

Carradale Primary School

Early Learning and Childcare Handbook



2020 - 2021

Community Services : Education



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Section One

Carradale Primary School Pre-5 Unit

Carradale Pre 5 Unit

is a happy, achieving environment where individuals are engaged and motivated to become life-long learners. Our school is somewhere everyone should feel trusted, respected and valued.

Safe + Happy = Success

Vision Statement:

Our vision is to provide all children in Carradale ELC with high quality, inclusive learning experiences that reflect their current interests and provide appropriate challenge, leading to increased educational attainment for all.

SECTION TWO

GENERAL INFORMATION

Head of Establishment : Richard Long Head Teacher

Staff : Valerie Willis Childcare and Education Worker
Lesley Brown Classroom Assistant
Alison Laing Childcare and Education Worker/Classroom Assistant

Health Care : Fiona Semple School Nurse
Lusanda Donnelly Speech Therapist

Address Carradale Primary School
Carradale
Campbeltown
Argyll
PA28 6SD

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All eligible two, three and four year olds are entitled to 1140 hours (pro rata) of funded Early Learning and Childcare (ELC). 1140 hours ELC is intended to support child development, help close the attainment gap through the provision of high quality services, and support parents to work, train or study. ELC can be accessed through local authority settings, partner provider nurseries and childminders. Parents can also choose to have a blended placement using more than one setting and/or childminder. Further ELC Information for parents is available via <https://www.argyll-bute.gov.uk/registering-your-child-nursery> and an ELC Parents Booklet https://www.argyll-bute.gov.uk/sites/default/files/elc_info_for_parents_booklet_rev_december_2019.pdf.

Please see <https://www.argyll-bute.gov.uk/early-years> or call our Early Years Helpline on 01369 708503 for further information and for details of the nearest establishment/s offering early learning and childcare.

Our ELC currently operates on two full day sessions, Tuesday and Wednesday 9:00 am – 3:00pm and half day on a Wednesday 9:00 – 12 noon. Sessions can be increased by parental choice if so

wished. We have two Childcare and Education workers and one classroom assistant working with our three and four year olds, providing a range of activities within our ELC Unit and outdoor learning area.

Location

Carradale Pre Five Unit operates within the open area classroom adjacent to the Primary 1-7 classroom.

The Pre-5 Unit is bright and well equipped. Pupils have ready access to the school's collection of musical instruments and electronic equipment. The hall is available for use by the Pre-5 children every day. There is also access to an interactive smart board, iPad's and other I.T. equipment.

A parent notice board is located to the main entrance. Newsletters and other notices are displayed here for all parents of the school. There is also a notice board with information specifically for Pre-5 parents on the wall in the Pre 5 room. Each child has a tray there where newsletters and work to go home can be found. Parents are encouraged to look through the photographs and policies folders which can also be found there.

The setting of the Pre-5 Unit within Carradale Primary School offers excellent opportunities for liaison between staff of the school and the Pre-5 Unit. Many of the resources are shared and there is ample opportunity for the Pre-5 and early level children to join together for educational and social events. Wherever possible the children of the Pre-5 Unit are included in whole school events. During the summer term a series of visits are arranged to the P1 classroom for children in their Pre-School year so that they become familiar with their future teacher and learning environment.

Admissions Policy

All Pre-5 places are allocated in line with the Council's Admission Policy and the Pre-5 staff will be happy to advise you how this policy operates. A leaflet detailing the Council's policy is also available from all establishments. If you want a copy, please ask for one.

Enrolment Procedures

Enrolment takes place at Carradale Primary School. You will be informed in writing as soon as your child has been allocated a place. We encourage parents to visit the unit with their child prior to their starting date, when you will receive a warm welcome and an opportunity to meet the staff and view the nursery and surroundings that your child will be coming in to. You are welcome to visit the pre-five unit at any time with your child. However, it would be helpful if you could telephone the office first, to ensure that it is convenient for all concerned. Your child will be invited to attend induction sessions before taking up his/her placement.

Attendance / absence

We like to see the children attend the unit for as many sessions as possible throughout the week. If for any reason your child will not be attending please let us know, by phone, if possible. This ensures that no time is wasted waiting for children who are not going to arrive. If we are not notified we may need to contact you.

Arrival and Collection of Children

Children must always be brought to the Pre-5 unit and collected by a responsible adult of 16 years and over. In the interests of your child's safety you should make a point of telling the Pre 5 staff if he or she is to be collected by someone different from the normal routine. This avoids difficult situations when a child cannot be allowed to leave with an adult who is a stranger to the staff.

Insurance

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

Excursions and Consent Forms

Outings and excursions for children will be planned with you. You will be asked to complete consent forms which give your permission for your child to participate. Please note that children cannot take part in outings unless completed consent forms have been submitted by their parent/carer

Transport

Transport is not normally provided for children attending Pre-5 establishments. The Council may, however, provide transport to and from Pre-5 units for children with Additional Support needs who may require to travel some distance to take up their placement.

Emergency Closure Arrangements

The Pre-5 unit will be open on the same dates as the school, but occasionally circumstances arise which mean the unit has to close. The establishment may be affected by, for example, severe weather, power failures and difficulties with fuel supplies or staff illness. If this happens, we will do all we can to let you know about the details of closure and re-opening.

We may keep in touch by telephone, email, groupcall and school social media pages as well as notices in local shops and community centres, announcements in local churches, in the press and local radio.

Emergency Contacts

Parents whose children are in the Pre-5 unit are asked where possible to provide the establishment with the names, addresses and telephone numbers of two contact persons for use in case of emergency. You are also asked to keep the school up-to-date with any changes in this information.

Suitable Clothing

During Pre-5 sessions children will have access to a variety of messy play and outdoor play activities. In order that they may enjoy these activities to the full they need to be appropriately dressed. Please do not send your child to the unit in their best clothes and please, on chilly days remember to provide a jacket, as we often go into the playground to play, or to use the environment as a resource for learning. Children will be provided with a waterproof romper suit from the Pre-5 unit. Indoor shoes are required for all children and gym shoes ensure safety during games times. It would be very helpful if all clothes and shoes are marked with the pupil's name.

Snacks & The Promotion of Healthy Eating

The children have refreshments during the morning session. A drink of milk is provided along with a snack of toast, fruit, biscuits, yoghurt or something prepared by the children such as sandwiches or baking. Parents are requested to pay 40p per session to contribute towards the children's snack. Parents are also asked to notify staff of any particular likes or dislikes of their own child and, of course, any food allergies.

No Smoking Policy

We thank you for observing our policy of no smoking anywhere in the school.

SECTION THREE

PARENTAL PARTNERSHIP

Working Together

It is important that all adults concerned in the life of a young child work together to support a child's learning. Parents are the prime educators of their own children and have the most detailed knowledge of them. It is essential that this knowledge is shared with the unit staff to ensure that all children's needs can be met in line with parents' wishes. We hope that parents will always inform us of important events in their child's home life so that we can plan our activities and discussions with the children to complement these. Similarly, we will inform parents of events and the themes around which the curriculum is built so that they can become involved both in the unit and at home.

Parents are always welcome at the unit and are encouraged to take an active part in working alongside our staff. An invitation is issued to each parent to come along and participate in the various activities within the establishment. This has provided opportunities for staff and parents to work together to help to develop children's early literacy and interest in books of all kinds.

Valuable information can be exchanged when the children are collected at the end of the daily session. An Induction Meeting for parents is held prior to your child starting at the unit and Open / workshop Sessions give parents a valuable insight into the way their children are learning through play activities. There are also formal meetings between staff and parents at various points through the year. This allows for in-depth discussion of an individual child's progress between Pre-5 staff and the parent or carer, and allows parents' ideas and wishes to be taken into account.

Promoting Positive Behaviour

Promotion of positive behaviour is a whole school policy. It is important that parents and pre-5 staff as far as possible work with the school in developing a unified approach in working with the children to promote positive behaviour through praise and encouragement, by the way we talk to each other and to the children, by taking time to listen and explain what is acceptable and by guiding the children and assisting them to learn how to deal with their feelings.

Parent Forum and Parent Council

The Scottish Schools (Parental involvement) Act 2006 encourages and supports more parents to become involved in their child's education.

The main aims of the Act are to:

- help parents become more involved with their child's education and learning
- welcome parents as active participants in the life of the school
- provide easier ways for parents to express their views and wishes.

To help achieve these aims, all parents will automatically be members of a Parent Forum at their child's school and will be entitled to have a say in what happens at the school. As members of the Parent Forum parents will have a say in selecting the Parent Council (the representative body) who will work on behalf of all parents at the school.

The role of the Parent Council is to:

- support the school in its work with pupils
- represent the views of all parents
- encourage links between the school, parents, pupils, pre-school groups and the wider community
- report back to the Parent Forum

For more information or to find out about parents as partners in the children's learning please contact the school or Community Services : Education (01369 708526) or visit the Parentzone website on www.parentzonescotland.gov.uk.

Fund Raising

The Parent Council/PTA hold a number of social and fund-raising events each year. Funds raised are used to provide opportunities and equipment for the benefit of all children in the school and Pre-5 Unit. Pre-5 parents are encouraged to join in and to take part in events and activities.

SECTION FOUR

MEDICAL INFORMATION

Medication

If your child is in need of medication during his/her time at nursery you should discuss his/her requirements with the Head teacher. Prescribed drugs will be given at the discretion of the Head teacher and you will need to fill in a form which authorises pre-5 staff to administer the drugs to your child. The school secretary will give you the necessary form to complete.

You should note that non-prescribed medicine cannot be administered by staff.

If your child suffers from asthma you must tell the Head teacher if there are any activities or specific circumstances which are likely to bring on an attack.

If your child suffers from epilepsy you must discuss this with the head teacher and the Pre-5 staff so that arrangements can be made to provide the correct treatment in the event of an attack.

If Your Child Becomes Ill

You are requested to inform the school by telephone if your child is not able to attend on a particular day.

If your child becomes unwell at nursery we will try to reach you quickly by phone. If, however, we cannot contact you at your home/work telephone number then we would use the emergency contact number supplied by you on your child's registration form.

Please note that NHS Highland recommend that children are kept at home for 48 hours after any bouts of sickness and/or diarrhoea where the cause is not known.

Minor Accidents and Upsets

Any minor accidents will be dealt with according to Argyll and Bute Council's first Aid procedures. The accident will be recorded both for our records and for parent's information, and the person picking up your child will be informed and asked to sign the accident record to indicate that they have been informed.

If your child is upset for any reason during the course of the day you will also be informed of this. We would likewise appreciate information on bumps, bruises and upsets that occur out with the unit.

Visits to the Establishment by Medical Staff

If you have any concerns in relation to your child's health and development that you would like to discuss with Community Child Health staff please let us know. If we identify any concerns we will inform you and if appropriate we will request a referral to other services such as Speech Therapy or the Educational Psychologist. Sight screening (with parental consent) will be carried out by orthoptists during the child's time in the Pre-5 unit.

SECTION FIVE

CHILD PROTECTION

'All children and young people in Scotland have the right to be cared for and protected from harm and to grow up in a safe environment in which their rights and needs are respected. The welfare of children is paramount'.

Child protection is both a professional duty and a core responsibility for all staff in Carradale Primary School. As a school, we subscribe to the authority vision, values and aims on child protection and are committed to making sure that effective procedures are in place to ensure the best care, welfare and protection of our pupils. The school actively promotes good relationships between staff and pupils and encourages pupils to show concern and understanding for others.

To ensure that our child protection procedures are effective, every member of staff follows guidelines prescribed by the education authority. Staff are updated on these guidelines at the beginning of every session. The school has excellent and strengthening links with other agencies such as social work, health and police.

All Pre-5 staff have undergone child protection training and we review our child protection policy and procedures annually. The establishment's Child Protection Co-ordinator is Mr Richard Long, Head Teacher. The co-ordinator is responsible for the induction of all new members of staff into the establishment's child protection procedures. Legislation in respect of Disclosure Scotland is rigorously adhered to.

The full Child Protection policy is available for parents to access in the Pre-5 Policy folder within the Unit. Parents also have a right to view any records relating to the safety of their child.

SECTION SIX

THE PRE-SCHOOL CURRICULUM

Educational Aims

Taking account of A Curriculum for Excellence and Argyll & Bute Developmental Toolkit, staff at Carradale Primary Pre-5's aim to:-

1. Nurture children's natural curiosity.
2. Recognise each child's stage of development and learning and be aware of their individual needs.
3. Provide a bright, stimulating, happy atmosphere where children will feel comfortable, secure and keen to participate in the variety of learning opportunities offered to them.
4. Intervene sensitively to offer challenge to extend and build upon prior learning.
5. Involve children in their own learning through the use of personal learning plans.

Learning Through Play

Children's learning is carefully planned, taking into account the curricular development needs of the children and their current interests. Activities and learning tends to be cross curricular. All broad areas of the curriculum are covered regularly. Some activities will cover skills from more than one broad band and some will develop a particular skill. In all cases all learning is accomplished through play activities. Children are encouraged to suggest activities and they are offered choices and supported in fair decision-making.

A Curriculum for Excellence

The curriculum is 'the totality for all that is planned for children and young people throughout their education'. It covers both academic and aesthetic disciplines. The eight areas covered are:

Expressive Arts
Languages and Literacy
Health and Wellbeing
Mathematics and Numeracy
Religious and Moral Education
Sciences
Social Studies
Technologies

All of these disciplines are encompassed in Curriculum for Excellence through building of the four capacities of Successful Learners, Effective Contributors, Confident Individuals and Responsible Citizens.

Children attending Pre 5 and those in Primary 1 are generally working with the Early Level outcomes and experiences and developing their knowledge and skills through structured play activities.

HOW WE PROMOTE LEARNING

Active Learning

In Scotland, as in many countries throughout the world, active learning is seen as an appropriate way for children to develop vital skills and knowledge and a positive attitude to learning. Active learning is learning which engages and challenges children's thinking using real-life and imaginary situations. It takes full advantage of the opportunities for learning presented by:

- ▶ spontaneous play
- ▶ planned, purposeful play
- ▶ investigating and exploring
- ▶ events and life experiences
- ▶ focused learning and teaching

supported, where necessary through sensitive intervention to support or extend learning. All areas of the curriculum can be enriched and developed through play. We therefore provide a wide variety of play materials and activities geared to the children's needs, because we recognize the powerful contribution that play makes to young children's development and learning.

We aim to build on every child's prior learning and consider ourselves partners with parents in extending skills, developing attitudes and experiencing new learning opportunities everywhere, not just in the classroom.

Play makes a powerful contribution to children's learning. It provides opportunities for children to:

- make sense of real-life situations
- develop awareness of themselves and others
- explore, investigate and experiment
- be actively involved in learning
- draw and test their conclusions
- develop self-confidence
- express their ideas and feelings in many different ways
- inhabit imagined situations
- act out and come to terms with experiences at home or with friends
- be solitary, quiet and reflective
- collaborate with others
- take the initiative on their own terms
- develop relationships
- practise skills
- consolidate previous learning
- be challenged in new learning

The role of adults is central in supporting and extending children's learning through play.

Cross Curricular Approach

Although each curricular area is presented separately, in practice many aspects are covered through one activity, e.g. two children using a plastic cup to fill a bucket of water may be involved in counting how many cups are required to fill the bucket, discussing the results with each other and agreeing in

taking turns. They may therefore be developing skills in numeracy, maths, language and health and wellbeing.

Themes & Backdrops

All the areas in the Pre 5 Unit and the activities that take place within them are linked together by means of a thematic approach to the curriculum.

Some areas are specific to one skill while most areas are multi skilled learning opportunities. The theme can take account of weather, a season, a festival or part of the child's world, e.g. People Who Help Us.

The theme is a useful vehicle that ensures that each area of the curriculum is being covered over the school session. Your child is involved in planning the theme and saying what he or she would like to learn about. You will also be invited to contribute ideas about the themes. Contributions towards any given theme are most welcome and the children are encouraged to bring in items relating to it. These items may be listed in the monthly newsletter or the parents' notice board outside the Unit.

There are three aspects of the curriculum which are cross-cutting themes - these are Literacy, Numeracy and Health and Wellbeing. This means that they are a constant in everything the children do and experience.

Language and Literacy



This includes reading, writing, listening and talking. We develop language and literacy every day in play situations. Pre-reading skills are developed through the sharing of a variety of texts - fiction and non-fiction; in learning and saying nursery rhymes and singing songs, in looking at their environment; recognizing the daily helper's name on the chart and recognition of letter sounds when they are ready. Pre-writing activities can include the opportunity to 'mark make' with a variety of media and in role play situations. The fine motor skills necessary for holding pencils, paint brushes etc. are developed through threading activities, use of peg boards and small construction activities. The gross motor skills necessary are developed through indoor and outdoor play.

Mathematics and Numeracy



This includes the practice of number rhymes and games, counting activities, sorting and matching activities as well as water, sand and mud based play. Access to a number line introduces the shape of numerals and the opportunity to order number. Taking turns and board games also help with numeracy especially with the use of dice. Comparing activities such as height charts support measure and the nursery schedule supports the concept of time and the language of math's such as before and after. Baking and cooking activities also provide excellent opportunities for measure and snack can support counting and sharing.

Health and Wellbeing



Within this we aim to provide quality experiences for our children to develop physically, make good choices about healthy eating and healthy lifestyles, make friends and develop social skills working with adults and their peers.

We also support them towards mental and emotional wellbeing through a variety of experiences both indoors and outdoors.

ICT



Carradale Pre 5 Unit is well equipped with ICT. We have access to interactive smartboards as well as computers, digital still and video cameras, recording equipment and remote control toys. All of these are used to enhance the Early Level curriculum involving the children in using fine motor skills, thinking skills, problem-solving skills as well as social skills interacting with other children and adults.

The Daily Routine



The daily routine is very flexible, allowing for the interest (or not!) of the children and unexpected learning opportunities. The routine may vary from day to day, but includes a time for free choice, snack, group activities and an opportunity for singing and music. We also take the children outside at some point, or even for most of the session, so dressing for the weather is very important.

Free play. Children have access to a wide range of equipment and can choose to play alone, with a friend or in a group situation.

Project Time. Children work together supported by Pre-5 staff to develop specific skills. Music rhymes and games relating to the topic may also be introduced.

Snack time. A time for social interaction with peers.

Children help to prepare the snacks and look after each others' needs. A time for sharing which all the children look forward to.

Outdoor activities This is a chance to experience their environment both for physical play and to increase their knowledge and understanding of the world around them.

Tidy up time and story. Children are encouraged to participate in tidying up the unit by hanging up clothes, sorting toys and general clearing up and care of equipment. The session usually ends with a quiet game or a cosy story time which provides a valuable opportunity for children to respond and communicate

Children plan activities with the Pre-5 staff which they then work at to reach individual targets. When the activity is complete the child will discuss his progress with the staff who may set further challenges or plan suitable next steps to extend the child's learning or to help overcome difficulties.

Planning, moderation and assessment

Our planning process is a collaborative one whereby we begin by considering our children's identified next steps, their current interests and our breadth tracker. From this we look for an appropriate theme for learning. When the theme has been decided, staff work together to identify a bundle of pertinent Experiences and Outcomes, coming from a range of curricular areas, but always including numeracy and literacy. We choose one wellbeing indicator to be the focus for the theme and select key skills from Argyll and Bute's skills framework. This is then all broken down into key learning intentions for the block and we decide what our stimulus will be for planning with our children. This has to be carefully considered as the stimulus is vital in gathering information on children's prior learning and what they would like to learn more about. We record their initial ideas, gather staff initial ideas and subsequently send plans home to parents to gather their ideas. At our planning meeting the following week we combine all of these together to identify key areas for learning and plan our environment for the coming week. We try to ensure that key learning can be observed in several areas of the setting. The following weekly meetings are then used for moderation discussions that allow us to plan the next week of learning, ensuring that we are building on the children's previous experiences and providing increased levels of challenge. Themes of learning can last for different periods of time depending on our evaluations of learning. As the theme comes to a natural end, planned learning is formally assessed using an observation sheet which becomes part of your child's

PLP. This is completed following careful observation of the children taking part in activities throughout the block, professional dialogue and using the literacy and numeracy trackers as support. Next steps are identified and we share this with parents and children, gathering their views.

In addition to this, spontaneous learning and development achievements are recorded in an Achievement Book. These are directly linked to the Developmental Milestones and again, next steps are identified and progress is carefully monitored.

The assessment procedure highlights any strengths or development needs which your child may have. This allows for early intervention by a speech therapist, educational psychologist, doctor or learning support teacher. If there is a specific difficulty we will discuss this with you and only then, with your consent, will we refer the matter to any other agency.

Written reports are completed in May and parents will be offered time to discuss their child's progress twice a year formally, but an appointment can be made at any time of year.

SECTION SEVEN

THE WIDER COMMUNITY

The Pre-5 Unit and the Community

We do not operate in isolation. The unit has many visitors from the community who are invited in or who offer to share information. Visits are arranged from the Police, Road Safety Representatives and the Health Service. Visits into the community are arranged, to such places as, the seashore, the farm and the fire station. The visits and outings help the children to appreciate the world of work and the beauty of our natural environment and to develop partnerships.

Pre-5 / Primary 1 Transfer

Good liaison with the receiving primary school is essential if continuity and progression in children's learning are to be achieved.

It is fortunate that the Pre-5 unit is located within Carradale Primary School. This enables the children to gain experience of being part of a P1 class. Visits are organized towards the end of the Pre-5 year, and a number of sessions are arranged to allow joint activities between the Pre-5 and infant classes prior to this time.

Common approaches to teaching and learning between Pre-5 and Primary 1 are smoothing the transition for all pupils.

Liaison is not only essential in helping to make the child comfortable about beginning school, it is important in the transfer of information about children's earlier learning including their strengths, difficulties and interests. This information will be contained in the pupil's end of year report, a copy of which will be forwarded to the P1 teacher, along with a Transition Document which contains information on the child's level of development in each area.

SECTION EIGHT

OTHER INFORMATION

Data Protection Act 1984

Information on parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the Codes of Practice. For further information please contact the school.

Suggestions and Complaints

Argyll and Bute Council recognises the value of having a well defined complaints procedure which operates throughout the Education Service. An effective procedure provides an opportunity to resolve the areas of dissatisfaction with the service on offer and can lead to an improvement in its good running.

The key factors of the procedure are

- Clear written guidelines on how to register a complaint
- Designated staff to handle complaints
- All complaints are logged and monitored
- Clear time scales for dealing with complaints as publicized
- Local remedy is priority
- Regular analysis at establishment and authority level is undertaken
- The procedures will be adapted in the light of analysis

In operating the framework targets for response are:-

- Acknowledgement of any complaint within three working days of receipt
- Response as quickly as possible where appropriate
- A more detailed response within two working weeks

All complaints should, in the first instance, go to the head teacher or the officer in charge of the establishment. Local remedy is the foundation of a well founded system as it is faster and more likely to be effective. If dissatisfaction remains after having local contact, staff in the education office will be happy to assist.

If you feel your complaint has not been satisfactorily resolved please contact the Head of Pre-5 Education within Argyll and Bute Council, Community Services, Education Department.

Mrs Ann Marie Knowles
Head of Service: Education
Oban Education Offices
Dalintart Drive
Oban
PA34 4EF
Tel: 01631 564908

or :

Social Care and Social Work Improvement Scotland(SCSWIS)
Compass House
11 Riverside Dr
Dundee
DD1 4NY

Please note that there is a book in the Pre-5 Unit for parents to note any suggestions they may have for improvements to the service or innovative ideas for us to consider. Please also tell us if you are happy with what we are doing or if there is something you particularly like so that we don't change things unnecessarily.

Pre- 5 Policies

A complete set of Pre 5 Policies is available for in the Parent Area for anyone to view.

Contacts

You may wish to be aware of the following names, addresses and telephone numbers:-

<p>Ann Marie Knowles Executive Director Kilmory, Lochgilphead, PA31 8RT Tel: 01546 604244</p>	<p>Louise Long Head of Service: Children and Families, Kilmory, Lochgilphead, PA31 8RT Tel: 01546 604256</p>
<p>Ann Patterson Head of Service: Education Argyll House, Alexandra Parade, Dunoon, PA23 8AJ Tel: 01369 708528</p>	<p>Malcolm MacFadyen, Head of Service: Community Regeneration, Kilmory, Lochgilphead, PA31 8RT Tel: 01546 604256</p>
<p>Alison McKenzie Principal Officer: Early Years Argyll House, Alexandra Parade, Dunoon, PA23 8AJ Tel: 01369 704000</p>	<p>Social Care and Social Work Improvement Scotland(SCSWIS) Compass House 11 Riverside Dr Dundee DD1 4NY</p>
<p>Don McAllistair Education Manager, Learning and Achievement Oban Education Offices, Dalintart Drive, Oban, PA34 4EF Tel: 01631 564908</p>	<p>Mr. M Turnbull Area Community Learning and Regeneration Manager Area Community Education Office, Community Education Centre, Edward Street, Dunoon PA23 7NY Tel: 01369 706284</p>

Local Councillors

<p>Robin Currie 10 Burnside Bruichladdich Islay PA49 7UR</p> <p><u>Tel:01496850517</u> Email: robin.currie@argyll-bute.gov.uk</p>	<p>Anne Horn 4 Lochgair PI Tarbert PA29 6XH</p> <p><u>Tel:01880820496</u> Email: anne.horn@argyll-bute.gov.uk</p>
<p>Alistair Redman</p> <p>Tel: 01586 555991 Email: Alistair.redman@argyll-bute.gov.uk</p>	

Please Note

Although the information in the handbook is correct at the time of printing there could be changes affecting any of the matters dealt within it, either before your child's placement begins or during the course of their placement. The Head teacher will tell you of any important changes to the information.