



Caledonian Campus School Handbook

Welcome to our School

Hello and welcome to the Caledonian Campus handbook for pupils, parents, carers and professionals. The main aim of this handbook is to offer an insight into what we can offer across the campus.

Caledonian Campus

Caledonian Campus provides education to both primary and secondary pupils. We offer individualised programmes for pupils who have struggled to engage with learning for a variety of different reasons.

Our pupils can be:

- Staying at home.
- Looked after at home.
- Looked after by Spark of Genius' Residential Services.
- Looked after in another residential centre.

Our young people come to us because mainstream schools have not been able to meet their needs. There are a variety of reasons for this including conflict with teachers and peers, non attendance or issues relating to behaviour or bullying. It is our task to re-engage these pupils with education and ensure that when they leave school they have the qualifications and skills to make a successful transition to further education, employment or training.

The school campus is based within the Glengarnock Business Park within the Garnock Valley. The school was opened in the summer of 2012, a coming together of our Irvine and Paisley learning centres, within the grounds of the old Glengarnock Steel Works. The secondary school building has the Steel Works War Memorial on the wall with names of the fallen during the two great wars, who were employees of the steel works. As part of the local community we have access to Garnock Rugby Club, Garnock Swimming Pool and Glengarnock Library. We also utilise a wide variety of resources throughout North Ayrshire, East Renfrewshire, Renfrewshire and Inverclyde for physical and outdoor education.

Primary school

The primary building consists of three classes with an outdoor learning area and access to a nurture room on the campus. The maximum school roll is set at 20 pupils and has both boys and girls attending. Within the primary, pupils have use of the promethean smartboard, tablets and laptops to aid individual learning and enhance the learning experience. Pupils also have access to the dedicated Art room, Cinema room and Digital media room within the secondary building.



Within the primary school, pupils are guided through the Curriculum for Excellence (CfE). The Curriculum for Excellence is followed in all Scottish schools and learning centres where all pupils will develop skills for life, skills for learning and skills for work which will prepare them for later life. The curriculum continues to grow and develop and is designed to ensure all of our pupils become successful learners, confident individuals, responsible citizens and effective contributors.

The primary school also has access to outdoor learning and play. This area is used to allow the pupils as individuals to grow and develop gross and fine motor development, social-emotional development, language development and creative expression. Within the primary building, pupils also have access to the sensory room with low level lighting, lego wall and astroturf wall as well as soft shapes to enhance and develop the senses while offering a quiet and relaxing area.



Transition Class

The transition class is based within the secondary building, working under a primary model, allowing pupils a far smoother transition into secondary education. The transition class works at the pace of the individual, further enhancing the pupils social and emotional skills while allowing them access to the Broad General curriculum. Pupils within the transitions class have access to a dedicated Art room, Digital media room and Cinema room as well as the use of promethean smart boards, tablets and laptops to aid the individual learning and enhance the learning experience.



Secondary school

The secondary building is set out over two floors with a separate skills for work building on campus. The Secondary school occupancy is 50 pupils, both boys and girls. The Secondary class sizes can vary and are dependent on the individual pupils needs. Pupils have access to a dedicated Art room, Digital media room and Cinema room as well as the use of promethean smart boards, tablets and laptops to aid the individual learning and enhance the learning experience.



Secondary curriculum

The secondary curriculum covers many of the same subjects at similar levels to many mainstream schools across Scotland. Our S1 to S3 pupils work through the Broad General curriculum. The Broad General curriculum is delivered up to 3rd level and is designed to give pupils a wide range of educational experiences while meeting the individual needs of the learner, taking into consideration their prior educational achievements.

The Broad General curriculum covers 8 key areas, often interlinking or working cross curricular to provide a more rounded and inclusive learning experience. The 8 key areas are as follows: Expressive Arts, Health and Wellbeing, Languages, Mathematics, Religious and Moral Education, Sciences, Social Studies and Technologies.

“Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also achieve qualifications.”

Building the Curriculum 3: A framework for learning and teaching, p15



Our pupils have input into the senior phase curriculum and in conjunction with staff they will take part in subjects that will allow them to move onto their chosen destination after school. This wide range of subjects can be delivered from National 1 level all the way up to Higher. We also offer a number of Skills for Work and vocational courses. Some of these courses are detailed over the next few pages.

Skills for Work

The Mechanics and Automotive Skills Course allows pupils to access an introduction to the automotive industry and a progression route into further education, training or employment within the automotive industry. The purpose of the Course is to ensure that candidates develop practical skills, knowledge and understanding and employability skills needed within the automotive industry as well as developing generic transferable employability skills.



Rural Skills is an introductory qualification offered to pupils in order to develop the skills, knowledge and attitudes, needed for work in the land-based industries. This is a practical skills course delivered at our offsite rural skills plot. The Rural Skills course is delivered at National 4 level and National Progression Award and offers an insight into land based industries, grass cutting techniques and crop production. This award also comes with an employability award along with providing access to horticultural courses at college.



Construction Skills is delivered at National 4 and 5 level, offering an introduction to various trades with employability skills at the core. Pupils working through the Construction course complete plumbing, decorative painting, bricklaying and site carpentry units which support pupils in the application to college for trade based subjects as well as preparing them for employment within this sector.



Hospitality is offered to provide a broad and practical introduction into the hospitality profession. Pupils will experience the professional kitchen as well as learn about the different roles and responsibilities in hospitality sector. Pupils will have the opportunity to develop the skills involved in preparing, cooking, presenting and serving food and drinks.



Music



Over the last few years we have had a music tutor (Marco Rea) coming into the school to teach pupils to play various instruments. Marco has been a great success and we have had to increase the number of instruments we have in the school as well as the size of the music room. As you can see from the picture above we now have a bright room, with a variety of instruments, which creates an environment for learning. We have found that taking part in music has boosted pupils' confidence and has helped reduce young people's stress levels and improved their mood.

Lego Therapy



Lego therapy is a form of collaborative play therapy where pupils are tasked with building various LEGO models or shapes as individuals, pairs or small groups . Key experiences such as collaboration, joint accomplishment, division of tasks or roles,

sharing and turn taking along with verbal and non verbal communication can be achieved through the use of LEGO therapy whilst also having fun and feeling the satisfaction of a finished model. Improvements in social communication, peer support, problem solving and conflict resolution have also been noted in pupils, all valuable skills for future life and learning.

Relax room and Yoga



All staff within the school have been trained in Relax Kids by Dr Marie Holmes. Relax Kids is a planned and structured programme which enables children to complete a seven step system which aims to take children from high energy levels to a relaxed state. Teaching children about mindfulness and how to feel calm, focused and relaxed. This programme also supports positive wellbeing and boosts confidence and self esteem. We have taken on a new building in the campus which has been turned into a room where the principles of Relax Kids can be used to support the young people.

This room is also used for staff and young people to take part in yoga. Yoga:

- Improves strength, balance and flexibility
- Improves heart health
- Improves sleep patterns
- Increases energy and brighter moods
- Reduces stress levels

Sports Centre



In 2021, we took lease of a new building on campus to allow for on-site physical education and learning experiences. This large sports hall allows for football, dodgeball, badminton, basketball, football tennis, boxercise, table tennis, forms of grappling and martial arts to name just a few. With appropriately trained staff and the physical space and resources, pupils are learning about the benefits to physical exercise and

Uniform

The school uniform is in place across the campus to assist with the safety and security of pupils and to help lower the possibility for bullying and lowers the expense for parents and carers.

The uniform across the campus is as follows:

Primary - pupils are asked to wear a white or black polo shirt with a plain red jumper.

Transitions - pupils will be asked to wear a white polo shirt and a dark blue hooded top.

Secondary - pupils will be asked to wear a white polo shirt and a dark blue hooded top.

When a pupil begins placement, we will provide them with a uniform however ask that parents and carers encourage pupils to wear them. Should additional uniforms be required, please contact the school.

Pupils should be encouraged to leave valuables or expensive articles of clothing at home as we cannot be held responsible for any loss or damage.

The Learning Journey

The teaching and learning provided is organised in a way to allow the pupils a natural progression through stages at the learner's own pace. School staff work with the full class, small groups or individuals based on the most appropriate support for the pupils based on the activity. The methods used allow for the pupils to be more actively involved with projects, experiments, research, design and problem solving activities to help the pupils develop skills and confidence.

Staff and pupils keep an individual learning journey. This is our way of keeping a fun record of the activities and challenges the pupils have worked through. This also allows parents and carers to see the fun learning experience and outcomes met throughout the school year. This learning journey stays with the pupils throughout their time at the school.

Tracking learners' progress

When pupils start within the school, they will be assessed to determine their knowledge of literacy and numeracy. Pupils will also undergo other assessments throughout the school year, including standardised tests in reading, spelling and maths. This information is used to form the IEP (Individualised Education Plan).

Information on the individual's progress is gathered through planned assessments with the information recorded. This allows parents, teachers and other professionals to have a clear picture of how the pupils are progressing. This also allows the school staff to

identify the next steps in learning and to inform the parents and carers of the progress and achievement made.

School reports and educational reviews.

When a pupils starts the school placement, a six week assessment will begin. Staff will collate the relevant information and arrange for a six week review to take place. This will involve the lead teacher, pupil, parents and carers along with other relevant professionals. The six week review will provide the opportunity to discuss the future plans and support in order to allow the pupils to meet their potential.

Education reviews will take place twice per school year, allowing the parents/carers and professionals to meet and discuss the progress made as well as plan for the future. This also gives the opportunity to look through the pupils 'learning journey' to see the experiences and outcomes achieved.

Our Improvement Plan

Caledonian School has both campus wide improvements as well as separate primary and secondary areas for improvement. Our improvement plan is based on self evaluation, questionnaires and discussion with parents, carers, pupils, staff and professionals linked to the school. We will send out questionnaires and feedback forms throughout the year and would appreciate any feedback you can offer.

Pupil Attendance and Absence

It is the responsibility of parents and carers to inform the school of any absence. Parents and carers are asked to contact the school, outlining the reason for absence along with the expected return. The school office is open between 9am and 3.30pm. Attendance is taken twice a day, morning and afternoon. This information is continually monitored and reported back to the relevant authority when required.

Pupils achieving 100% attendance each month are placed in raffle where they can be awarded a prize. One pupil from the primary and one from the secondary is drawn on a monthly basis.

The school cannot authorise absence for holidays etc during term time.

Communication with parents and carers.

We aim to keep parents and carers informed through letters, newsletters and open days. We also arrange educational reviews for parents, carers and relevant professionals to meet and discuss the progress made.

Occasionally we may contact parents and carers by phone. Please ensure you update us with any change to telephone numbers.

We also have a twitter page where we often share information, please follow us @sogcaledonian and @CaledonianICT.



Homework

Homework is provided on an individual basis, taking into consideration possible gaps in learning or identified areas for learning. Pupils may also be given work home to complete which they have not managed to complete within the class or school day for a variety of reasons.

Incentive and Reward

Pupils across the campus work with both group and individual incentives. Individual incentives and targets are set and agreed between school staff and pupils and are aimed at improving on identified areas for development.

Class incentives generally are group outings and end of term trips.

Wider Achievement

At Spark of Genius we recognise the importance of celebrating and rewarding our pupils wider achievements. We have recently introduced a number of awards that do just that and allow pupils to develop as individuals.



The John Muir Award is an environmental award scheme focused on wild places. It encourages awareness and responsibility for the natural environment, in a spirit of fun, adventure and exploration.

The Award is open to people from all backgrounds, and is the educational initiative of the John Muir Trust. Four

Challenges are at the heart of each John Muir Award; discover - explore - conserve - share.

Saltire Awards are the new Scottish awards designed to formally recognise the commitment and contribution of youth volunteering to voluntary organisations.



Supported by the Scottish Government, the Saltire Awards enable young volunteers to record the skills, experience and learning gained through successful volunteering placements provided by local and national voluntary agencies.

The Awards are split into four sections - The Challenge, The Approach, The Ascent and The Summit and achievement is recognised in the form of Saltire Award certificates and Young Scot reward points.



ASDAN is a pioneering curriculum development organisation and awarding body, offering programmes and qualifications that explicitly grow skills for learning, skills for employment and skills for life.

JASS provides a structured accredited learning programme which can be easily managed and delivered by primary and secondary school teachers, youth workers and voluntary organisations to young people from P6 – S2.

Pupils have the opportunity to have fun and to

achieve. JASS builds on what they are already interested in and introduces them to some new activities and interests.

The programme is designed to build 'roundness of character', in line with A Curriculum for Excellence.



The Duke of Edinburgh is the latest edition to the wider achievement opportunities offered within the Caledonian Campus. The Duke of Edinburgh's Award programmes take between one to four years to complete, and they must be completed by the participant's twenty-fifth birthday. There are around 300,000 participants annually.

The programmes are at three progressive levels which, if successfully completed, lead to a Bronze, Silver or Gold Duke of Edinburgh's Award.

With assistance from adult Leaders, participants select and set objectives in each of the following areas:

- **Volunteering:** undertaking service to individuals or the community.
- **Physical:** improving in an area of sport, dance or fitness activities.
- **Skills:** developing practical and social skills and personal interests.
- **Expedition:** planning, training for and completion of an adventurous journey in the UK or abroad.
- At Gold level, participants must do an additional fifth **Residential** section, which involves staying and working away from home for five days, doing a shared activity.

To achieve an award, the participant must work on each section for a minimum period of time, and must be monitored and assessed by someone with knowledge of the chosen activities. Each progressive level demands more time and commitment from participants: Bronze 3–6 months; Silver: 6–9 months; Gold: 12–18 months. Participants are required to show regular activity and commitment to the award for the duration of their DofE programme, which is usually at least one hour per week.

School Transport

Transport to and from school is based on the local authority agreement and will be discussed and arranged with parents and carers at the referral stage. Expected pick up and drop off times will also be discussed however these can be affected by poor weather or disruption on the road.

School Meals

School meals are provided as part of the school placement at no extra cost to parents or carers. Pupils have access to breakfast club between 8.45am and 9.15am. At morning break, pupils have the choice between soup, cereal and toast. Hot lunch options are available, including a vegetarian option Monday to Thursday with a selection of fillings for sandwiches, baguettes and paninis on a Friday.

Post 16 destinations and transitions

The positive future of young people, after they have left us, is of crucial importance to everyone at Spark of Genius.

With this transition period forefront in our mind, we operate 'Certificate for Work Readiness' projects and 'Life Skills' programmes. These allow us to continue to work with young people after they reach the age of 16.

The Life Skills programme is about developing social skills, building confidence and preparing for the world of work. The Certificate for Work Readiness project deals with young people who will be applying for jobs and looking for placements. It is part of our continuum of care to young people and allows us to support those who are in need of this kind of opportunity.

Community Involvement

We have made several links with local employers who have taken work experience placements in the motor vehicle and parts industry and the forestries. These links have been well established through our vocational 'Skills for Work' based courses available to children and young people.

If you have any suggestions on how we can further develop our community links, please let us know.

Key strengths of the school

The inspection team found the following strengths in the school's work:

- The positive relationships across the school between staff, children and young people.

- Children and young people learn in an environment where they feel valued and cared for.
- The school's success in re-engaging children and young people in their education.
- The school's high quality skills for work programme. This is supporting all young people to move on to further education, training or employment when they leave school.

Education Scotland 2019

“What comes across most strongly is the great efforts being made by staff to ensure that the young people develop their skills as fully as possible”

Kenneth Gibson MSP

Comments from pupils, parents/carers and professionals

“She has over the last few months drastically improved her school attendance, attitude, socialisation, thirst for knowledge and is overall a happier child” **(Educational Psychologist)**

“The difference in *Child A* since his placement with Spark of Genius is night and day. He has come on leaps and bounds” **(Parent)**

“The school was settled, attractive, all young people involved in purposeful learning, staff looked totally committed, their results were excellent again Thanks and well done” Tom McGhee **(Chairman)**

“The teachers respect you and it's a safe environment to be in.” Courtney Mooney **(Pupil)**

“The school is fun” Ryan **(pupil)**

“I like the school and the work. The staff help me” Amy **(Pupil)**

“I love having friends at the school and going places like the wind farm” Alasdair **(pupil)**

School Holidays 2022/2023

Schools close	Wednesday 28 June 2023
Staff only in service	Thurs 17 and Fri 18 August 2023
Schools open	Monday 21 August 2023
Staff only in service	Monday 18 September 2023
Schools close	Friday 13 October 2023
Schools open	Monday 23 October 2023
Schools close	Thursday 16 November 2023
Schools open	Tuesday 21 November 2023
Schools close	Friday 22 December 2023
Schools open	Monday 8 January 2024
Schools close	Thursday 8 February 2024
Staff only in	Tuesday 13 February 2024

service	
Schools open	Wednesday 14 February 2024
Schools close	Thursday 28 March 2024
Schools open	Monday 15 April 2024
Schools close	Friday 3 May 2024
Schools open	Tuesday 7 May 2024
Schools close	Thursday 23 May 2024
Staff only in service	Friday 24 May 2024
Schools open	Tuesday 28 May 2024
Schools close	Friday 28 June 2024

School Hours

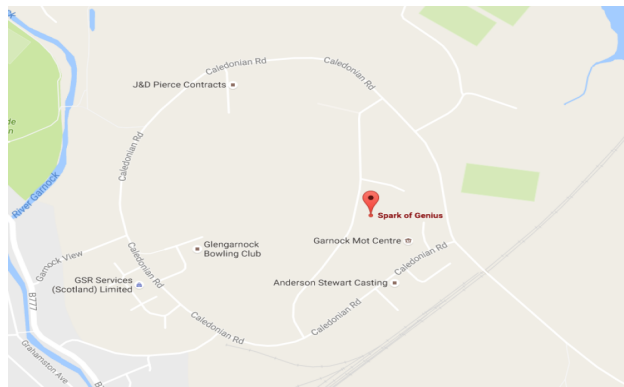
Monday to Thursday	0845 to 1530
Friday	0845 to 1300

Contact Numbers

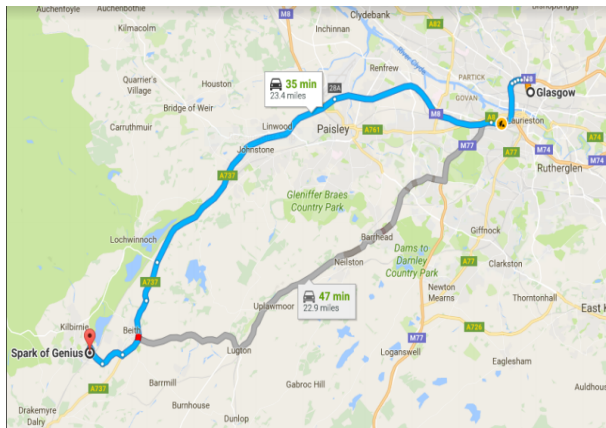
Campus main office - 01505 683 182
Iain Cameron - Head Teacher
Pete Mack - Principal Teacher (Secondary)
Annamarie Wilson - Principal Teacher (Primary)

We are here:

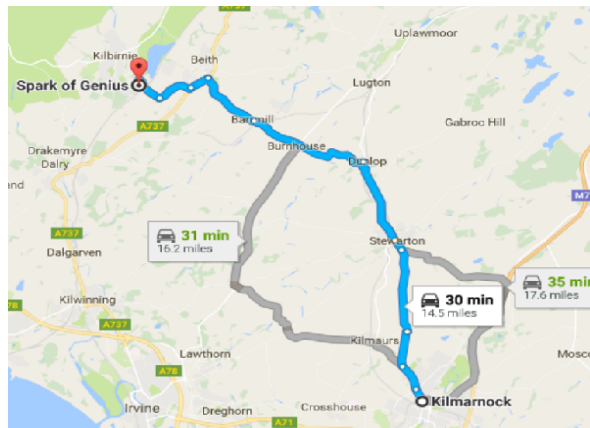
Caledonian Campus
Unit 5
Glengarnock Business Park
Caledonian Road
Glengarnock
KA14 3DA



From Glasgow:



From Kilmarnock:



Email contact: rhona.wheldon@sparkofgenius.com

	Caledonian Campus Staff	
Primary School		Secondary School
	Iain Cameron Head Teacher	
Annmarie Wilson Principal Teacher		Peter Mack Principal Teacher
Laura Ferguson Teacher		Nikla Jacobson Teacher
Hannah MaWhinney Teacher		Graeme Campbell Teacher
Craig Anderson Education Assistant		Annette Glendinning Teacher
Katrina Carlin Education Assistant		Helen Holt Teacher
Sarah Stephens Education Assistant		Danielle Dreghorn Education Assistant
		Ashley Boyd Education Assistant
		Nadine Robertson Education Assistant

		Ceilidh Dempster Education Assistant
	Rhona Weldon Administration	Ryan Bennett Education Assistant
	Ann Marie O'Neill Chef	Gillian Clark Education Assistant
	Cass Chapman Domestic	Grant McQue Education Assistant

About the teaching staff

Name	Qualifications	Information
Iain Cameron (Head Teacher)	Masters Education Leadership PGCE Secondary (Computing) PgD Information Technology BA (Hons) Modern History/Politics	Iain has worked for Spark of Genius since July 2005 and has been the Head Teacher at Caledonian Campus for 7 years. Prior to working for Spark of Genius Iain was a Computing Teacher in North Ayrshire.
Annmarie Wilson (Principal Teacher)	PGDE Primary BTEC degree - Leisure and Recreation Management	Annmarie started working within education in 2011 as a Teaching Assistant and PE Instructor before gaining her PGDE in Primary education. Following this, Annmarie went on to work in various mainstream and ASN primary schools across Ayrshire before beginning her role as a teacher within the Caledonian Primary in 2012. Annmarie has since

		moved on to Principal Teacher within the Caledonian Primary school.
Peter Mack (Principal Teacher)	Teacher ASN BSc Hon Open TQFE	Pete has worked for Spark of Genius since 2004, during which Pete has worked in various schools and residential houses. Up until recently Pete was the Inclusion Manager in the school but having completed his teacher training Pete is now a Principal Teacher within the secondary school. Pete has been a Therapeutic Crisis Intervention trainer since 2006, delivering training to both residential and education staff ways to support and manage behaviour.
Laura Ferguson (Teacher)	PGDE (Primary) with Teaching Qualification Teaching English as a Foreign Language MA Social Sciences	Laura has been teaching within the Caledonian Primary since 2015. Prior to Spark, Laura taught at Cambridge International school in Doha and Regent International School in Dubai. Before teaching abroad, Laura worked as a mainstream teacher in Glasgow and provided sessional support within residential childcare placements.
Hannah Mawhinney (Teacher)	BA Education and Social Services PGDE Education (Primary)	Hannah has worked at the Caledonian Campus since 2020. Hannah previously worked as an Education

		Assistant at Skypoint School. After completing her teacher training Hannah worked at Lochfield Primary in Renfrewshire..
Nikla Jacobson (Teacher)	BA in Education & Social Services Professional Graduate Diploma in Education (Primary)	Nikla has worked at Caledonian Campus since 2014. Nikla taught for several years within North Ayrshire primary schools., both in mainstream classes and pupils support base. Nikla is the lead teacher for our transitions class based within the Secondary school.
Graeme Campbell (Teacher)	Teacher ASN BA Health and Physical Education MSC in special education	Graeme started at Caledonian Campus in 2018. Graeme gained his MSc in Special Education and BA Health and Physical Education while teaching in additional support schools in St Louis., Missouri.
Annette Glendinning (Teacher)	BSc Sports Science Studies PG TQFE	Annette has worked for Spark of Genius since 2007. Annette has worked as an Education Assistant and Skills for Work instructor in various Spark of Genius Schools. Annette went on to complete her teacher training and is currently teaching within the Broad General part of the Secondary School.
Helen Holt (Teacher)	PGDE in Business Education	Helen has worked at Caledonian Campus since

		2019. Helen teaches pupils right through the school from primary age pupils to those doing National Qualifications. Prior to taking up her position with Spark of Genius Helen was a Business Studies teacher in North Ayrshire.
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Complaints or concerns

Where possible, we would like to be able to discuss and look to resolve any issues or concerns that parents, careers or professionals may have with the school or the school staff. We would ask that concerns or complaints are made directly to either the principal teachers or the head teacher. If you are not happy with the outcome then the complaint or concern can be escalated further by using the contact us section of the website which can be found at www.sparkofgenius.com