

Bearsden Early Years Centre Handbook 2024-2025



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Bearsden Early Years Centre
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Bearsden
Glasgow
G61 3RJ
0141 955 2218

Email: eyc@bearsden.e-dunbarton.sch.uk
Website : <http://www.bearsden.e-dunbarton.sch.uk>

Dear families,

I would like to extend a warm welcome to your child and family, as you join the Bearsden Early Years Centre. We are very fortunate to have such a lovely learning environment, purpose built for Early Years education, to welcome you all into. This is the start of your child's formal learning journey and we look forward to working closely alongside you to ensure that we achieve the very best possible start to education for your children.

Our staff team work hard to ensure we provide a fun, play based curriculum that takes account of 'Realising the Ambition' and 'Curriculum for Excellence'. We have amazing indoor, outdoor and courtyard spaces, including a fabulous slide! The EYC has the same values of Respect, Honesty and Fairness as the primary school, and as a staff these are values that we will demonstrate in all our interactions with children and parents. The wellbeing of your child is at the centre of all we aim to do at Bearsden Early Years.

I hope this handbook gives some insight into the work of the centre. If you ever have any questions or concerns, please do not hesitate to contact a staff member at the centre.

I look forward to working alongside you all.

With very best wishes,
Catriona Smith
Head Teacher



Vision, Values and Aims

.....

Our vision is to create a nurturing environment, which celebrates the important work of children's play. Providing a high quality, broad and balanced, inclusive curriculum that enables all children to achieve their full potential, building strong foundations of knowledge and understanding, supporting them in making a valuable contribution to society.

The values for Bearsden Primary and Early Years Centre are:

- Respect
- Honesty
- Fairness

Our aims are to:

- Provide rich learning experiences through a play based curriculum, using both indoors and outdoors, for every child to become a global citizen and develop skills for lifelong learning. (Article 28)
- Create a nurturing environment, which embraces and celebrates diversity, equality and inclusion for all. (Article 3, 8)
- Foster effective partnerships with, and between, staff, children, parents and wider community to ensure high quality interactions and caring relationships. (Article 12, 29)

CENTRE INFORMATION.....

Name of Centre: Bearsden Early Years Centre
Address: 166 Drymen Road, Bearsden G61 3RJ
Telephone No: 0141 955 2218 (EYC)
0141 955 2254 (School)
Email Address: eyc@bearsden.e-dunbarton.sch.uk
Web Address: www.bearsden.e-dunbarton.sch.uk/early-years-centre/

Bearsden Early Years Centre is a purpose built Early Years Centre which opened its doors in July 2021. This has a staffing allocation of a Depute Head of Centre, 2 Senior Early Years Workers, 1 teacher and 24 Early Years Workers (some who work part-time), 3 Early Years Support workers, 1 full time Clerical Assistant, 1 part-time Clerical Assistant, a Housekeeper and a Janitorial Assistant. It has spaces for 95 children from 2-5 years old. The Early Years Centre has been designed to make best use of both indoor and outdoor play, with an internal courtyard that can be used in all weathers. There is also a covered mezzanine level that can be used flexibly with lots of open space and natural light. Children are encouraged to free flow between the indoor and outdoor areas including the garden.

Teaching staff and Early Year's workers work in partnership with parents and children to promote learning, develop links with home and take forward initiatives within the Centre. All staff have relevant childcare qualifications, are registered with the appropriate body and update their knowledge and skills by regularly accessing professional development opportunities. We strive to ensure we deliver high quality learning experiences which promote investigation, exploration and curiosity in a safe and stimulating environment both indoors and out.

We use frameworks and guidance including Curriculum for Excellence, GIRFEC and Realising the Ambition to ensure children experience a coherent and holistic curriculum which will support them in developing lifelong skills, knowledge and attributes including resilience and critical thinking. Learning experiences are designed to provide appropriate levels of challenge and support and use children's interests as a context. Children understanding their rights is instrumental throughout our practice where staff ensure they are regularly consulted and actively listened to.

Service delivery

At Bearsden EYC, children can attend five funded blocks of 4 hours and 45 minutes per week over 48 weeks per year which equates to 1140 hours. Examples of this are five morning sessions or five afternoon sessions or two and a half days. Any additional hours over and above 23 hours and 45 minutes per week are chargeable at an hourly rate which is currently £4.68 per hour.

Session Times

- 8am - 12:45pm
- 1.15pm - 6pm
- 8am - 5pm
- 8am - 5:30pm
- 8am - 6pm

Extended Day Care Provision

The EYC is open 48 weeks of the year from 8am – 6pm (excluding public holidays and in-service days and between Christmas and New Year).

Please always collect your child on time, as they will be waiting for you and the centre operates on a strict adult/child ratio. We operate a staff/child ratio established by the Care Inspectorate Scotland where our play spaces operate with one staff member to eight children.

BEARSDEN EARLY YEARS CENTRE STAFF

Designation	Name	Hours
Head Teacher	Catriona Smith	Term time
Depute Head of Centre	Claire White	35
Senior Early Years Worker	Rebecca Siddall	35
Senior Early Years Worker	Anne Marie McCrory	35
Teacher	Virginia Mackay	Term time
Early Years Worker	Erin McCauley (temporary)	35
Early Years Worker	Gillian Orr	35
Early Years Worker	Natalie McKay	35
Early Years Worker	Shelby Connor	35
Early Years Worker	Kirsty Smith	35
Early Years Worker	Michelle Allingham	35
Early Years Worker	Ailsa Hamilton	35
Early Years Worker	Megan Thorley	35
Early Years Worker	Diane McNeely	35
Early Years Worker	Lynne Parsons	35
Early Years Worker	Claire Kitson	35
Early Years Worker	Courtney O'Neill	30 (8-2)
Early Years Worker	Karen Bryne	30 (12-6)
Early Years Worker	Lynsay Clinton	30 (8-2)
Early Years Worker	Pamela Scott	30 (8-2)
Early Years Worker	Emma Milligan	30 (8-2)
Early Years Worker	Christine Gifford	25 (8-1)
Early Years Worker	Pamela Friel	25 (8-1)
Early Years Worker	Rachel McCallum	14 (Mon-Tues)
Early Years Worker	Zoe McIntyre	25 (1-6)
Early Years Worker	Jacqueline Lindsey	30 (12-6)
Early Years Worker	Seonaid Campbell	21 (Wed-Fri)
Early Years Worker	Michelle Traynor	14 (Thurs/Fri) TT
Early Years Worker	Lianne Gaw	21 (Mon-Wed)
Early Years Worker	Rebecca Mair	14 (Thurs/ Fri)
Early Years Support Worker	Nicole Smith	30
Early Years Support Worker	Claire Maguire	30
Clerical Assistant	VACANT	35
Clerical Assistant	Danielle O'Donnell	5 (Term Time)
Housekeeper	VACANT	20
Building Manager	Kenny Goodall	35

Holidays 2024-2025

August 2024	
New session starts	Monday 1 st August
Inservice Days	Monday 12 th August Tuesday 13 th August
Children return	Wednesday 14 th August
September 2024	
September weekend	Friday 27 th September and Monday 30 th September
Children return	Tuesday 1 st October
October 2024	
Inservice Day	Friday 11 th October
December 2024 and January 2025	
Christmas and New Year (end of term)	Tuesday 24 th December
Children return	Friday 3 rd January
February 2025	
Inservice Day	Wednesday 19 th February
Children return	Thursday 20 th February
April 2025	
Easter break	Friday 18 th April and Monday 21 st April
Children return	Tuesday 22 nd April
May 2025	
May Day	Monday 5 th May
Inservice Day	Tuesday 6 th May
Children return	Wednesday 7 th May
May weekend	Friday 23 rd May and Monday 26 th May
Children return	Tuesday 27 th May
July 2025	
Fair Monday	Monday 14 th July
Children return	Tuesday 15 th July
Last day of term	Thursday 31 st July

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Non-denominational policy of the centre

The EYC is non-denominational and we respect and welcome children and families of all religious faiths and beliefs. Most of our EYC children will go on to attend Bearsden Primary however, other children may move to Mosshead Primary, St Nicholas' Primary, or one of the primary schools in the surrounding area. Information will be passed to the receiving primary school. There will be various opportunities throughout the year when parents/carers are formally invited to the Centre, e.g. Curriculum Information Evenings and Parents' Meetings to discuss individual children's progress at all ages and stages of development. There are opportunities for parents to attend workshops with staff, family support officers and family champions. Your children are very important to us and we value parent participation and open communication. We rely on parents maintaining close contact and good relationships to ensure a partnership of mutual trust and respect. We acknowledge parents are the prime educators of their children and so the link between home and centre is extremely important for children's health and wellbeing. This emotional stability will ensure all children can be successful learners, confident individuals, responsible citizens and effective contributors to society.

Our Equal Opportunities and Social Inclusion policy

In East Dunbartonshire, all children and young people are entitled to participate fully in a learning community which promotes equality of opportunity and seeks to protect against all forms of discrimination.

The centre believes that children and staff have the right to learn in a caring and safe environment. Staff will not tolerate any behaviour or attitudes which lead to staff or children being humiliated or harmed because of their age, race, colour, language, nationality, ethnic origin, cultural and religious beliefs, sexual orientation, gender, marital status or disability.

The Equality Act (2010)

The General Equality Duty was created by the Equality Act (2010) and replaces the race, disability and gender equality duties. The duty came into force in April 2011 and covers age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.

The centre is committed to the requirements of the Equality Act (2010) and as such we will have due regard to the need to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between children and young people who share a characteristic and those who do not
- Foster good relations between different groups.

The centre will take cognisance of the Equality and Human Rights Commission's 'Technical guidance for schools in Scotland' in the development of its policy and practice.

A copy of this document can be obtained from all schools in East Dunbartonshire Council, and from the Chief Education Officer who is based at The Marina, Strathkelvin Place, Kirkintilloch, Glasgow G66 1TJ. Tel: 0300 1234510.

Development of Pupils' Spiritual, Moral, Cultural and Social Values

The centre is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.

These key human aspects of learning are supported through the following arrangements by:-

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- Creating a centre ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.

- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

Protecting Children and Young People

In 2021, the National Child Protection Guidance was updated to adopt a strengths-based approach incorporating children's views and ensuring effective collaboration with families.

The guidance embeds the UNCRC, the Promise and principles of GIRFEC as part of the continuum of preventative and protective support.

"Abuse and neglect are forms of maltreatment. Abuse or neglect may involve inflicting harm or failing to act to prevent harm. Children may be maltreated at home; within a family or peer network; in care placements; institutions or community settings; and in the online and digital environment. Those responsible may be previously unknown or familiar, or in positions of trust. They may be family members. Children may be harmed pre-birth, for instance by domestic abuse of a mother or through parental alcohol and drug use".

(National Child Protection Guidance, 2021, p.12)

Within East Dunbartonshire, all adults have a shared responsibility to keep children and young people safe and as far as possible, protection from abuse, neglect, and exploitation. Children need support to keep themselves safe. Adults and professionals must work together with families and carers to enable children and young people to grow up in a safe and secure environment.

The Child Protection officer in centre will be either the Headteacher or Depute Head of Centre and there are clear processes in place to enable practitioners, or others to report any aspect of suspected abuse or maltreatment.

Education staff are required to assist in the protection of children by:

- Creating and maintaining a positive and caring ethos
- Developing health and personal safety programmes
- Being observant of children's needs, views, and concerns
- Reporting and recording concerns about the welfare or safety of children
- Monitoring and supporting children in co-operation with relevant professionals, parents and carers.

Education staff cannot keep secret any allegations or concerns about child abuse, even if a child or adult request this. Information or concerns that a child may be at risk of harm must be passed on to protect the child or young person. Staff will always treat the matter sensitively, and with dignity and information will only be passed to those who need to know to protect and support the child or young person.

If parents or others have concerns for any child, they can speak to the Head Teacher/Child Protection Officer about this. They can also contact social work services and/or the police.

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When a member of staff, a child or another individual provides information and the Head Teacher considers that there is a possibility that a child has been harmed or is at risk of harm, the Head Teacher is required to immediately contact social work services to discuss the circumstances and agree the immediate action to be taken. Centre staff are then required to co-operate with any subsequent enquiries or support plans.

Every education establishment or service has copies of the East Dunbartonshire Council Child Protection Procedures and Guidance. These are available for reference from the Head Teacher.

Child Protection and Safeguarding

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. Child protection means protecting a child from child abuse or neglect. If a child's wellbeing is considered to be at risk, relevant information must always be shared. It is our public responsibility to protect children. Anyone who suspects child abuse or neglect should contact East Dunbartonshire Council Social Work Advice and Response on 0141-777 3000, or the Police. Each centre has a designated Child Protection Coordinator, who will work with other professionals, children and where appropriate, families to safeguard children. The name of the Child Protection Coordinator should be displayed prominently within the centre. In Bearsden Early Years, this is Catriona Smith, Headteacher.

Admissions Policy

All early years' places are allocated in line with East Dunbartonshire Council's admissions policy and the Head of Centre/ Depute Head of Centre will be happy to advise you how this policy operates when you apply for a place for your child. Guidance notes and admissions policy can be accessed on the East Dunbartonshire website.

<https://www.eastdunbarton.gov.uk/residents/schools-early-years-centres-and-learning/early-years>

It is important that you make an application by the end of February for children aged three to five for places for the forthcoming school year.

Funded places can be accessed either in a local authority Early Learning and Childcare Centres or with a funded partner provider in the private, voluntary and independent sector as well as childminders who have been accepted onto East Dunbartonshire Council's framework to provide early learning and childcare. For administration purposes, parents are asked to complete an online registration form that can be found on the East Dunbartonshire website between January and the end of February. Parents are asked to upload the relevant birth certificate(s), proof of residency and a utility bill when enrolling their child(ren) if they are East Dunbartonshire residents.

Children will be eligible for funding the day after their 3rd birthday. Funding is allocated over 48 weeks. For children whose birthday falls within a holiday period, funding will commence the first day after the holiday.

It is important to note a placement within an East Dunbartonshire EYC/Partnership Centre does not give children an automatic place within an East Dunbartonshire Primary School.

Registering for EYC Place

Parents applying for a place at Bearsden EYC must register online at

www.eastdunbartonshire.gov.uk

You will need to upload:

- your child's birth certificate

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- proof of residency (council tax statement)
- utility bill (within 3 months of application date)

The Depute Head of Centre of each individual establishment will hold a register of all applicants and will consider the information contained in the applications, and will use the admissions policy criteria to assist in the allocation of places.

Please note that the length of time a child's name has been on the register will not affect the child's priority for admission.

Parents can ask to see their application form at any time. If circumstances change which affect your application, please speak to the Depute Head of Centre, who will in turn pass on your information to the Early Years' Service.

Storage and retention of information will be in line with GDPR regulations.

Enrolment Procedures

When you are allocated a place at Bearsden EYC you will be informed via email with an offer. Subject to you accepting this offer, you will be contacted by the Centre with details of a start date and a Welcome pack.

Attendance

Although there is no statutory attendance procedure in pre-five establishments you are asked to ensure that your child attends the centre regularly. If your child is absent, please telephone/email to let us know the reason for their absence. We follow East Dunbartonshire's policy and it is the responsibility of every parent to contact the office before 9.30am or 1.30pm (depending on your session start time) and inform staff why your child is not in attendance.

If parents do not inform the centre of their child's absence, the centre will take action to find your child. This will involve contacting you and, where necessary, your emergency contact person(s). In exceptional circumstances, where the centre believes your child could be at risk of harm, contact will be made with the Police and/or Social Work. These measures are put in place under the Child Protection Policy.

Arrival and Collection of Children

It is expected that a responsible adult will bring your child to and from the centre. In the interests of your child's safety you should make a point of telling the staff members if he/she is to be collected by someone unknown to them. This avoids difficult situations when a child cannot be allowed to leave with an adult who is a stranger to the staff.

All authorised people must know your child's password and if staff have not met the person collecting previously, they must also bring a form of identification. Parents must notify the centre of any changes to the person collecting their child. We will not release your child to anyone we are not expecting or to a new person with no password or identification, until we have spoken to the parents.

Information Regarding Exceptional Closures

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Centres may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we will do all we can to let you know about the details of closure or re-opening. We will keep in touch by letter, social media, group call, notices in local shops and community centres, announcements in local churches and announcements in

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the press and on local radio where appropriate. There will also be updates on the website www.eastdunbarton.gov.uk

It is important that you keep your contact details up to date in order for us to contact you in an emergency situation.

Emergency Contacts

Parents whose children are in the centre are asked to provide the centre with the names, addresses and telephone numbers of two contact persons (who live close to the centre) for use in case of an emergency. You are also asked to keep the centre up-to-date with any changes in this information.

Meals and Snacks

Children that attend for funded sessions will be provided with a funded hot meal. For unfunded sessions parents can purchase a hot lunch or provide a healthy packed lunch.

Some families may be eligible for free meals for children attending extended day/year. Children of parents/carers receiving income support or income based job seekers' allowance are entitled to a free midday meal. Children of parents who are in receipt of Child Tax Credit or Working Tax Credit and Child Tax Credit or Employment and Support Allowance (income related) or Support Under Part IV of the Immigration and Asylum Act 1999, may also be eligible. Information and application forms for free meals may be obtained from the centre, the Community Hubs, the Education Office or online at www.eastdunbarton.gov.uk

All children that attend the centre for full days or half-days, will be provided with a healthy snack. Children plan the snack menus termly. All dietary and allergy requirements will be catered for. We only serve water and milk; no juice is permitted.

Oral health

At Bearsden EYC, we participate in the Oral Health programme. Should parents not wish their child to participate they must inform the Depute Head of Centre.

Sun cream

Please apply sun cream to your child BEFORE coming to the centre. Where appropriate we will top this up throughout the day. If your child is sensitive to sun cream, please ensure you provide your own.

Treat Fund

We request that parents contribute £2 per week to our Treat Fund. This will be used to buy snacks, baking items, sun cream, graduation gifts, Christmas presents, and to plan events and experiences throughout the year for the children. This can be paid weekly, monthly or termly by cash or by cheque. A copy of the Treat Fund letter can be found in your Enrolment Pack and will be emailed to you throughout the year.

Fund-raising

With the exception of our annual budget allocated to us by East Dunbartonshire Council, our main source of funding will be our Treat Fund. However, we plan to have one major fund raising event each year which helps pay for the summer events and visiting theatre companies, etc.

Centre and Community Information

We will communicate with our families through electronic journals, group call, social media, letters, calls, and our newsletter updates. If you require additional information on any subject, please do not hesitate to contact a member of the EYC team.

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At Bearsden EYC, we recognise the importance of our children having access to the local community. Visits to locations within the local area will be organised and members of the community may be invited into the centre to meet the children.

Excursions and Consent Forms

When outings or excursions for children are planned, a member of staff will advise you in advance. You will be asked to complete a consent form giving your permission for your child's participation. Please note that children cannot take part in outings unless completed consent forms have been submitted by their parent/carer to the EYC. Risk assessments will always be carried out by staff before any excursion.

No Smoking Policy

With the introduction of the Smoking, Health and Social Care (Scotland) Act 2005 and the Prohibition of Smoking in Certain Premises (Scotland) Regulations 2006, East Dunbartonshire Council now operates a no smoking policy across all authority's school campuses. Any person accessing the school must refrain from smoking, including vaping in the EYC campus area.

Medication

If your child is in need of medication during their time in the centre, you should discuss their requirements with the Depute Head of Centre/Senior Early Years Workers. Prescribed medication will be given at the discretion of the Depute Head of Centre and you will be required to fill in a consent form. Medication forms will be given to you by a member of staff.

If your child suffers from asthma you must tell the Depute Head of Centre and the centre staff if there are any activities or specific circumstances which are likely to bring on an attack. If your child suffers from e.g. epileptic seizures or diabetes you must tell the Depute Head of Centre and centre staff what emergency procedures are to be followed.

We will not administer any new medication, due to the dangers of allergies. First doses must be administered at home.

If your child becomes unwell

If your child becomes ill while in the centre, contact will be made with you or your emergency contact. If we cannot reach anyone, a member of staff will look after your child until the end of the session. We will obtain the best medical attention as appropriate, e.g. call an ambulance if necessary.

Accident and Incidents

Although we hope that these will be few and far between, realistically there will be occasions when they do occur. The centre records accidents and incidents that occur throughout your child's sessions. Parents will be asked to sign any paperwork to record that they have been informed. In the event of any head injury all parents will be called to inform them of this and a copy of the accident record will be issued when the parent collects.

In the event of a child requiring medical assistance/hospitalisation, we will either phone an ambulance and the parents or, where required, the Depute Head of Centre will escort a child to the hospital either by ambulance or, if required, by car with another staff member to support the child until the parent arrives. Where a child has had an injury requiring medical assistance, the Care Inspectorate and the Council's Health and Safety Team will be informed.

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Suitable Clothing

It is very important that all clothes are labelled as a number of children have the same or similar items of clothing. Children will be accessing our garden spaces regularly throughout their sessions therefore, we ask that you please send your child suitably dressed for outdoor play as the centre promotes free flow access from indoors to outdoors for everyone. See guide below for clothing to suit the centre and ensure your child is warm and comfortable.

What to wear in summer

1. Waterproofs preferably trousers and a jacket for ease of toileting/changing
2. One pair of comfortable trousers jogging bottoms or leggings
3. One light, long sleeved t-shirt
4. One pair of socks
5. Wellies
6. A sun hat for sunny days
7. Spare trousers and socks in backpacks (more than one set of each plus underwear).

What to wear in spring/autumn

1. Waterproofs preferably trousers and a jacket for ease of toileting/changing
2. One pair of comfortable trousers (jogging bottoms or leggings)
3. One thick jumper
4. Two pairs of socks - on the bottom, one thin cotton sock, and the top, a thick wool or fluffy bed socks
5. Wellies
6. Spare trousers & socks in their bag (more than one set of each plus underwear).

What to wear in winter

1. Warm fleece lined waterproofs preferably trousers and a jacket for ease of toileting/changing
2. Base layer – thermals top and leggings (merino wool recommended)
3. Next bottom layer - fleece or other warm tracksuit bottoms
4. First top layer - long sleeve t-shirt or thin jumper
5. Second top layer - fleece jumper
6. Third top layer - fleece jacket
7. Neck scarf & hat and waterproof fleece lined mittens plus spare mittens
8. Four pairs of socks. Two pairs to wear on the bottom, one thin sock, and the top, a thick wool or fluffy bed sock and two spare pairs to be packed in the backpack plus underwear.
9. Waterproof fleece lined snow boots with Velcro fastening

Essentials items that children will require:

- Wellies
- Hats/ Gloves (for cold weather), Sunhat (for warm weather)
- Change of clothes

Insurance

Sometimes children like to bring something special or new to the centre for their friends to see, however parents should ensure that valuable items are not left at the EYC, particularly as the authority has no insurance to cover the loss of such personal items. Claims submitted are likely to be met only where the authority can be shown to have been negligent.

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Photographs/Videos

Photographic and/or video recordings are made for educational purposes. Every parent will be asked to complete permission forms for internal and external photographs and electronic learning journals (including use of photos on our website). The centre will analyse the returns and provide the EYC staff with a reference sheet. We hope all parents will agree to the internal use of photographs and use of photography and videos for the electronic journals and centre website.

Transport

Transport is not normally provided for children attending pre-five establishments. The Council may, however, provide transport to and from the centre for children with special needs who may require to travel some distance to take up their placement. Generally, parents are expected to make their own travel arrangements.

Children have the best fun when they are doing messy work. We will always try to make sure they wear aprons, but we ask that you do not send them into the centre wearing anything you are not happy for them to get dirty. Please remember to keep changes of clothes in your child's bags for accidents or to change wet clothes etc.

Learning, Teaching and Assessment approaches

The Curriculum for Excellence, My World Outdoors and Realising the Ambition are some of the documents we use to plan our learning environment and experiences we provide to develop children in their skills and learning. We refer to the seven curriculum principles to ensure the quality of the learning and teaching.

The recently refreshed Curriculum for Excellence spans learning from 3-18 years. Its aims are to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education. The eight curricular areas are:

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

Literacy, numeracy and health and wellbeing are recognised as being particularly important.

Learning through play and teachable moments

Practitioners plan through observing children's interests in play, linking learning to Curriculum for Excellence frameworks. Practitioners are skilled at scaffolding learning, supporting and challenging physical skills, emotional and social development, and children's problem solving and thinking skills. We offer a broad balanced curriculum for children to extend and develop their learning through child led, child initiated, adult initiated and adult led play.

WHAT WE DO

- We provide a range of interesting and enjoyable activities suited to the needs of each child.
- We talk and interact with the children.
- We give the children praise and encouragement.
- We help the children to form relationships with other children and adults.
- We encourage the children to try new experiences.

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- We encourage the children to question and look for answers.
- We encourage children to risk assess and manage their own play.

There is an entitlement to personal support to help young people fulfil their potential and make the most of their 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 centre is a place where children feel safe and secure.

Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of the Head Teacher, Depute Head of Centre, Centre Staff and Officers within Education Services.

Support for Learning

At Bearsden EYC, every child is treated as an individual and encouraged to develop and learn at their own pace. Staff continually observes children to ensure that they provide stimulating, interesting and challenging activities and be available to provide assistance when required. Our online Learning Journals give parents the opportunity to monitor their child's progress throughout their early year's journey as well as an album of photographs to look at in the home with their child. Parents will be invited in to the centre for 'Play and Share' sessions throughout the year. This will allow you to spend time with your child, seeing first-hand what they like to play with. During your child's time at the EYC, staff will have gathered significant evidence charting their development. The centre has a duty to ensure that all our children have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of activities and strategies, but also minor adaptations to the physical environment if required. We strive to identify children with additional support needs as soon as possible. Individual needs are recognised and appropriate support is put in place - whether this is for a child with, for example, social problems, speech difficulties or a very able child.

Parental involvement and support is also vital in the development of a child's education. If staff observe that your child is displaying any barriers to learning, your child's key worker will advise you of this and work in partnership to develop support strategies. Occasionally, we need to enlist the help of outside agencies, for example, Speech and Language Therapist, Educational Psychologist, and Health Visitors. Parental consent will be sought to consult with these agencies and parents will be involved each step of the way.

Observation, Profiling, Analysis and Planning

Every child in our centre is part of a group, that has a small team of keyworkers who are responsible for communicating with parents/ carers, tracking children's learning, planning for their development and next steps. We have an Early Years teacher who works to support and challenge children in their development and next steps in literacy and maths. Parents, children and practitioners are all involved in recording observations, reviewing learning and planning next steps. In Bearsden EYC we use electronic Learning Journals that parents can access at home. We use these to inform parents and involve them in their children's learning. Families contribute to children's learning journals with achievements from home and news. Children also have files that they can freely access that evidence any pictures, art, or paper activities that they have participated in.

Transitions

We recognise that transitions play an important factor in children's wellbeing and capacity to learn and develop. Every family is invited to visit prior to starting in Bearsden EYC, where they will be given information about the centre and will complete an enrolment pack. Every child will have a settling in

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period that will be tailored to their needs to ensure their wellbeing within our setting. Senior practitioners will contact centres for children transitioning from another centre and build relationships with split placement centres. We will pay close consideration to the daily transitions within our centre and sensitively respond to develop children's understanding of routines supporting them through their time in the centre.

All children transitioning to school will participate in the transition program related to their school and general transition experiences within the centre. Teachers from other link schools will be welcomed into the centre to observe transitioning children. Keyworkers will prepare transition reports for preschool children which parents can contribute to.

Enhanced Transitions

Some children benefit from a period of enhanced transition, particularly if they have an additional support need. The Depute Head of Centre liaises with the Depute Head Teacher of the school to facilitate this. Please let us know if you feel this would support your child's transition journey.

Reflection and Improvement

At Bearsden EYC we will evaluate quality of practice, our environment and learning opportunities monthly. We will refer to the frameworks – Curriculum Benchmarks, How Good is Our Early Learning and Childcare, Realising the Ambition, Health and Social Care Standards, My World Outdoors and Space to Grow. Self-evaluation outcomes influence the improvement plan and direction of the early years. Practitioners will attend regular meetings to share information and discuss planning. Practitioners engage in peer evaluations to share good practice and professional dialogue with each other. Parents are consulted for their views and input to the developments throughout the year. The senior leadership team observes practitioner practice termly and provides feedback to practitioners to celebrate and develop practice.

Standards and Quality Report

Every year, the centre will publish a Standards and Quality report which highlights the centre's major achievements.

Improvement Plan

We aim to provide high quality education and care and ensure we meet the needs of all members of our school community. To this end we submit each year a 'Standards and Quality Report' to East Dunbartonshire Council, detailing the EYC's achievements during the past year and identifying areas of development which help to inform the next 'Improvement Plan'. We value your opinions and suggestions on how to improve our service.

Parents are actively encouraged to:

- Discuss their ideas with members of staff
- Place comments via the Learning Journals and Twitter
- Parent questionnaires

Inclusion and Diverse Needs

Bearsden EYC recognises the diverse cultures, race, religion and individual needs of our families. We have an open admissions policy. Diversity is celebrated. Individual children are enabled to reach their full potential through differentiated approaches to learning. We strive to offer equal access to the curriculum and equal opportunities to experience success to all of the children in our care. All children should feel that all experiences are open to them. We fully engage with specialist resources, our link Educational

Psychologist and partner agencies to ensure we are providing the best support possible for our children with additional support needs.

Parents as Partners

Here at Bearsden EYC, we recognise the importance of the partnerships and strive to build and maintain positive relationship with each and every one of our families. We encourage you to become involved in every stage of their child's journey with us as your involvement will contribute greatly to all aspects of their wellbeing and education. We are keen to involve parents/carers in our service and their contribution in developing policies, improving the service and encouraging wider community connection is much appreciated by us. We have many activities that our families can become involved in the daily routines of the EYC, for example our Play and Share opportunities. We welcome parents to help on our trips to the local and wider community and encourage grandparents to get involved too.

Appointment of Adults to Voluntary Child Care Positions

In order to meet a legal obligation under the Protection of Children (Scotland) Act 2003 and as part of the policy in respect of child protection, the Council has introduced a policy to ensure that any individual who is appointed to a voluntary child care position is not fully listed on the Disqualified from Working with Children List. This policy, which requires any adult appointed to a voluntary child care position, to undergo a criminal background check to ensure their suitability. The policy applies in particular to: parent volunteer helpers in schools who are considered to have regular contact with children and young people; parents and co-opted members of parent councils; parent members of local parentteacher associations; elected members serving on committees relating to the development of children's services; any other individual working in a voluntary child care position within a service managed by East Dunbartonshire Council. The policy builds on East Dunbartonshire Council's Child Protection Interagency Guidance (2002) which underpins all child protection work undertaken by local authority services. It also complements the Council's policy on the leasing of council premises to organisations which provide activities and services to children and young people.

Practitioners

It is the responsibility of the Senior Leadership Team to ensure our workforce have opportunities to develop professional capacity through undertaking leadership roles and having training opportunities. Practitioners should also attend regular practitioners' meetings. All practitioners meet the qualification requirement for this post. Practitioners are registered within 6 months of employment and are responsible for maintaining SSSC registrations, meeting set conditions and adhering to Codes of Practice to ensure quality of professionalism.

Children and Young People with Additional Support Needs

In East Dunbartonshire Council we have our **Including Every Learner Policies – *Promoting positive relationships and managing behaviour that challenges and Policy and provision for children and young people with additional support needs.*** These documents offer guidance and policy on ensuring the needs of all learners in our schools and early years centres are met.

Guiding Principles

- Presumption of mainstream includes a structure of universal and targeted support. This offers flexible access to both specialist support and mainstream schooling according to individual needs through a continuum of additional support needs provision
- Local, integrated and streamlined processes of assessment and decision making in full collaboration with learners and their families
- Increasing the capacity of staff to meet the needs of a broad range of learners at all levels of the continuum of support through Career Long Professional Learning (CLPL)

- Equity of access to Curriculum for Excellence through adaptations to the curriculum and learning environment to better meet the needs of all.

Universal and Targeted Levels of Support:

Universal and targeted planning for children and young people should be proactive and solution focussed. A whole school and classroom ethos and culture should include strategies that support all children.

Provision across all establishments focuses on developing and supporting the whole child and this includes having: safe and nurturing environments; strong relationships; an ethos of inclusion; emphasis on care and welfare; breadth of experience; and partnership working.

The curriculum within all early year's centres, primary and secondary schools is focused on providing a meaningful, engaging and challenging experience for all learners. The curriculum in all sectors is based on the underlying principles of Curriculum for Excellence, which sets out an entitlement to access:

- A coherent curriculum from 3 to 18;
- A broad general education to the end of S3;
- A senior phase including qualifications;
- Opportunities for skills for life, learning and work with a focus on literacy, numeracy and health and wellbeing;
- Personal support to enable learners to gain as much as possible from the opportunities of Curriculum for Excellence; and
- Support in moving to a positive and sustained destination beyond school.

Additional resources provided within the mainstream context offer a high level of support for learners with additional support needs. This ensures appropriate learning pathways are mapped out addressing the entitlements of Curriculum for Excellence and linked to the agenda for Developing the Young Workforce. Education for learners can be provided as a blend of activity through access to mainstream classes or day-to-day activities that the school community is engaged in such as assemblies, celebrations, charity events etc. A core element of this provision focuses on literacy, numeracy, and health and wellbeing with targets being set as part of each action plan and reviewed in accordance with guidelines.

The majority of learners with additional support needs are educated within one of the mainstream early year's centres, primary or secondary schools. If a learner is identified as having additional support needs then a rigorous process of assessment, planning and support is put into place.

There are a number of resources which mainstream schools and early years centres can draw on to meet learners' needs. For example, every establishment has an Autism Adviser who is an established member of the teaching staff who is provided with training and ongoing support from a multi-agency team - led by educational psychology and a member of the ASN team. While every establishment will use their Autism Adviser differently, it is expected that they will provide support for learners with additional support needs in the areas of language and social communication including those diagnosed with autism. The role of the Autism Adviser may include: sharing training materials with staff, facilitating training, supporting communication to parents/carers; planning for establishment's Autism Acceptance Week; and supporting individual staff members using existing school/early years centres structures (e.g. Pupil Support Group/Support for All Group).

The Council aim is for all school staff to be nurture informed, and for all teachers and support for learning assistants to be nurture skilled. In addition, education staff who provide targeted support or intervention for learners will be trained to enhanced level in nurture.

Consideration is given to assessment of a child's wellbeing, and any barriers to learning, including social and communication issues. Identification of a child's barriers to learning supports the planning process for the child including simple adaptations or changes to the learning context. For example, a child may be offered access to

small group work, a sensory area to support specific learning needs, or language and communication friendly approaches can be incorporated into the environment.

Every secondary school has a suite of resources including a Guidance staff team, an ASN Hub, Wellbeing Support Resource and Support for Learning Department to support learners and meet their wellbeing needs. Some learners may need additional support to that provided at universal level, and Early Years Centre staff may conduct a more detailed wellbeing assessment with a focus on all wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included). This level is termed targeted support – in this case, staff develop an Action Plan which contains succinct, individualised and time limited targets that specify work to be done both by Early Years Centre staff and any other supports from professionals within the education department, such as the educational psychologist or outreach teacher. Some learners require further support from agencies out-with education, such as Speech and Language Therapists or assessment by a Community Paediatrician. The identified agencies may agree to provide specific assessment reports and support for a period of time, and this would be set out in an action plan.

Targeted Intervention Tier 2 provision:

Education staff have an excellent understanding of their learners, any barriers to learning and how to support them. They provide individual educational programmes designed to meet their specific needs and are continually looking at ways to develop practice to improve outcomes. This cycle of planning, review and evaluation is likely to include strong partnership working with a range of more specialised services which can provide advice and targeted support as necessary.

Some learners benefit from a timetable that offers a combination of access to specialist support and mainstream. This type of support is offered from primary to secondary stages. The balance of mainstream to specialist support is based entirely on the assessment of the profile of learning needs.

East Dunbartonshire Council has a continuum of support for learners requiring targeted support, these are reviewed and planned for each individual alongside professionals, parents/carers and the child/young person themselves – TAC (Team Around the Child).

Learners who may require to additional resources could be experiencing:

- specific language difficulties (expressive or receptive)
- difficulties in the area of social communication
- significant difficulties with focus and attention
- significant learning needs
- self-regulation and self-care needs

For some learners, additional support is required from other specialist resources which offer outreach support. Requests for outreach to support the child within their mainstream school are made to the Locality Liaison Groups (LLGs). There are two LLGs - one for the localities of Bearsden, Milngavie and Bishopbriggs and another for the localities of Lenzie and Kirkintilloch. The purpose of the LLG is to allocate outreach services to support current placements in mainstream.

Outreach support involves a specialist teacher becoming involved with a learner for a time-limited period. The process of outreach generally involves observation of the learner within the education setting and consultation with the learner, parents/carers and professionals involved. Outcomes of this process include the identification of changes to the learning environment and learning and teaching approaches which will enhance the learner's ability to access the curriculum. The underlying approach is that the outreach service should support establishments in developing their capacity to meet learner needs. This should be effective and sustainable in supporting inclusion in mainstream provision.

Targeted Intervention Tier 3 provision:

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Learners who have support needs that require a higher level of support in provision that offers a much higher ratio of staff to learners and highly specialised teaching approaches. This is termed targeted intervention and is offered in Tier 3 establishments. Learners who attend primary and secondary school (Tier 2 or 3) placement are referred to the GIRFEC Liaison Group (GLG).

The GLG is the decision-making forum for all specialist placements.

East Dunbartonshire Council's policies, procedures and practices relating to children and young people with additional support needs are in line with the Education (Additional Support for Learning) (Scotland) Act 2004 which place duties on education authorities and provide rights for parents of children with additional support needs and young people with additional support needs.

The Education (Additional Support for Learning) Act 2004/2009 places duties on local authorities to provide access to independent mediation for resolving disputes with parents and carers of children and young people with additional support needs when or if they arise. East Dunbartonshire Council uses Resolve Scotland. For further information go to www.resolvemediation.org.uk

Specialist Support Service

The Additional Support for Learning Team makes provision for children and young people who have a range of additional support needs. The service comprises of teachers who work in the pre-5, special, primary and secondary sectors. Staff in the team work in partnership with staff in the establishments to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties in school;
- children who have language and communication difficulties
- children who have social, emotional or behaviour needs
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend special provision units; and
- pre-5 children who have been identified as having significant support needs.

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on the East Dunbartonshire Council website, and the school's Additional Support for Learning Co-ordinator will be able to outline the support that can be offered in school.

Working with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and parents – decisions are made with regards to the best possible education to meet the needs of the child within the resources available.

Parents, carers and children with additional support needs can also seek independent advice and support through:

Enquire: www.enquire.org.uk, 0845 123 2303

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 260 5380

Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

Promoting Wellbeing, Protecting and Safeguarding

The Scottish Government introduced Getting It Right for Every Child (GIRFEC) as a programme of change, reaching across all children and adult services in the public and voluntary sectors in Scotland, to achieve better futures for all of our children, young people and their families. It builds from universal health and education services and drives the developments that will improve outcomes for all children and young people. We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. We believe they should be: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included. These are the eight indicators of wellbeing.

The Getting It Right approach is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. This approach, based on the United Nations Convention for the Rights of the Child, is:

- Child focussed, ensuring that the child and family are at the heart of decisions.
- Based on a holistic understanding of wellbeing.
- Early interventionist to tackle needs as soon as they appear.
- Joined up, to ensure services work together.

It is the entitlement of every child to be supported throughout their education. The Wellbeing Pathway provides a continuum of support from universal to targeted and ensures practice is underpinned by a shared understanding of wellbeing and in the dignity and worth of every individual child/young person. Practitioners plan experiences and assess progress in learning, and for most children this is sufficient. From time to time, however, approximately one fifth of learners may experience developmental or environmental difficulties which impact on their ability to learn. For most, modifications can minimise the impact of such difficulties and learning can proceed. These modifications are described as differentiation and in most cases practitioners will differentiate as part of normal teaching and learning, without the need for intervention from promoted staff.

Within East Dunbartonshire schools and centres, practitioners employ the following model to provide a clear, structured pathway for learners:

- Modifying Content – use of learning materials at different levels
- Modifying Process – varying the length of time children take to complete a task
- Modifying Product – giving children choice in how to express ideas or required learning
- Modifying Learning Environment – giving children areas to work which suit their learning styles.

Staff record differentiated approaches in their short and long term plans and ensure that the results of differentiation are clearly documented within evaluations of teaching and learning. Where intended progress does not take place, the child/young person's needs are considered within the next stage of the Wellbeing Pathway, Targeted Support.

Supporting Families Service

The core purpose of this service is to provide support to families in developing their skills and confidence in their parenting and to provide services to children to enhance their development and learning. Examples of the services available include parenting workshops, individual support following the Triple P programme. Services also include a holiday play scheme provision for children and young people with additional support needs. If you wish to access any of the services, please contact the team on 0300 1234510.

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Family Champion

At Bearsden Early Years Centre our Family Champion is Gillian Orr who is one of our Early Years Practitioners. The Family Champion is a first point of contact for parents, who can provide positive parenting support and advice using a preventative, universal approach. They have an important role in building trusting relationships with parents / carers, encouraging participation and promoting inclusion. Family Champions can organise chats with parents / carers to provide useful strategies on developmental topics such as bedtimes, mealtimes and supporting positive behaviour. As such, The Family Champion can provide support to make small changes which can make a big difference. They can also inform families of local groups and services which may be of use. If and when appropriate, the Family Champion also has a role in signposting parents / carers to the Supporting Families Team for bespoke strategies to suit individual families. You can contact Gillian at the centre or by email at eyc@bearsden.e-dunbarton.sch.uk

Comments, Compliments and Complaints Procedure

We are keen that you are completely satisfied with your child's education and we encourage feedback on our services from parents, carers and children. We are, therefore, interested in feedback of all kinds, whether it be comments, compliments, or complaints.

If you want to register a comment about the centre you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the centre, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the centre. No negative consequences will arise from making a complaint and we will deal with the issue as confidentially as possible.

In relation to making a complaint:

- Stage 1 – We will always try to resolve the complaint quickly and to the parent's satisfaction where ever we can. We will respond to your complaint within five working days, unless there are exceptional circumstances.
- Stage 2 – If you are dissatisfied with the decision at stage 1, the complaint will be investigated, acknowledged in three working days and a decision will be provided as soon as possible but within twenty working days.

If you are still dissatisfied, you should then contact: Education Officer– Children and Young People, Southbank Marina, Kirkintilloch, Glasgow G66 1XQ Telephone Number: 0300 123 4510 Or Care Inspectorate – Central West Region, Compass House, 11 Riverside Drive, Dundee DD1 4NY Telephone Number: 0345 600 9527

You should also note that you have the right to raise unresolved concerns with your local councillors.

The ScotXed Programme

Education Authorities, the Scottish Government and its partners have, for many years, collected information about pupils on paper forms. The information is now transferred electronically through the ScotXed programme.

The following explanation has been provided directly by ScotXed:

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 (2018). 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>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

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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 to 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.

Information

Although this information is correct at the time of printing, there could be changes affecting any of these 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.

Useful Addresses

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Bearsden Early Years Centre

166 Drymen Road
Bearsden
Glasgow
G61 3RJ
Tel: 0141 955 2218
Email : eyc@bearsden.e-dunbarton.sch.uk

Bearsden Primary

Roman Road
Bearsden
Glasgow
G61 2SY
Tel: 0141 955 2254
Email : office@bearsden.e-dunbarton.sch.uk

Education Offices

Southbank House
Strathkelvin Place
Kirkintilloch
G66 1XQ
Tel: 0300 123 4510
sharedservices.education@eastdunbarton.gov.uk

Local Councillors

Ian Gallagher- Bearsden South
Andrew Polson - Bearsden South
Vaughan Moody - Bearsden South

12 Strathkelvin Place
Kirkintilloch
G66 1TJ
Tel: 0141 578 8086

Area Registration Office

Bearsden Community Hub
69 Drymen Road
Bearsden
G61 3QT
Tel: 0300 123 4510

Schools Letting Office

Business Support
Suite F4
6 Strathkelvin Place
Kirkintilloch
G66 1XT
Tel: 0141 578 8695
Fax: 0141 578 8945
email: letting@eastdunbarton.gov.uk

Social Care and Social Work Improvement Scotland

Tel : 0333 405 3333