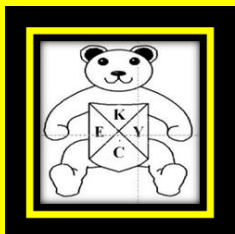
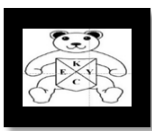




# Killermont Early Years Centre Handbook 2025-2026





### Introduction to Our Centre

Killermont EYC is a local authority early years' centre situated on grounds of Killermont Primary School within a residential area of Bearsden. We are an extended day/extended year service registered to provide flexible childcare for up to 80 children aged 3-5 years. We are open from 8am -6pm each week day, closing only on public holidays, in-service days and a period of time between Christmas and New Year.

The centre is very much a part of the school community and continues to foster strong partnerships with outside agencies. This ensures a collaborative and holistic approach to children's wellbeing across the early level which is at the heart of our service. Frances McLauchlan, our Head Teacher leads our team sharing a clear and mutually agreed vision, values and aims.

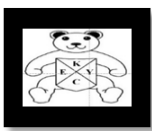
Early Year's workers, teaching and support staff work in partnership with parents and children to promote learning, develop links with home and take forward initiatives within the Centre. All staff have relevant childcare qualifications, are registered with the appropriate body and update their knowledge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

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

Here at Killermont, we follow physical activity guidelines to ensure children have access to the recommended time spent in active play and ensure they have access to fresh air daily.

We have fully embedded our Forest Kindergarten programme which offers regular access to our local woodland site where the children engage in a number of self-chosen experiences that fosters awareness of capabilities and limits of their own bodies as well as developing their ability to assess and make judgements about risk.

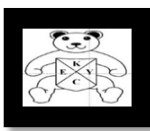
We place a strong emphasis on health and wellbeing and this is demonstrated by our



## Welcome to Killermont Early Years Centre

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positive relationships and nurturing ethos, both evident throughout the Centre. We work in partnership with parents and value open lines of communication which fosters mutual trust and respect. We recognise that children come to us having already developed a wide range of skills and knowledge from home and their wider experiences. When they are happy and settled and have formed a trusting relationship with their keyworker we can begin to build on these further, supporting children to reach their full potential as confident individuals, successful learners, effective contributors and responsible citizens.



## Our Centre Vision, Values and Aims

### Killermont EYC Vision Statement



### Killermont EYC Values

- **Kindness**- We are learning to speak kindly, act kindly, setting a good example to all.
- **Honesty**- We are learning to always do the right thing.
- **Respect**- Promoting a culture of inclusion, diversity, equality and tolerance.
- **Fairness**- We are learning to treat people equally, honestly and respectfully.



## Killermont EYC Aims

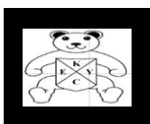
### At Killermont EYC we aim to:

- Actively give children time to talk about their emotions, ensuring their physical and mental health is at the heart of everything we do.
- Provide a safe, fun and nurturing environment indoors and out, where children are encouraged to reach their full potential.
- Create an inclusive ethos where our children are celebrated as individuals and their needs and beliefs are respected.
- Have a skilled and motivated staff team that takes an active role in their professional development journey to ensure high quality interactions and experiences for children.
- Provide a curriculum indoors and out that will facilitate fun, play based experiences that promote independence and foster positive attitudes to learning.

## Curriculum Rationale



A small working party including staff, parents and children worked on creating a Curriculum Rationale that reflects information linked to the ethos of our centre. The sole purpose of a Curriculum Rationale is to ensure that the whole early years community has a shared understanding of what we are trying to achieve as a service. Please stop and have a look at our banner at the front entrance for more information.



## Meet the Killermont Staff

### Senior Leadership Team

<b>Head Teacher</b>	<b>Frances McLauchlan</b>
<b>Depute Head Teacher/Additional Support Needs Coordinator</b>	<b>Shona Mathieson</b>
<b>Depute Head of Centre</b>	<b>Patricia Ross</b>
<b>Senior Early Years Worker</b>	<b>Sabreena Arif</b>
<b>Senior Early Years Worker</b>	<b>Hazel Muir</b>
<b>Early Years Teacher (Temporary)</b>	<b>Pam Gann</b>

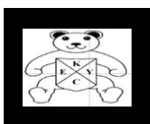
### Our Early Years Workers

<b>Lynsey Cowan</b>	<b>Fiona Wright</b>
<b>Wendy Oowler</b>	<b>Brooke Stevely</b>
<b>Katie McDade</b>	<b>Caitlin Dunn</b>
<b>Mhairianne O'Donnell</b>	<b>Kelly Pearson</b>
<b>Amy Docherty</b>	<b>Claire Black</b>
<b>Jen Hutton</b>	<b>Emma Callaghan</b>
<b>Vikki Nicholl</b>	<b>Melissa Barclay</b>
<b>Jade Wilson</b>	<b>Viola Ho</b>
<b>Jacqueline Lindsay</b>	<b>Gillian Atkinson</b>

### Early Years Support Workers

<b>Fiona Houston</b>	<b>Natalie Swadel (Temporary)</b>
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<b>Our Clerical assistant</b>	<b>Vacant Post</b>
<b>Our Housekeeper</b>	<b>Gillian Dunn</b>
<b>Our Site Co-ordinator</b>	<b>Stevie Nelson</b>



## Centre Information

**Name of Centre:** Killermont Early Years Centre

**Address:** 1 Aviemore Gardens, Bearsden Glasgow G61 2BL

**Telephone No:** 0141 955 2265 (EYC)  
0141 955 2264 (School)

**Email Address:** [eyc@killermont.e-dunbarton.sch.uk](mailto:eyc@killermont.e-dunbarton.sch.uk)

**Web Address:** [www.killermont.e-dunbarton.sch.uk/early-years-centre/](http://www.killermont.e-dunbarton.sch.uk/early-years-centre/)

**Twitter:** @KillermontNC

## Service delivery

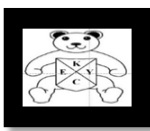
At Killermont EYC, children can attend five funded blocks of 4 hours and 45 minutes per week over 48 weeks per year which equates to 1140 hours. Examples of this are five morning sessions or five afternoon sessions or two and a half days. Any additional hours over and above 23 hours and 45 minutes per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

## Session Times

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

## Extended Day Care Provision

The EYC is open 48 weeks of the year from 8am – 6pm (excluding public holidays and in-service days and between Christmas and New Year) Please always collect your child on time, as they will be waiting for you and the centre operates on a strict adult/child ratio. We operate a staff/child ratio established by the Care Inspectorate Scotland where our play spaces operate with one staff member to eight children.



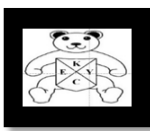
### Non-denominational policy of the centre

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

### Our Equal Opportunities and Social Inclusion policy

In East Dunbartonshire, all children and young people are entitled to participate fully in a learning community which promotes equality of opportunity and seeks to protect against all forms of discrimination. The centre believes that children and staff have the right to learn in a caring and safe environment. Staff will not tolerate any behaviour or attitudes which lead to staff or children being humiliated or harmed because of their age, race, colour, language, nationality, ethnic origin, cultural and religious beliefs, sexual orientation, gender, marital status or disability.





## The Equality Act (2010)

The General Equality Duty was created by the Equality Act (2010) and replaces the race, disability and gender equality duties. The duty came into force in April 2011 and covers age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation. The centre is committed to the requirements of the Equality Act (2010) and as such we will have due regard to the need to:

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

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

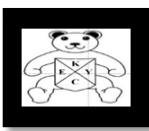
A copy of this document can be obtained from all schools in East Dunbartonshire Council, and from the Chief Education Officer who is based at The Marina, Strathkelvin Place, Kirkintilloch, Glasgow G66 1TJ. Tel: 0300 1234510.

## Development of Children's 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.

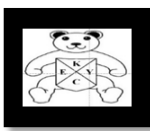
All adults must share the responsibility for promoting children's health and safety and ensuring, as far as possible, that all children are protected from abuse, neglect and exploitation. Children cannot be expected to take full responsibility for keeping themselves safe. Professional staff must work 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.

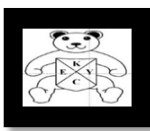
### Child Protection and Safeguarding

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 school year.



Funded places can be accessed either in a local authority Early Learning and Childcare Centres or with a funded partner provider in the private, voluntary and independent sector as well as

childminders who have been accepted onto East Dunbartonshire Council's framework to provide early learning and childcare. For administration purposes, parents are asked to complete an online registration form that can be found on the East Dunbartonshire website between January and 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.

Funded places for children turning three between 1<sup>st</sup> March 2026 and the 31<sup>st</sup> July will commence from the term after their third birthday. Funding is allocated over 48 weeks.

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 EYC/Partnership Centre does not give children an automatic place within an East Dunbartonshire Primary School.

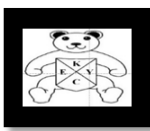
The panel will consist of a representative Head of Centre or Depute Head of Centre, Representatives from the Council's education service and representatives of the other agencies involved in supporting children and their families e.g. Social Work Department, Health Board.

### Registering for EYC Place

Parents applying for a place at Killermont EYC must register online at [www.eastdunbartonshire.gov.uk](http://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.

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

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

### Enrolment Procedures

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

### Service Information

#### Attendance

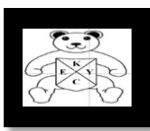
Although there is no statutory attendance procedure in pre-five establishments you are asked to ensure that your child attends the centre regularly. If your child is absent, please telephone and let us know the reason for their absence. We follow East Dunbartonshire's policy and it is the responsibility 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.

### EYC Uniform

The EYC offers a uniform of a yellow Polo shirt and navy blue sweatshirts and trousers with our EYC logo. These items are available to buy online at [www.kitmykid.co.uk](http://www.kitmykid.co.uk). Please note the wearing of uniform is **not** compulsory. Please ensure that your child does not wear any jewellery that could cause injury to themselves or another child. In addition, please note that the EYC is **not** responsible for the loss of any item of jewellery.

### Information Regarding Exceptional Closures

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Centres may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we will do all we can to let you know about the details of closure or re-opening. We will keep in touch by letter, social media, group call, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio where appropriate. There will also be updates on the website [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk)

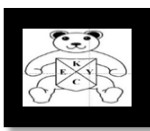
It is important that you keep your contact details up to date in order for us to contact you in an emergency situation.

### 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 at a cost of £2.60 or provide a healthy packed lunch.



Some families may be eligible for free meals for children attending extended day/year. Children of parents/carers receiving income support or income based job seekers' allowance are entitled to a

free midday meal. Children of parents who are in receipt of Child Tax Credit or Working Tax Credit and Child Tax Credit or Employment and Support Allowance (income related) or Support Under Part IV of the Immigration and Asylum Act 1999, may also be eligible. Information and application forms for free meals may be obtained from the centre, the Community Hubs, the Education Office or online at [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk)

All children that attend the centre for full days or half-days, will be provided with a healthy snack as per the guidance set in the new 'Setting the Table' framework (See link below). Children plan the snack menus termly. All dietary and allergy requirements will be catered for. We only serve water and milk; no juice is permitted.

<https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2024/10/setting-table-guidance/documents/setting-table-guidance/setting-table-guidance/govscot%3Adocument/setting-table-guidance.pdf>



### Oral health

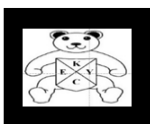
At Killermont, we participate in the Oral Health programme where all children are encouraged to brush their teeth once per day. Should parents not wish their child to participate they must inform the Depute Head of Centre.

### Sun cream

Please apply sun cream to your child **BEFORE** coming to the centre. Where appropriate we will top this up throughout the day.

### Treat Fund

The EYC has an established treat fund that parents are asked to contribute **50 pence** per session, per child, to throughout the year. A session is either a morning or an afternoon, where a child does a full day this counts as two sessions and would be **£1**. This fund allows your child to have a choice of food at snack times, to celebrate events such as their birthday, Eid and Diwali and to learn life skills such as meal prep and baking. Additionally, it enables us to reapply sun cream during warmer



weather, to finance play & share dates, to offer Christmas and summer fun days and so, so much more.

### Fund-raising

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

### Centre and Community Information

Information will be displayed in the cloakroom area of the Meadow Room on our parent information wall. We will also communicate with our families 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 EYC team.

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

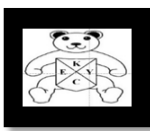
### Excursions and Consent Forms

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

### No Smoking Policy

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





### Access to the Centre

Access to Killermont EYC main entrance is from Kinnaird Crescent. Please note we have a safe parking charter which was developed by the Parent Council, our Junior Road Safety Officers,

Killermont Residents Association, local Police and Councillors to help keep our pupils safe. New parents will get an opportunity to sign up to this and display their car sticker to show their support for and co-operation with this initiative.

### Medication

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

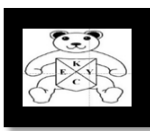
We will not administer any new medication, due to the dangers of allergies. First doses must be administered at home.

### 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 throughout your child's sessions. Parents will be asked to sign any paperwork to record that they have been informed. In the



event of any head injury all parents will be called to inform them of this and a copy of the accident record will be issued when the parent collects.

In the event of a child requiring medical assistance/hospitalisation, we will either phone an ambulance and the parents or, where required, the Depute Head of centre will escort a child to the hospital either by ambulance or, if required, by car with another staff member to support the child until

the parent arrives. Where a child has had an injury requiring medical assistance, the care inspectorate and the Council's Health and Safety Team will be informed.

### Suitable Clothing

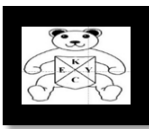
It is very important that all clothes are labelled as a number of children have the same or similar items of clothing. Children will be accessing our garden spaces regularly throughout their sessions therefore, we ask that you please send your child suitably dressed for outdoor play as the centre promotes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

### What to wear in Summer

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

### What to wear in Spring/Autumn

1. Waterproofs preferably trousers and a jacket for ease of toileting/changing
2. One pair of comfortable trousers (jogging bottoms or leggings)
3. One thick jumper
4. Two pairs of socks - on the bottom, one thin cotton sock, and the top, a thick wool or fluffy bed sock



5. Wellies

6. Spare trousers & socks in their bag (more than one set of each plus underwear).

### What to wear in Winter

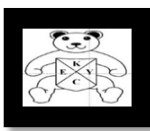
1. Warm fleece lined waterproofs preferably trousers and a jacket for ease of toileting/changing
2. Base layer – thermals top and leggings (merino wool recommended)
3. Next bottom layer - fleece or other warm tracksuit bottoms
  
4. First top layer - long sleeve t-shirt or thin jumper
5. Second top layer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

### Essentials items that children will require:

- 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.

We provide all children with a drawstring bag on their initial settling day and ask that you stock these with items that can be used in the event of toileting accidents or to change wet clothes etc.



### Insurance

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

### Photographs/Videos

Photographic and/or video recordings are made for educational purposes. Every parent will be asked to complete permission forms for internal and external photographs and electronic learning journals

(including use of photos on our website). The centre will analyse the returns and provide the EYC staff with a reference sheet. We hope all parents will agree to the internal use of photographs and use of photography and videos for the electronic journals and centre website.

### Transport

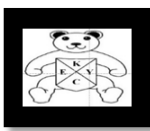
Transport is not normally provided for children attending pre-five establishments. The Council may, however, provide transport to and from the centre for children with special needs who may require to travel some distance to take up their placement. Generally, parents are expected to make their own travel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

### Learning, Teaching and Assessment approaches

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

### Experiences at Killermont aim to:

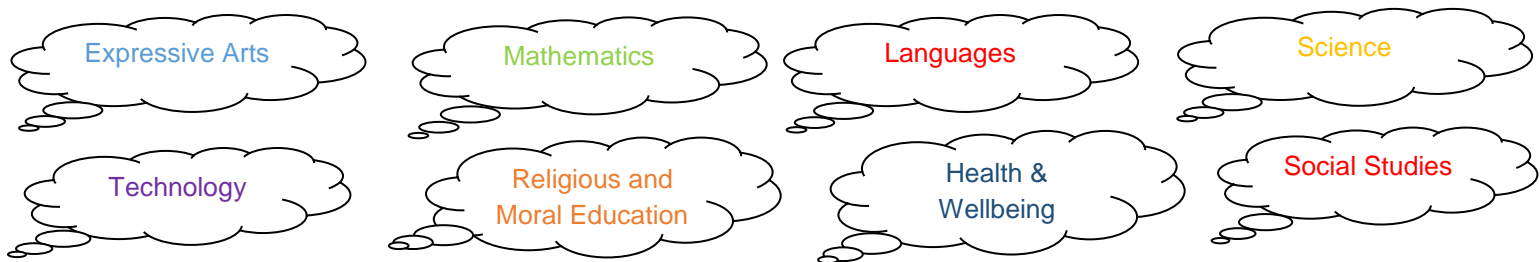
- Encourage and help children to build positive relationships
- Give children the opportunity to be independent and successful
- Provide each child with the necessary skills to enable effective learning



- Encourage children to have self confidence

At Killermont EYC we follow The Curriculum for Excellence guidelines which spans learning from 3-18 years. Its aims are to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

### CfE is organised into 8 curriculum areas:



### Learning through play and teachable moments

Practitioners plan through observing children's interests in play, linking learning to Curriculum for Excellence frameworks. Practitioners are skilled at scaffolding learning, supporting and challenging physical skills, emotional and social development, and children's problem solving and thinking skills.

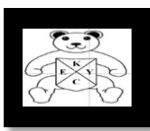
We offer a broad balanced curriculum for children to extend and develop their learning through child led, child initiated, adult initiated and adult led play.

### WHAT WE DO

- We provide a range of interesting and enjoyable activities suited to the needs of each child
- We talk and interact with the children
- We give the children praise and encouragement
- We help the children to form relationships with other children and adults
- We encourage the children to try new experiences
- We encourage the children to question and look for answers
- We encourage children to risk assess and manage their own play

### Raising Attainment

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



### Support for Learning

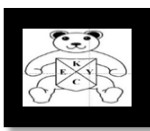
At Killermont EYC, every child is treated as an individual and encouraged to develop and learn at their own pace. Staff continually observe children to ensure that they provide stimulating, interesting and challenging activities and be available to provide assistance when required. Our online Learning Journals give parents the opportunity to monitor their child's progress throughout their early year's journey as well as an album of photographs to look at in the home with their child. Parents will be invited in to the centre for 'Play and Share' sessions throughout the year. This will allow you to spend time with your child, seeing first-hand what they like to play with. During your child's time at the EYC, staff will have gathered significant evidence charting their development. The centre has a duty to ensure that all our children have equal access to the curriculum, supported as

appropriate to their individual needs. This covers not only the content of activities and strategies, but also minor adaptations to the physical environment if required. We strive to identify children with additional support needs as soon as possible. Individual needs are recognised and appropriate support is put in place - whether this is for a child with, for example, social problems, speech difficulties or a very able child.

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

### Safeguarding and Welfare

At Killermont 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 Killermont 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 Killermont EYC we use electronic Learning Journals that parents can access at home. We use these to inform parents and involve them in their children's learning. Families contribute to children's learning journals with achievements from home and news. Children also have files that they can freely access that evidence any pictures, art, or paper activities that they have participated in.

### Transitions

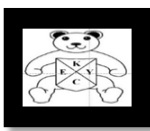
We recognise that transitions play an important factor in children's wellbeing and capacity to learn and develop. Every family is invited to visit prior to starting in Killermont EYC, where they will be given information about the centre and will complete an enrolment pack. Every child will have a settling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

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

### Enhanced Transitions

Some children benefit from a period of enhanced transition, particularly if they have an additional support need. The Depute Head of Centre liaises with the Depute Head Teacher to facilitate this.

Please let us know if you feel this would support your child's transition journey.



### Reflection and Improvement

At Killermont EYC we will evaluate quality of practice, our environment and learning opportunities monthly. We will refer to the frameworks – Curriculum Benchmarks, How Good is Our Early Learning and Childcare, Realising the Ambition, Health and Social Care Standards, My World Outdoors and Space to Grow. Self-evaluation outcomes influence the improvement plan and direction of the early years.

Practitioners will attend regular meetings to share information and discuss planning. Practitioners engage in peer evaluations to share good practice and professional dialogue with each other.

Parents are consulted for their views and input to the developments throughout the year.

The senior leadership team observes practitioner practice termly and provides feedback to practitioners to celebrate and develop practice.

### Standards and Quality Report

Every year the centre will publish a Standards and Quality report which highlights the centre's major achievements. This document will be published on the EYC website.

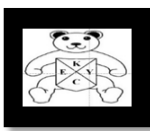
### Improvement Plan

We aim to provide high quality education and care and ensure we meet the needs of all members of our school community. To this end we submit each year a 'Standards and Quality Report' to East Dunbartonshire Council, detailing the EYC's achievements during the past year and identifying areas

of development which help to inform the next 'Improvement Plan' Both these documents are available in the foyer of the EYC. We value your opinions and suggestions on how to improve our service. Parents are actively encouraged to:

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





### Inclusion and Diverse Needs

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

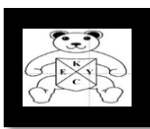
We fully engage with specialist resources, our link Educational Psychologist and partner agencies to ensure we are providing the best support possible for our children with additional support needs.

### Parents as Partners

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

Share opportunities. We welcome parents to help on our trips to the local and wider community and encourage grandparents to get involved too.





## Appointment of Adults to Voluntary Child Care Positions

In order to meet a legal obligation under the Protection of Children (Scotland) Act 2003 and as part of the policy in respect of child protection, the Council has introduced a policy to ensure that any individual who is appointed to a voluntary child care position is not fully listed on the Disqualified from Working with Children List.

This policy, which requires any adult appointed to a voluntary child care position, to undergo a criminal background check to ensure their suitability. The policy applies in particular to:

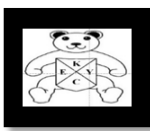
- parent volunteer helpers in schools who are considered to have regular contact with children and young people;
- parents and co-opted members of parent councils; parent members of local parent-teacher associations;
- elected members serving on committees relating to the development of children's services; 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.

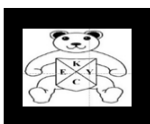
All children require support to help them learn. However, there are some children and young people who need some extra support or support which is a bit different from the support provided for all children to make sure they benefit from early years and school education. That support may come from education 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. Killermont 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.

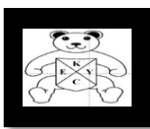
Parents have a very important role to play in their child's education and the views of parents and young people will always be taken into account in making decisions which affect the child or the young person. If your child requires additional support, you can provide the centre with important information 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](http://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](http://www.enquire.org.uk), 0845 123 2303 Scottish Independent Advocacy Alliance, [www.siaa.org.uk](http://www.siaa.org.uk), 0131 260 5380 Take Note: National Advocacy Service for Additional Support Needs (Barnardos in association with the Scottish Child Law Centre) [www.sclc.org.uk](http://www.sclc.org.uk), 0131 667 6633.

### Promoting Wellbeing, Protecting and Safeguarding

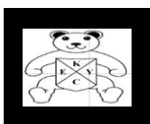
The Scottish Government introduced Getting It Right for Every Child (GIRFEC) as a programme of change, reaching across all children and adult services in the public and voluntary sectors in Scotland, to achieve better futures for all of our children, young people and their families. It builds

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 their family are at the heart of any decisions
- Based on a holistic understanding of wellbeing



- Early interventionist to tackle needs as soon as they appear
- Joined up, to ensure services work together

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

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

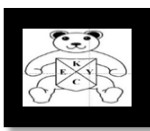
Staff record differentiated approaches in their short and long term plans and ensure that the results of differentiation are clearly documented within evaluations of teaching and learning. Where intended

progress does not take place, the child/young person's needs are considered within the next stage of the Wellbeing Pathway, Targeted Support.

### 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 co-ordinator 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.

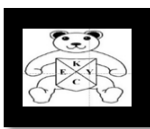
### Supporting Families Service

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.

### Family Champion

At Killermont Early Years Centre we have a Family Champion in place who is one of our early years practitioners. The Family Champion is a first point of contact for parents, who can provide positive



parenting support and advice using a preventative, universal approach. They have an important role in building trusting relationships with parents / carers, encouraging participation and promoting inclusion. Family Champions can organise chats with parents / carers to provide useful strategies on developmental topics such as bedtimes, mealtimes and supporting positive behaviour. As such, The Family Champion can provide support to make small changes which can make a big difference. They can also inform families of local groups and services which may be of use. If and when appropriate, the Family Champion also has a role in signposting parents / carers to the Supporting Families Team for bespoke strategies to suit individual families.

### 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.

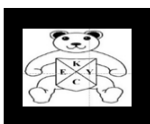
If you want to register a comment about the centre you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

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:

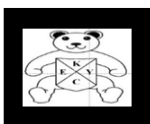
### Transferring Educational Data About Children

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:

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



### Data Policy

Information about children's' 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.

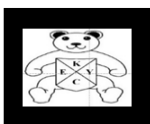
**The individual data about children in schools/centres collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.**

### 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>). Children's' 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



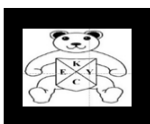
research to support better decisions, policy making and practice, data may be linked to information from other sources. Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. 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 children's 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](mailto:mick.wilson@scotland.gsi.gov.uk) or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

### Data Protection Act 2018

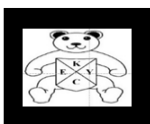
East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 2018 and all other relevant legislation. The Council may share your child's personal data with other Council services and public agencies to support the delivery of services to promote the health, 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-notices](http://www.eastdunbarton.gov.uk/council/privacy-notices)



## Holiday calendar 2025-26

July 2025	
Fair Monday	Monday 21st July
Children return	Tuesday 22nd July
Last day of EYC term	Thursday 31st July
August 2025	
New session starts	Friday 1st August
In-service days	Tuesday 12th August Wednesday 13 <sup>th</sup> August
Children return	Thursday 14th August
September 2025	
September weekend	Friday 26 <sup>th</sup> September to Monday 29 <sup>th</sup> September (inclusive)
Children return	Tuesday 30 <sup>th</sup> September

October 2025	
In-service day	Friday 10 <sup>th</sup> October
Children return	Monday 13 <sup>th</sup> October
December 2025 and January 2026	
Christmas and New Year (end of term)	Thursday 25 <sup>th</sup> December 2025 to Friday 2 <sup>nd</sup> January 2026
Children return	Monday 5 <sup>th</sup> January 2026
February 2026	
In-service day	Wednesday 18 <sup>th</sup> February
Children return	Thursday 19 <sup>th</sup> February



## Welcome to Killermont Early Years Centre

<b>Easter break</b>	<b>Friday 3<sup>rd</sup> April to Monday 6<sup>th</sup> April</b>
<b>Children return</b>	<b>Tuesday 3<sup>rd</sup> April</b>
<b>May Day (closed)</b>	<b>Monday 5<sup>th</sup> May</b>
<b>In-service day</b>	<b>Thursday 7<sup>th</sup> May</b>
<b>Children return</b>	<b>Friday 8<sup>th</sup> May</b>
<b>May weekend</b>	<b>Friday 22<sup>nd</sup> to Monday 25<sup>th</sup> May</b>
<b>Children return</b>	<b>Tuesday 26<sup>th</sup> May</b>
<b>Fair Monday</b>	<b>Monday 20<sup>th</sup> July</b>
<b>Children return</b>	<b>Tuesday 21<sup>th</sup> July</b>
<b>Last day of the EYC term</b>	<b>Friday 31<sup>st</sup> July</b>