



Oakburn Early Years Centre Handbook



24 Craighdu Road, Milngavie, G62 7TJ, 0141 955 2210



sustainable thriving achieving

East Dunbartonshire Council

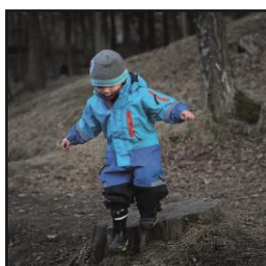
www.eastdunbarton.gov.uk

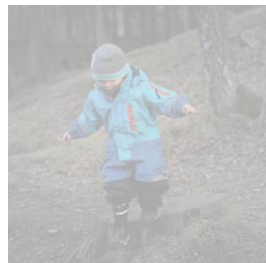


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Oakburn Early Years Centre Vision, Values and Aims

As one of East Dunbartonshire Council's three new build Early Years Centres, the aims and objectives for this individual Centre were originally drafted by Head of Centre, Early Years Teacher, Senior Early Years Worker and Early Years Practitioners.

After one year of our service being open to the community, we revisited our Vision, Value and Aims with our full staff team and the parents and carers of the children accessing the Centre.

Following the consultation, we agreed on the following:

Our Vision is underpinned by the belief that:

Positive relationships are at the heart of everything we do.

Our team are committed and skilled in order to deliver high quality education and childcare.

Supporting children's wellbeing is essential for them to learn.

Child centred play is the core of our work and the best way to support children to achieve their potential.

Outdoor play has lasting benefits for children and allows them to engage with nature in an ever changing environment.

Children's voices and views will be listened to, their rights respected and acted upon.

Parents play the key role as their child's first educators, and we recognise the significance of their role in children's early education and involving them and their family in the life of the centre.

A sense of community and engaging with the wider locality is important within our centre.

In order for us to get it Right for Every Child and family, we must promote equity and equality.

We Value:

Fun

Relationships

Open Communication

Respect

Wellbeing

Inclusion for All

Children's Rights

Our Aims and Objectives are to provide:

An ethos of community that promotes respect, care and kindness for all.

A skilled staff team that will nurture and support our children and families and continue to build positive relationships with the wider community.

An environment that is safe, inclusive and secure with rich and stimulating opportunities indoors and outdoors.

A curriculum that will provide fun, play based learning that is developmentally appropriate and enables all children to develop independence, confidence and achieve their potential.





Introduction to Oakburn Early Years Centre (EYC)

Oakburn Early Years Centre is a purpose-built, extended day and year nursery provision which is a new resource for the Milngavie community. The centre opened in Spring 2021. The Centre can accommodate 86 children aged 3-5 years and 15 children age 2-3 years. The centre is open 48 weeks of the year from 8am-6pm.

The centre has two indoor areas, one for 2-3 year olds and another open plan area for 3-5 year olds. There is a covered outdoor area with mezzanine level and a garden that is open every day, in all weathers for children to explore. The centre has a lot of surrounding green space and the location is central to all the local schools.

We have a Family Room to have family learning, parenting events and meetings. This also gives a quiet space that staff can access with small groups of children.

Name of Centre: 24 Craighdu Road, Milngavie, G62 7TJ

Telephone No: 0141 955 2210

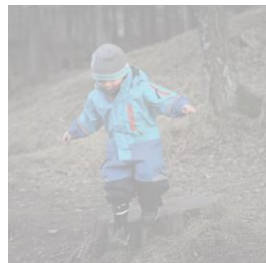
Email Address: EYC@oakburn.e-dunbarton.sch.uk

Web Address: <http://www.oakburn.e-dunbarton.sch.uk/>

Our team will always be happy to discuss your child's progress with you and you are very welcome in our centre. Any worries or concerns should be raised with the Head of Centre. Please contact us to arrange an appointment.

Oakburn's Staff Team

Margaret Harris	Head of Centre	Kirsty Coyle	Early Years Worker
Erin MacLean	Depute Head of Centre	Rong Biegus	Early Years Worker
Emma Smith	Senior Early Years Worker	Kyra McNairn	Early Years Worker
Jocelyn Andrew	Senior Early Years Worker	Siobhan Bonar	Early Years Worker
Suzi McLachlan	Early Years Teacher (Temp)	Sarah Higgins	Early Years Worker
Jocelyn Burns	Early Years Worker	Alice Harris	Early Years Worker
Elaine Campbell	Early Years Worker	Gail Black	Early Years Worker
Pamela Wilson	Early Years Worker	Mairi Higney	Early Years Worker
Sophie Jordan	Early Years Worker	Chelsay Differ	Early Years Worker
Amy Cunningham	Early Years Worker	Rachel Simpson	Early Years Worker
Melanie Celino	Early Years Worker	Carmen Claudia Barclay Pulido	Early Years Worker
Erin Gilmour	Early Years Worker	Jessica Hope	Early Years Worker (Temp)
Scott Thoms	Early Years Worker	Carol Lamb	Early Years Support Worker
Eilidh MacDonald	Early Years Worker	Lyndsay Gibson	Clerical assistant
Natalie MacMorran	Early Years Worker	Rachel Nicol	House Keeper
Rachel Paul	Early Years Worker	Colin Johnstone	Facilities Manager



Service delivery

We have two half day sessions daily:

Morning ½ day 8am – 12.45pm

If your child attends the morning session please endeavour to have him/her in the nursery by 8.50am and ensure they are collected between 12.35pm and 12.45pm.

Afternoon ½ day 1.15pm – 6pm

If your child attends the afternoon session please endeavour to have him/her in the nursery by 2pm and ensure that he/she is collected between 5.50pm and 6pm. The centre closes and staff leave at 6pm.

Some children may attend the centre for condensed funding hours within our delivery model below.

Extended Day Care Provision

The nursery is open all year round 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.

In the 2-3 Room we have one staff member to five toddlers and the 3-5 Room has one staff member to eight children.

Non-denominational policy of the centre

The nursery is non-denominational. We respect and welcome children and families of all religious faiths and beliefs.

In the Milngavie community we are well served by Primary Schools which will contribute greatly in our transition programme for children entering P1. These include Clober Primary, Craigdhu Primary, Milngavie Primary and St. Nicholas' Primary. Children may also attend other feeder primary schools within East Dunbartonshire Council.

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 Childrens' Spiritual, Moral, Cultural and Social Values

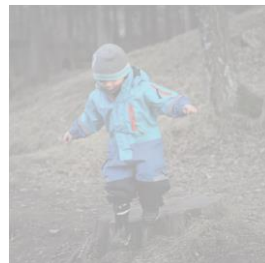
The centre is committed to supporting the development of its children as whole people and as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.

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

- 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 we promote positive behaviour
- Ensuring that staff and adults within the centre provide positive models for children.
- 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 celebrating cultural events that our children and families may celebrate.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the children and to encourage them to appreciate and value the cultures and heritage of others.

Protecting Children and Young People

East Dunbartonshire Council has issued Child Protection Procedures and Guidance which all staff must follow to promote the welfare of children and to protect them from harm.



All adults must share the responsibility for promoting children's health and safety and ensuring, as far as possible, that all children are protected from abuse, neglect and exploitation. Children cannot be expected to take full responsibility for keeping themselves safe. Professional staff must work together and in co-operation with families and carers to enable children to grow up in a warm, stimulating and safe environment.

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 requests this. Information or concerns that a child may be at risk of harm must be passed on in order to protect the child. Staff will treat the matter sensitively, and information will only be passed to those who need to know in order to protect and support the child.

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

When a member of staff, a child or another individual provides information and the Head of Centre considers that there is a possibility that a child has been harmed or is at risk of harm, the Head of Centre 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 of Centre.

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 school 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.

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 nursery year. The nursery year commences on the 1st of August and ends on the 31st July the following 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 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. Parents who live out with East Dunbartonshire do not require proof of residency.

An admissions panel will meet to allocate places across the locality using the set criteria which can be found in the admissions policy.

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

The panel will consist of a representative Head of Centre or Depute Head of Centre, Representatives from the Council's education service and representatives of the other agencies involved in supporting children and their families e.g. Social Work Department, Health Board.

For places for 2 year olds, parents should apply on the Council website. This application process is continuous throughout the year and places will be allocated against the admissions policy criteria.

Entitled 2 year olds who meet the eligibility criteria can apply for funding with Local Authority centres that have 2 year old provision and with funded partner providers including childminders who have been accepted onto East Dunbartonshire's framework and provide places for 2 year olds

Applications for places for 2 year olds should be completed online at any time. If children are entitled to a 2 year old place, you will be required to complete supporting paperwork which can be found on the Council website or can be obtained from any Early Years Centre. Children who are entitled to a funded 2 year old place become eligible the term after their 2nd birthday.

Registering for Nursery

Parents applying for a nursery place must register online at www.eastdunbartonshire.gov.uk You will need to upload:

- your child's birth certificate
- proof of residency (council tax statement)
- utility bill

The Education Officer will hold a register of all applicants centrally and the admissions panel will consider the information contained in the applications, where necessary, to assist in the allocation of places.

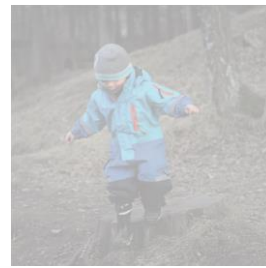
Please note that the length of time a child's name has been on the register will not affect the child's priority for admission. Also, a child with a place in the 2-3 room will not automatically move into the 3-5 room.

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 in our centre you will be informed by letter from East Dunbartonshire Council with an offer and start date. You will be contacted by the Depute Head of Centre who will give you details of enrolment procedures and paperwork.



Service Information

Attendance

Although there is no statutory attendance procedure in pre-five establishments you are asked to ensure that your child attends nursery regularly. If your child is absent please telephone and 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 some 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, and 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 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. We have a healthy pack lunch policy we can provide for this.

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 in accordance with the Scottish Government's Setting the Table guidance. All dietary and allergy requirements will be catered for. We only serve water and milk, no juice is permitted.

Oral health

Oakburn will participate in the Oral Health programme. Should parents not wish their child to participate they must inform the Depute Head of Centre.

Treat Fund

At Oakburn we kindly ask that parents contribute to our treat fund, **£2 per week**. The nursery treat fund helps to fund a number of things for the children, including daily healthy snacks, gifts at celebrations, public transport for outings, birthday cards and much more. This can be paid weekly, monthly or termly. A receipt will be issued at time of payment.

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. We plan to have one major fund raising event each year which helps pay for the summer outings, up to date resources, Christmas presents, visiting theatre companies, etc.

Centre and Community Information

Information will be displayed in the covered area, on the parent information wall and also through electronic journals, group call, social media, letters, calls, and newsletters.

If you require additional information on any subject please do not hesitate to contact a member of the centre staff, the Head of Centre, or a member of the centre management team.

Community engagement

In Oakburn 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.

No Smoking Policy

Smoking is not permitted in the centre or in the surrounding environment. Smoking is only permitted outside the centre grounds.

Access to the centre

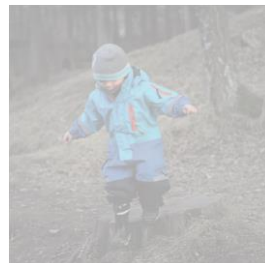
Access to the centre is from the entrance on Craigdhu Road with the exit leading to North Campbell Avenue. It would be appreciated if you could use this one way system.

Parking in the centre is limited. If you come by car it is suggested that if the car park is full, you park safely and lawfully on the side streets beside or across from the centre.

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 Worker. Prescribed medication will be given at the discretion of the 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 the centre 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 in the centre. 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 Head of Centre/ 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.

Suitable Clothing

It is very important that all clothes are labelled as a number of children have the same or similar items of clothing.

Your child should have soft shoes that he/she will wear while inside the centre. Sandshoes or well-fitting slippers are acceptable.

Children will be accessing the covered outdoor area and the garden so we ask that you please send your child suitably dressed for outdoor play as the centre will have a focus of a 'centre without walls' with 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

Waterproofs preferably trousers and a jacket for ease of toileting/changing

1. One pair of comfortable trousers (jogging bottoms or leggings)
2. One thick jumper
3. Two pairs of socks - on the bottom, one thin cotton sock, and the top, a thick wool or fluffy bed socks
4. Wellies
5. Spare trousers & socks in nursery 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:

Outdoor shoes
Wellies
Puddle suit
Hats/ Gloves
Sunhat (for warm weather)
Change of clothes.

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.

Insurance

Sometimes children like to bring something special or new to nursery for their friends to see, however parents should ensure that valuable items are not left at nursery, 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.

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 nursery 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.

Excursions and Consent Forms

You will be required to complete consent forms if we are:

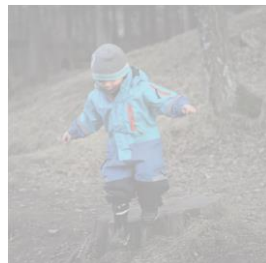
Off Campus –

planned/ adhoc local trips which do not involve transport and one permission form covers the complete session.

Extra-Curricular Activity –

This will involve some form of transport and an individual permission form will be required.

When outings or excursions for children are planned, the Head of Centre or a member of staff will advise you in advance. Usually this is done through newsletters, individual letters or notices displayed in the nursery. You will be asked to complete consent forms, which give your permission for your child's participation if appropriate. Please note that children cannot take part in outings unless completed consent forms have been submitted by their parent/guardian.



Transport

Transport is not normally provided for children attending pre-five establishments. The Council may, however, provide transport to and from nursery 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.

Learning, Teaching and Assessment approaches

Being Me Under 3 and Realising the Ambition: Being Me are the documents we use to plan learning opportunities for our under 3s in the early years. We refer to the four principles:

Rights of the Child

All children should be valued and respected at all levels and have the right to have their views heard and acted upon.

Relationships

Relationships are important, providing the starting point for development, learning and creating trusting relationships with families.

Responsive Care

Responsive care means knowing and accepting each child and respecting each child as an individual.

Respect

Each child is an individual, a person who has the right to be responded to and treated with genuine respect and dignity at all times.

There are nine features recognised which help practitioners promote these principles, all of which are equally significant and relevant in encouraging children's individuality and development. These are as follows:

- **Role of the Practitioners**
- **Attachments and Relationships**
- **Transitions**
- **Observations, Assessment and Planning**
- **Partnership Working**
- **Health and Wellbeing**
- **Literacy and Numeracy**
- **Environments**
- **Play**

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.

- **Challenge and Enjoyment-** To ensure the children find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all.
- **Breadth-** All children should have opportunities for a broad, suitably weighted range of experiences.
- **Progression-** The children should experience continuous progression in their learning from 3 to 18 within a single curriculum framework.
- **Depth-** There should be opportunities for children to develop their full capacity for different types of thinking and learning.
- **Personalisation and Choice-** The curriculum should respond to individual needs and support particular aptitudes and talents.
- **Coherence-** Taken as a whole, children's learning activities should combine to form a coherent experience.



- **Relevance-** Children should understand the purpose of their experiences. They should see the value of what they are learning and its relevance to their lives, present and future.

Outcomes

Our learning environment

At Oakburn EYC we will ensure our environment provides a welcoming, nurturing ethos and a stimulating physical environment for children to play and learn. We have one room that accommodates 15 2 year olds and one open plan room that accommodates 86 children aged 3-5 years old. We have a large outdoor covered space with mezzanine level and a garden for children to explore, create, problem solve, learn and achieve. The children are fully involved in planning for the environment and choosing learning provocations that interest them. Children have free access to indoor and outdoor learning daily.

With our innovative environment and open access to outdoors for children to enjoy the world's natural playground, we believe that children will enjoy long term benefits from outdoor learning. Children will have experiences across the curriculum and will also develop their awareness of risk from participating in risk benefit play such as challenging physical equipment, climbing trees, using real tools and participating in woodwork and Forest Schools.

Safeguarding and Welfare

At Oakburn EYC we follow the Council's Child Protection and Care and Welfare policies to ensure our children are safe. Every child will have a completed GIRFEC Personal Care Plan at induction which informs practitioners of the child's needs and stage of development. At Oakburn EYC we will ensure we contact other split placement or transition centres to build relationships and/or request a report about the child's wellbeing and development. Practitioners are trained annually on Child Protection policy and procedures.

Observation, profiling, analysis and planning

Every child in our centre has a keyworker who is 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 Oakburn 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.

Learning through play and teachable moments

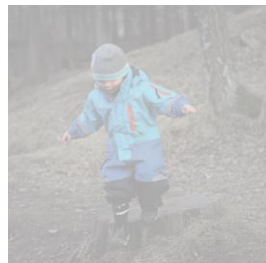
Practitioners plan through observing children's interests in play, linking learning to Realising the Ambition: Being Me or Curriculum for Excellence frameworks. Practitioners are skilled at scaffolding learning, supporting and challenging physical skills, emotional and social development, and children's 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.

Planning for Learning, Development and Progress

Oakburn EYC uses long term, medium term and short term planning methods to provide a rich learning environment for the children.

The Head of Centre plans and oversees the quality of provision, care and welfare and the quality of learning and teaching within the early years centre.

The Depute Head of Centre implements and monitors the improvement plan for the 3 year cycle of improvement (long term plans). We use backdrop curriculum plans for the annual cycle of structured learning programs (medium term plan) and we have regular practitioners and planning meetings for responsive planning in our setting (short term plans).



The backdrop curriculum plans ensure we have a targeted approach to our core curriculum areas of Health and Wellbeing, Maths and Numeracy and Language and Literacy.

The Early Years Teacher plans termly for support and challenge opportunities for children to develop their skills in literacy and maths and monitors and supports practitioners planning.

Practitioners plan on a daily basis with children's ideas at the centre of learning focus. Practitioners report to the Early Years Teacher weekly with their records of experiences. Practitioners record and evaluate the experiences with the children and upload observations into e-journals. Practitioners record and review learning through Talking and Thinking books that provide photographs, links to the curriculum, the children's voice and differentiation in learning experiences.

Practitioners track children's learning through electronic Learning Journals and the senior leadership team monitor children's progress and identify gaps in learning.

We will report to pre-school parents twice per year on children's progress. Ante-preschool and 2 year old parents will have the opportunity to meet with their child's keyworker once per year. We will also complete written Individual Learning Plans (ILPs) for all children each term identifying targets and next steps for learning. Key workers produce a Transition Information document in May for pre-school children that is shared with parents and the child's receiving primary school. Children's progress is recorded in Electronic Learning Journals (E-Journals) which you will have ongoing access to. Photographs and observations are uploaded at least once per fortnight. Further information will be shared with you on induction days.

Raising Attainment

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

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 Oakburn EYC, where they will be given information about the centre and will complete an enrolment pack. Every child will have a settling in 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, support them through their time in the centre and from moving from 2-3 to 3-5 room.

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 pre-school children which parents can contribute to. Electronic Learning Journals are emailed to link schools.

Enhanced Transitions

Some children benefit from a period of enhanced transition, particularly if they have an additional support need. The Head of Centre organises this and should be contacted if you feel this would be of benefit to your child.

Reflection and Improvement

At Oakburn EYC we will evaluate quality of practice, our environment and learning opportunities monthly.



We will refer to the frameworks – Curriculum Benchmarks, Quality Improvement Framework for ELC's, Realising the Ambition: Being Me, 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

Our priorities for the coming year 2026/27 will align with Health and Wellbeing, Play Pedagogy and Quality Assurance.

Please contact the Head of Centre if you would like any further information about the curriculum.

Inclusion and diverse needs

Oakburn 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.

Parent partnerships and our local community

The Education Service is keen to ensure that it involves all parents appropriately and sensitively in their child's education. Under Education Law, "parents" include:

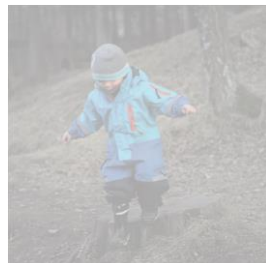
- Non-resident parents who are liable to maintain or have parental responsibilities in respect of a child
- Carers who can be parents
- Foster carers, relatives and friends who are caring for children under supervision arrangements- Close relatives, such as siblings or grandparents caring for children who are not 'looked after and accommodated' by the local authority or are under home supervision (looked after) arrangements.

Everyone who is a "parent" (under Education Law) has the right to receive advice and information about their child's education and take part in activities.

Parents as partners is an important part of the life of our centre. In Oakburn EYC we aim to:

- Have a collaborative approach with parents in decisions that are taken about their children's education
- Establish and maintain a two way channel of communication with parents
- Share experiences and keep parents informed of developments within the centre.

Parents will be invited to participate through stay and play sessions, contribute to learning journals, participate at curriculum evenings, engage in family learning initiatives, access supporting families' resource, attend monthly coffee morning and afternoons, assist in fundraising events, attend parent meetings and contribute to care plan updates.



We encourage curriculum visits from parents with interesting jobs, to share knowledge or to celebrate different cultures. We also engage with local Police, Scottish Fire & Rescue and School Crossing Patrollers to support our World of Work topic and Safety Topics in the early years.

The Education Service will treat all parents equally. The exception to this is where there is a court order limiting an individual's exercise of parental rights and responsibilities.

Schools collect information about a child's family circumstances on an annual basis. Where family circumstances change during a school session, it is important that parents inform their child's school of these changes.

Further information about how the Education Service seeks to work with parents is available in the publication Schools, "Parents" and "Parental Responsibility": A briefing paper for schools and education support services under the management of East Dunbartonshire Council (2007).

This publication is available from schools or the Chief Education Officer who can be contacted at:

East Dunbartonshire Council, The Marina, 12 Strathkelvin Place, Kirkintilloch, Glasgow G66 1TJ

Tel: 0300 123 4510

Email: greg.bremner@eastdunbarton.gov.uk

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 parent-teacher 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

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.

All children require support to help them learn. However there are some children and young people who need some extra support or support which is a bit different from the support provided for all children to make sure they benefit from early years and school education. That support may come from education services but can also be provided by an NHS Board, Social Work, Skills Development Scotland, or independent and voluntary organisations. Children and young people in school who need extra support or a different sort of support from what is generally available have additional support needs.

These additional support needs can arise for lots of different reasons. The reasons why a child or young person may have additional support needs are too many to list here, however the following are examples.

That the child or young person:

- finds it difficult to behave
- is hearing or visually impaired
- has a particular health need
- is living with parents who have a drug or alcohol dependency
- has English as an additional language.

Some additional support needs may only last for a short period of time while other additional support needs will be lifelong.

If you think your child may have additional support needs you should talk to us about this.

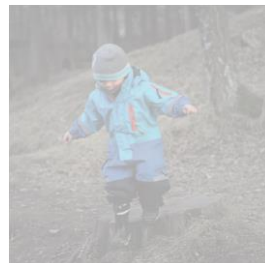
All children and young people have their needs continuously assessed and reviewed. Oakburn EYC will show you their assessment of your child's needs and will send you copies of reports on how your child is progressing in the centre.

All schools and early years establishments in East Dunbartonshire look at children's needs through a wellbeing pathway that ensures a continuum of support from Universal to Targeted in line with the national Getting it Right For Every approach. This process allows practitioners and others to:

- identify those children who may need additional support
- make plans to support those children identified
- deliver the support the child requires
- regularly review the support provided.

In addition to the additional support which we can provide through individual planning or by making specific resources available, we can also request support from East Dunbartonshire Council's specialist educational support services. The Council can also provide individual children with special equipment and resources if necessary. Some children may also benefit from attending the specialist schools and specialist resources which East Dunbartonshire manages.

Parents have a very important role to play in their child's education and the views of parents and young people will always be taken into account in making decisions which affect the child or the young person. If your child requires



additional support, you can provide the centre with important information about your child, which will be helpful in making plans to support them. Parents and young people will always be invited to participate in reviews of progress. A small number of children and young people with additional support needs require a co-ordinated support plan (CSP). All of these children will already have a plan provided for them in the centre which sets out targets for their learning and timescales for achieving those targets. Parents, professionals and the child can all be involved in regularly reviewing the plans. The CSP sets out the educational objectives for an individual which can only be achieved by services such as health or social work working together with education to support the child i.e. where the support required must be co-ordinated.

If you have a concern that your child's additional support needs are not being met you should always, in the first instance, contact us to arrange a time to discuss that concern. Every effort will be made by the centre and the education authority to resolve your concern at that point. If you are not happy with the way the matter has been dealt with and you continue to have concerns you may be able to make use of one (or more) of the following:

- mediation
- independent adjudication
- the Additional Support Needs Tribunals for Scotland to assist in reaching a satisfactory conclusion.

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 contact: 0131 313 8844 or go to www.resolve.org.uk

As with all local authority schools and early years centres in Scotland, this centre 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 centre's Additional Support for Learning Co-ordinator will be able to outline the support that can be offered in school or early years centres.

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 (Barnardo's 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 and supports
- 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.

Additional Support Needs

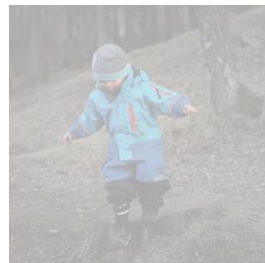
When a wellbeing concern has been brought to their attention, the Support for Learning co-ordinator will consider the following questions in relation to the eight wellbeing indicators:

- What is getting in the way of this child or young person's wellbeing?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

All children who are considered for Targeted Support, access this through their Support for Learning coordinator or Support for All Group. This ensures that staff comply with duties in CYP Act 2014 and ASL Act 2004, 2009.

All assessments to determine the need for Targeted Support fully involve the views of the child and parents.

As well as the additional support which centres themselves can provide through individual planning or making specific resources available, centres can also request support from East Dunbartonshire Council's specialist educational support services. The Council can also provide individual children with special equipment and resources if necessary. Some children may also benefit from attending the special schools and specialist resources which East Dunbartonshire manages. A small number of children with additional support needs require a co-ordinated support plan (CSP).



All of these children will already have a targeted support plan provided for them in centre which sets out targets in their learning and timescales for achieving those targets. Parents, professionals and the child or young person can all be involved in regularly reviewing support plans.

The co-ordinated support plan is a statutory document which must be reviewed every year. The plan sets out in detail objectives for an individual which can only be achieved by services such as health or social work working together with education to support the child.

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.

Autism Adviser

Every school and centre has an Autism Adviser who is an established member of the centre team, supported by senior management and who has been provided with training and ongoing support from a multi-agency team - led by an Educational Psychologist and a Quality Improvement Officer. Every Autism Adviser is guided by a process of collaborative practitioner enquiry, which allows the centre to develop the role of their Autism Adviser in response to the needs of their context. Every Autism Adviser will be able to signpost colleagues to resources and sources of support. The role of an Autism Adviser will vary in every school and centre, but may include:

- facilitating staff training
- supporting communication to parents/carers
- planning for Autism Awareness Week
- running a parents/carers' support group
- supporting individual staff members using existing centre structures (e.g. Support for All Group).

Specialist Support Service – teachers teaching in more than one school

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, specialist resources, primary and secondary sectors. The team work in partnership with school and centre staff 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 at early stages of primary school who have a developmental coordination disorder along with attention difficulties
- young people who attend special provision units
- pre-5 children who have been identified as having significant support needs.



Frequently Asked Questions

What can I do if I disagree with a decision?

If you disagree with a decision the centre has made you should immediately contact the Head of Centre and arrange to meet to discuss the decision.

If you do not feel that your concern has been dealt with satisfactorily or taken seriously you can make a complaint.

If you disagree with a decision taken by the education authority there are a number of ways you can try and deal with this.

The different ways you can deal with disagreements are called dispute resolution procedures.

When should I make use of dispute resolution procedures?

If you have a concern about your child's learning you should always, in the first instance, contact the centre to arrange a meeting to discuss that concern.

Every effort will be made by the centre and the education authority to resolve your concern at that point. If you are not happy with the way the matter has been dealt with and you continue to have concerns you may be able to make use of one (or more) of the following:

- mediation
- independent adjudication
- Additional Support Needs Tribunals for Scotland to assist in reaching a satisfactory conclusion.

Support for Learning Services

If you have anything you would like to discuss with regard to support for your child please contact Margaret Harris, Head of Centre, who is the Early Years Centre Support for Learning Co-Ordinator.

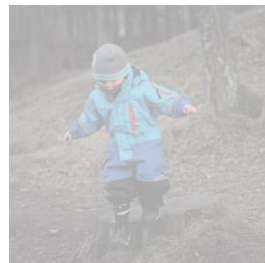
Pastoral Support

Pastoral support is provided by your child's key worker in the first instance. The Depute Head of Centre liaises with all key workers to form an overview of support for learning and pastoral care. All information is then passed to the Head of Centre in order to action support where required. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- (a) Children in Scotland: Working for Children and Their Families, trading as "Enquire – the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527;
- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741."

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.

Data Gathering and Storage

The ScotXed Programme

Education Authorities, the Scottish Government and its partners have, for many years, collected information about children 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 Children

The Scottish Government and its partners collect and use information about children in early years centres (e.g. the number and characteristics of children, their attendance, absence and exclusions, their attainment and their destination when leaving the centre) 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 children. We are keen to help all our children do well in all aspects of early years and school life and achieve better examination results. Accurate and up-to-date data allows us to:

- o plan and deliver better policies for the benefit of all children
- o plan and deliver better policies for the benefit of specific groups of children
- o to better understand some of the factors which influence children's attainment and achievement
- o share good practice
- o target resources better



- o enhance the quality of research to improve the lives of young people in Scotland.

Data policy

Information about childrens' 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/centres 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 children 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 children can or would be made publicly available by Scottish Government.

The individual data about children in schools/centres 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>). Childrens' 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 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.

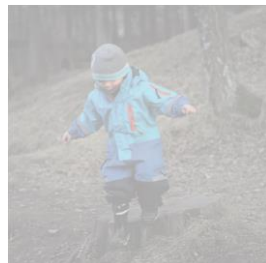
Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these 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 out with Scottish Government. At all times childrens' 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.

Data Protection Act 2018

East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 2018 and all other relevant legislation. The Council may share your child's personal data with other Council services and public agencies to support the delivery of services to promote the health, safety and well-being of children and young people. For full details of how we will use your data please visit - www.eastdunbarton.gov.uk/council/privacy-notice



Freedom of Information

Accessing Your Child's Records

Parents have a legal right of access to their child's core education records, regardless of the age of their child. These are the records held within your child's Personal Children Record (PPR). Parents do not have a general right of access to all records that mention their child. To access your child's file, please apply in writing to the Head of Centre.

Age of child	Child's legal rights	Parent's legal rights
Under 12	A child's parent or guardian may apply on the child's behalf for access to all records	Right of access to core education record (PPR)

Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act gives individuals a statutory right to the unpublished "internal" information and records held by Scottish Public Authorities such as East Dunbartonshire Council and its schools and early years centres. Individuals have already used this legislation to find out about policy, procedures and how particular decisions have been reached. If you would like to use this legislation to access particular information please write to the Head Teacher/Head of Centre, and subject to certain conditions and exemptions, you will receive a full response within twenty working days of receipt of the request.

Other Services

Childcare Information Service

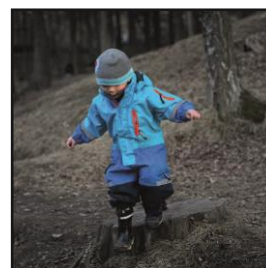
The Childcare Information Service is a free service provided by East Dunbartonshire Council. It aims to provide parents with accurate details on childcare provision in a variety of settings e.g. out-of-school care groups, childminders, nurseries, playgroups, holiday play schemes and parent & toddler groups. It also offers other advice including choosing quality childcare, accessing help to pay for childcare and contact details regarding childcare organisations.

The Childcare Information Service, launched in May 2000, is a key element of East Dunbartonshire Council's Childcare Strategy which aims to develop, quality, accessible, affordable and flexible childcare across the East Dunbartonshire area.

To use this service please call the helpline number on 0300 123 4510, e-mail chis@eastdunbarton.gov.uk or log onto the service's website at www.scottishchildcare.gov.uk



Oakburn Early Years Centre Handbook



24 Craighdu Road, Milngavie, G62 7TJ, 0141 955 2210



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