health>
<http://www.scotland.gov.uk/Topics/People/Young-People>

Children (Scotland) Act 1995 – <http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000 –
<http://www.legislation.gov.uk/asp/2000/6/contents>

Education Scotland's Communication Toolkit for engaging with parents –

<http://www.educationscotland.gov.uk/learningteachingandassessment/partnerships/engagingparents/toolkit/index.asp>

The Scottish Government guide Principles of Inclusive Communications – provides information on communications and a self-assessment tool for public authorities –
<https://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system –

<http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school –

<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

PARENTAL INVOLVEMENT

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others -

<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils –

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

SCHOOL ETHOS

Supporting Learners - guidance on the identification, planning and provision of support

<http://www.educationscotland.gov.uk/supportinglearners/>

Journey to Excellence - provides guidance and advice about culture and ethos –

<http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

Health and wellbeing guidance on healthy living for local authorities and schools

<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence Through Positive Behaviour and Relationships - outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support –

<http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

CURRICULUM

Information about how the curriculum is structured and curriculum planning –

<http://www.educationscotland.gov.uk/thecurriculum/>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas –

<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experienceandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literary, numeracy and health and wellbeing –

<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

Broad General Education in the Secondary School – A Guide for Parents and Carers –

http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64

Information on the Senior Phase –

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnerexpect/seniorphase.asp>

Information on Skills for learning, life and work –

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnerexpect/skillsforlearning.asp>

Information around the Scottish Government's 'Opportunities for All' programme –

<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services –

<http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning – <http://www.skillsdevelopmentscotland.co.uk/>

ASSESSMENT AND REPORTING

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework –

http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf

Information about Curriculum for Excellence levels and how progress is assessed –

<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Curriculum for Excellence factfile - Assessment and qualifications –

http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp

Information on recognising achievement, reporting and profiling –

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

TRANSITIONS

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond –

http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement - provides guidance on career information, advice and guidance strategy –

<http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition – <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Enquire is the Scottish advice service for additional support for learning –

<http://enquire.org.uk/>

Parenting Across Scotland offers support to children and families in Scotland –

<http://www.parentingacrossscotland.org/>

SUPPORT FOR PUPILS

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Supporting Children’s Learning Code of Practice (Revised Edition) – provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended –

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers –

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

SCHOOL IMPROVEMENT

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports –

<http://www.educationscotland.gov.uk/scottishschoolsonline/>

Education Scotland’s Inspection and review page provides information on the inspection process –

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

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish Credit and Qualifications Framework (SCQF)

<http://www.scqf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications

<http://www.sqa.org.uk/>

Amazing Things – information about youth awards in Scotland

<http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

Text only versions of this publication are available in Polish, Chinese and Urdu.

For further Information please contact:

0300 123 0900

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